LEGACY HIGH SCHOOL

Legacy High School
2701 West 136th Avenue
Broomfield, CO 80023
720-972-6700
http://www.legacy.adams12.org

Registration Guide for the 2017-2018 School Year Special Education Classes

Special Education Staff

Teachers

Julie A. Bucher	SLD	720-972-6851	julie.a.bucher@adams12.org
Ann Cardwell	Speech/Lang.	720-972-6879	ann.cardwell@adams12.org
Danielle Cavallaro	Speech/Lang.	720-972-6879	danielle.cavallaro@adams12.org
Mari Harguth	SLD	720-972-6752	mari.c.harguth@adams12.org
Jack Jaynes	SSN	720-972-6742	jack.jaynes@adams12.org
Chandra Manchester	SLD	720-972-6833	chandra.j.manchester@adams12.org
Michele McCarthy	DHH	303-854-9390	michele.mccarthy@adams12.org
Debbie Mendoza	Visual Impairment	720-972-4789	men012898@adams12.org
Sarah O'Neill	SLD	720-972-6803	sarah.oneill@adams12.org
Lindsey Ray	SED	720-972-6875	ray012300@adams12.org
Cindy M. Sales	DHH	720-972-6775	cindy.m.sales@adams12.org

Student Support Staff

Amanda Beuke	Counselor	720-972-6720	amanda.beuke@adams12.org
Lisa Dietel	Counselor	720-972-6708	lisa.dietel@adams12.org
Carrie Kujawa	Counselor	720-972-6729	carrie.kujawa@adams12.org
Anthony D. Romano	Counselor	720-972-6711	anthony.d.romano@adams12.org
Karen Smith	Counselor	720-972-6728	karen.g.smith@adams12.org
Janna J. Pavelis	Social Worker	720-972-6709	janna.j.pavelis@adams12.org
Effie O'Neal	School Psychologist	720-972-6731	effie.i.oneal@adams12.org

Deans

Dawn Gaffin	A - Ld	720-972-6760	dawn.gaffin@adams12.org
Mike Thompson	Le - Z	720-972-6761	michael.thompson@adams12.org

Administrators For Special Education

Brendon Feddema	Assistant Principal	720-972-6705	brendon.j.feddema@adams12.org
	Activities Director (SED, SLD, SSN, Visual Impairment)		
Kylie Russell	Assistant Principal	720-972-6707	kylie.d.russell@adams12.org
	Athletic Director (DHH)		

This is the current Special Education staff for the 2016-2017 school year. Please contact the Counseling Office at 720-972-6702 if you have questions regarding registration for the 2017-2018 school year.

Special Education

Students must have an active Individual Education Plan (IEP) on file to register for these courses.

The purposes of the Special Education Department are to decrease the academic gap so that all students can access the general education curriculum, to meet individual student needs, and to be a support to students, parents, and staff. We ensure that Special Education laws are followed, assess and document student progress, assist staff in understanding student needs, and prepare students to transition from one level to another.

We offer classes which meet the following needs:

- ***Deaf/Hard of Hearing (DHH)***
- ***Serious Emotional Disability (SED)***
- ***Specific Learning Disability (SLD)***
- ***Significant Support Needs (SSN)***
- ***Visual Impairment Including Blindness***

DHH Classes:

Communications I, II, III, IV
9, 10, 11, 12 *1.0 Credit*
Students will receive instruction in relevant transition issues such as career exploration, job seeking, interpersonal skills, post-secondary options, and independent living issues. Students will learn compensatory communication skills for survival in a variety of settings including school, the work place, home, and the community. Communications I includes Health and Communications II includes knowledge portion of Driver's Education.
Elective Credit

English Studies I, II, III, IV
9, 10, 11, 12 *1.0 Credit*
English Studies I – IV provides individualized instruction in basic English.
This course is designed to help deaf and hard of hearing students develop functional reading and writing skills. We will cover topics of basic writing skills through the Step Up to Writing curriculum with attention to the PEA (Point, Evidence, Analysis) format. We will cover basic reading skills such as phonemic awareness, alphabetic principle, vocabulary development, comprehension and fluency while focusing on the different literary genres.

Life Skills
9, 10, 11, 12 *1.0 Credit*
Students will work on life skill tasks in a simulation environment to practice budgeting, shopping, paying bills, and real world problem solving. They will also participate in fundraising and social action.
Elective Credit

SED Classes:

Interpersonal Development I, II, III, IV
9, 10, 11, 12 *1.0 Credit*
Interpersonal Development class is offered through the SED program at Legacy High School. It is open to any students in need of assistance with engaging in appropriate interactions with others, or with direction of conduct in the school setting.
Course Description: Development of self-esteem and self-advocacy through examination of positive character traits, academic and personal goal setting, community service learning, progress monitoring, job-skills development, and test preparation/organization skills.
Elective Credit

SLD Classes:

Contemporary Mathematics I

9, 10, 11, 12 *1.0 Credit*

Contemporary Mathematics in Context Course I begins the integrated development of high school mathematics along the interwoven strands of algebra, functions, geometry, trigonometry, statistics and probability. Focused units of study connect these strands through an emphasis on data collection, multiple-representations of functions, interpretation and prediction in an active and collaborative setting. Students will be able to use and apply mathematical concepts and skills involving:

- Data analysis
- Linear functions
- Exponential functions
- Geometric reasoning
- Quadratic functions
- Probability

Prerequisite: Math 8 or Pre-Algebra 8

This differs from the regular Math I because it is a single period all year and taught by a special education teacher, highly qualified in math.

