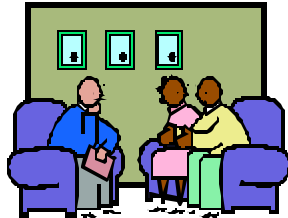


SPECIALTY COURSES

Course Title: Positive Peer Counseling

(Full Year Course)
Credits: 2 per semester



Course Description:

The Peer Program began out of a sensed need for developing a program which would create a school climate characterized by caring and concern on the part of one student for another.

The purpose of the program is twofold: 1) to provide helping services to others and 2) to provide personal growth for the individuals in the program. The purpose of the two-hour weekly class is: 1) to provide time for teaching necessary helping skills for counseling peers, 2) to provide the opportunity to share experiences gained in these activities to continue to build unity, trust, and closeness among group members, 3) to provide personal growth exercises, and 4) to provide a framework for everyone present to plan future activities as a group.

Entry Level Skills:

- The student must be able to maintain satisfactory grades and attendance.
- The student must be capable of serving as a role model for other students.
- The student must have a genuine interest in helping others in furthering their own personal growth, and in taking a leadership role in the program.
- The student must submit an application and participate in a screening interview. The student should have an understanding of student life at Littleton High School.

Class Expectations:

- The student will actively participate in all class activities, training, and the annual state retreat.
- The student will keep a journal or writing log of activities and daily insights.
- The student will function effectively in group discussions.

- The student will practice empathy, active listening, effective communication skills, problem solving techniques, and use referral systems when appropriate.
- The student will take an active role in planning and implementing a peer support program in the school.

Course Title: Student Assistantship

(Full Year or Semester Course)
Credits: 1 to 2.5 per semester

Course Description:

The student will assist staff and our programs in a variety of situations working in one of the offices or with a teacher. Credit will be granted for no more than 2.5 semester hours of assistantships per semester. Credit is equal to one-half of the hours worked per week; i.e., 5 hours of assisting equaling 2.5 credit hours. Can be done for no credit in order to serve as community service.

Note: Students must personally contact the staff member they wish to work with to explore what opportunities are available.

Opportunities do exist to be a PACE Student Assistant: Student assistants for the PACE program help fellow students who have significant challenges to learning. Various assistantships include individual tutoring, assisting a PACE student in the regular education classroom, assisting in a special class, and being a friend/helper in the cafeteria, library, or community.

Entry Level Skills, Knowledge, and Content:

- Student must have earned a "D" average or better in the previous semester.
- Student must have maintained an excellent attendance record in the past.
- Student must receive approval from the staff person to be assisted.

Class Expectations:

- Be dependable
- Be trustworthy
- Be honest

- Other expectations vary with the assignment

Course Title: Independent Study
(Semester Course)

Credit: 1 to 5 per semester

Course Description:

When a student has demonstrated the ability and maturity necessary to work under supervision on a program of his/her own creation independent of a class setting, an independent study contract is devised with the teacher of the designated area of study. Having agreed on the number of semester hours (1 to 5 semester hours) that the study will merit, the student then seeks signed approval from the department chairperson of the area of study, from his/her counselor, from a parent, and from the Assistant Principal in charge of Instruction. Once the semester begins, the semester hours are no longer negotiable. Further guidelines and instructional policies are outlined on the Independent Study contract obtainable from a counselor.

Entry Level Skills, Knowledge, and

Content:

Developed as part of contract.

Class Expectations:

Developed as part of contract.

Course Title: Student-Teacher-Educational Partners Program
(STEP)

(Full Year or Semester Course)

Credit: 2 to 4 per semester

Course Description:

The STEP program permits students to serve as assistants to teachers in the elementary schools, middle schools or high schools. Students may secure application forms from their counselors. Students receive 5, 3, or 2 credit hours per semester for their participation in the program. No credit may be selected for community service.

Entry Level Skills, Knowledge, and

Content:

Must have an interest in the field of teaching.

Class Expectations:

- An "A" or "B" average will be required for continuance in this program.
- Students involved in this program furnish their own transportation both to and from their assigned school.
- Parent permission is required.

Course Title: Community Internship

(Semester Course)

Credits: 3 to 5 per semester

Course

Description:

This program provides the opportunity for students in grades 11 and 12 to get hands-on experience by exploring a career with a professional in a business, industry, local government, or a service organization. The student is not paid but will receive 3, 4, or 5 hours of academic credit on a pass/fail basis. The student must provide his/her own transportation. Contact your counselor for more information and to complete an application. An application packet is available from the main office.



Entry Level Skills, Knowledge, and

Content:

See application packet.

Class Expectations:

See application packet.

Course Title: Community/Employment Experience

(Semester Course)

Credit: Varies

Course Description:

The community/employment experience offers the opportunity to explore possible career interests by

participation in actual work settings. This includes job shadowing, internship/mentorship, and cooperative employment. The student will be credited a maximum of 300 hours (10 credits) per semester as part of the community/employment experience.

Entry Level Skills, Knowledge and Content:

The student must:

- Be proficient in employment application skills.
- Demonstrate maturity to perform in a work setting.
- Be recommended by the related-class teacher.
- Make application for a position to the Community Resource Facilitator.

Class Expectations:

The student must:

- Have completed or be concurrently enrolled in the Professional Employment Training (PET) or Alternative Cooperative Education (ACE) program.
- Be enrolled in a related class concurrent with the community experience (business, science, math, social studies, language arts, physical education, consumer and family studies, art, etc.)
- Submit records on a regular basis detailing hours spent at the work setting .
- Abide by the guidelines established at each business training site.
- Provide transportation to the work site.
- Develop work and interpersonal skills through various mediums including training plans, summaries and/or evaluations.
- Conference with the Community Resource Facilitator on a regular basis.

Essential Tasks:

- 7 Employment/College Admission Skills

Course Title: Oral Development (ESL Course) (Full Year Course) **Credit: 5 per semester (5 hours)**

Course Description:

This class is designed for the second language student who is unable to use English to communicate effectively. Listening comprehension and oral production are practiced on a daily basis in this class.

Entry Level Skills, Knowledge and Content:

- The student is unable to use English for significant communication.
- In general, a SLEP score of below 25.

Class Expectations:

- Develop a receptive vocabulary and understand a speaker's message
- Develop spontaneous speaking skills and the ability to converse in English
- Learn common usage of spoken English including idiomatic expressions and slang
- By the end of the course, the students are expected to demonstrate ability to write a basic expository

Course Title: ESL Intro Language Arts (ESL Course) (Full Year Course) **Credit: 5 per semester**

Course Description:

The first year class introduces the second language student to the basics of English. The student practices reading and writing in addition to listening and speaking. Vocabulary development and grammar are also areas of emphasis in this course.

Entry Level Skills, Knowledge and Content:

The second language student cannot function independently in language intensive courses. In general, a SLEP score of below 25.

Class Expectations:

- Read short passages for the main idea
- Write several simple sentences
- Use English for significant communication and speak in a manner that is understandable to native speakers
- Develop and increase receptive vocabulary

Course Title: ESL Language Arts 1-2 (ESL Course) (Full Year Course)

Credit: 5 per semester (5 hours)

Course Description:

The second year class meets the needs of ESL students in gaining competency in English. Students continue the study of grammar in addition to practicing reading, writing, listening and speaking. Particular attention is given to writing skills at this stage of language development.

Entry Level Skills, Knowledge and

Content:

- The student knows most words needed to express ideas verbally, but he/she lacks vocabulary and may at times be dependent on his first language for translation.
- The student has basic word order problems in writing.
- The student has pronunciation problems which necessitate concentration on the part of the listener.
- In general a SLEP score of 25-34.

Class Expectations:

- Speak in a manner that is understandable to native speakers
- Increase vocabulary
- Basic knowledge of English grammar, including knowledge of and ability to use several verb tenses
- Participate actively in oral discussions
- Comprehend a speaker's message
- Express ideas in a clear, concise manner
- Complete a given number of writing assignments using the writers' process
- By the end of the course, students are expected to demonstrate ability to write a multi paragraph expository essay.

Course Title: ESL Social Studies

(ESL Course) (Full Year Course)

Credit: 5 per semester

Course Description:

This course is designed to give the ESL students an understanding of basic US History as well as the development of our government. Focus is on the subject matter itself rather than just language

which requires the student to engage in high level thinking skills. Additionally, emphasis is placed on vocabulary as well as development of reading and writing. Since most second language learners have no prior knowledge of U.S. government and history, and concepts are often very difficult to grasp, photographs, diagrams and maps are used to make the material more meaningful. This course integrates language and content to meet the needs of ESL students.

Entry Level Skills, Knowledge and

Content:

- The student must be an intermediate level second language student who can actively participate in classroom discussion.
- In general a SLEP score of 25-34.

Class Expectations:

- Develop expanded vocabulary
- Present information orally
- Employ critical thinking skills
- Function as a productive group member
- Classify information
- Evaluate information

Course Title: ESL Language

Arts 3-4

(ESL Course) (Full Year Course)

Credit: 5 per semester (5 hours)

Course Description:

The third year course is a continuation of ESL Lang. Arts 1-2. Students continue the study of grammar and literature analysis in addition to practicing reading, writing, listening and speaking. Particular attention is given to writing skills and reading comprehension at this stage of language development.

Entry Level Skills, Knowledge and

Content:

- In general, a SLEP score of 35-48
- Student has wide vocabulary
- Student is usually able to write complete, grammatical sentences
- Student is able to self edit

Class Expectations:

- Develop expanded vocabulary
- Present information orally
- Employ critical thinking skills
- Function as a productive group member
- Classify information
- Evaluate information
- Read novels
- Demonstrate ability to write multi-paragraph essay for various purposes

Course Title: ESL Lab **(ESL Course) (Semester Course)** **Credit: 2,3 or 5 per semester**

Course Description:

This course will provide second language students with English enrichment as needed for their coursework on an individual basis.

Entry Level Skills, Knowledge and Content:

- Students must be enrolled in a language arts class
- Students must have teacher recommendation
- In general, a SLEP score below 58.

Class Expectations:

- Students are responsible for class materials. The teacher is available as a resource, but is not the instructional focus of the class. This is intended to be student generated and student motivated learning.

Course Title: Seminar in Gifted and Talented Topics **(Semester Course)** **Credit: 2 per semester**

Course Description:

This class will draw in those students who are identified through multiple screening measures as gifted students but whose academic performance is not reflective of their abilities. This class will attempt to provide a vehicle for meeting the educational needs of such students through higher level learning activities, opportunity for independent study, enhancing self esteem and intellectual peer interaction.

Entry Level Skills, Knowledge, and Content:

The students for this class are chosen through recommendation by their parent, teacher, or counselor/advisor. The students for this class are those whose academic performances do not reflect their abilities.

Class Expectations:

As a member of this select class, the students will:

- Commit to attend Seminar class
- Actively participate in discussion and activities
- Present to the class well prepared and thought out presentations
- Be open and willing to express views
- Be willing to examine self and make improvements
- Participate in a community service project

Course Title: Career Connections

(Full Year Course)
Credit: 5 per semester



Course Description:

Enrollment is by referral. Students are introduced to future employment possibilities through a variety of community experiences. These consist of guest speakers and/or site visitations representing six career pathways. Assessment tools identifying interests, preferences and talents are completed in order to align exploration opportunities with future career choices. Effective decision-making and goal setting skills, informational interview skills, job applications and resume writing are addressed as part of the corresponding classroom instruction. The combined school/community components allow learners to explore future options through informed experiential practice.

Entry Level Skills, Knowledge, and Content:

Teacher/Counselor recommendation

Class Expectations:

- Develop skills to set and attain reasonable goals
- Demonstrate connections between coursework and work-related experiences

- Evaluate choices and alternatives for problem solving and conflict resolution
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

- Evaluate a career choice based on education and employment research
- Demonstrate the application of wants and needs to a realistic budget with appropriate consumer skills

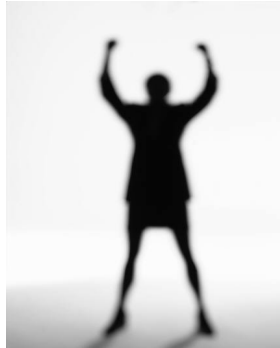
Course Title: Career Success **(Full Year Course)**

Credit: 5
per semester

Course

Description:

Enrollment is by referral. This course is designed to help students acquire skills for career success.



Course content includes: self-assessment, career research, and post-secondary education and training options. Students will explore employment issues such as the application process, job interviewing, job retention, the resignation process and business ethics. Other units will focus on developing an awareness of economic structure, practicing financial management skills and meeting adult responsibilities.

Students should understand the relationship between education and employability. Additional credit is available for practical application of course content through internships or employment.

Entry Level Skills, Knowledge, and Content:

Teacher/Counselor recommendation
Maturity to perform in a work/job situation

Class Expectations:

- Develop career goals utilizing individual strengths, interests and talents
- Identify strategies to successfully work with others