The purchase of a TI – 83 or 84 series calculator is highly recommended.

Economics/Government/English 9

9 *2.0 Credits*

This class is designed for 9th grade students requiring additional support in reading and writing. The class will focus on improving both reading comprehension and fluency skills.

This required class will integrate Government, Economics, and American authors, and is designed to provide a solid basis in study and academic skills.

U.S. Government-Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine 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.

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

Students will examine American authors and actively participate in developing the following skills:

- Critical reading and writing
- Research
- Technology application
- Public speaking

Students will also:

- Place historical events into chronological order
- Formulate questions and hypotheses as to what happened in the past
- Analyze historical data
- Interpret primary and secondary sources of historical evidence
- Apply knowledge of the past to contemporary issues in an attempt to predict and explain
- Examine how economic factors have influenced historical events
- Describe the impact of scientific and technological developments on individuals and society

In this course, students will explore their own cultural identities as well as the cultural identities of people from around the world through the study of literature both within and outside the United States. They will also understand how experiences and cultural expectations shape attitudes. Students will solve problems, analyze language, and provide supporting evidence in order to communicate clearly in both writing and speaking.

Students in this class will read and demonstrate comprehension of a variety of literature including the following:

- Fiction
- Nonfiction
- Poetry
- Drama

Students will plan and write a variety of pieces, which will be evaluated using standards based rubrics. Pieces may include the following:

- Narrative essay
- Informational essay
- Persuasive essay

Texts may include, but are not limited to the following:

The Absolutely True Diary of a Part-Time Indian
Roll of Thunder, Hear My Cry
Nothing But The Truth
The Outsiders

Note: Successful completion of this class is required for graduation.

English 10/ World Studies

10 *2.0 Credits*

This class is designed for 10th grade students requiring additional support in reading and writing. The class will focus on improving both reading comprehension and fluency skills.

This course will focus on a literary exploration of human thought and the great ideas that humanity has expressed through literature. The "Big Ideas" are as follows: The individual within or versus society, the creation/ organization of society/government, social justice, ethics, and innovation/exploration.

Students will participate in a variety of inquiry based learning activities and discussions. They will write narrative, informative, and persuasive pieces.

Students will read to explore the relationship between a range of literature from the United States and around the world.

Students in this class will read and demonstrate comprehension of a variety of literature including the following:

- Fiction
- Nonfiction
- Poetry
- Drama

Students will plan and write a variety of pieces, which will be evaluated using standards based rubrics. Pieces may include the following:

- Narrative essay
- Informational essay
- Persuasive essay

Texts may include, but are not limited to the following:

Caesar
The Black Death
Things Fall Apart
Maus
Odysseus and the Cyclops
Taming of the Shrew
The Trojan Horse

English 11

11 *1.0 Credit*

This class is designed for 11th grade students requiring additional support in reading and writing. The class will focus on improving both reading comprehension and fluency skills.

Students will read and respond to a variety of American materials; to include short stories, novels (such as Anthem and The Crucible), and web resources. Through writing and projects they will reflect upon how different characters' choices and actions affect how they are influenced by and change over time. Students will produce a variety of written pieces that demonstrate skill in content and development, organization, conventions, and style with pieces that include: literary analysis, argumentative/ persuasive essays, and research papers.

English 12

12 *1.0 Credit*

This class is designed for 12th grade students requiring additional support in reading and writing. The class will focus on improving both reading comprehension and fluency skills.

Students will read and respond to a variety of materials: to include short stories, novels, and web resources. Through writing and projects they will reflect upon how their own choices and actions affect how they are perceived in the world as well as how they are influenced by the time in which they live. Students will produce a variety of written pieces that demonstrate skill in content and development, organization, conventions, and style with pieces that include: literary analysis, argumentative/persuasive essays, and research papers. Additionally, students will produce Senior Capstone Projects that provide a comprehensive demonstration of their life-readiness skills, such as resume, references, post-secondary plans.

Foundations Of Math I, II

9, 10, 11, 12 *1.0 Credit*

Students will be able to use and apply the foundation concepts for high school mathematics including:

- Constructing an understanding of number, operation, and quantitative reasoning
- Patterns
- Relationships and algebraic methods
- Geometry
- Measurements
- Probability and statistics

Math Extensions

12 *1.0 Credit*

In this course, students will explore how to use basic math skills to function as a thoughtful consumer in today's society. We will cover "real-life" topics which include the mathematics of personal finance, cooking, time cards, unit pricing, discounts and mark-ups, banking, budgeting, investments, taxes, travel, and fitness. This course features examples in a problem-

solving format that allows students to use mathematical skills in consumer situations.

Readers

1.0 Credit

This class is designed for students requiring additional support in reading and writing. The class will focus on improving both reading comprehension and fluency skills. Students will read a variety of materials to include short stories, poetry, and novels.
(Upperclassmen by teacher recommendation)

School To Work I

9 .5 Credit

This course is designed to assist students in developing transition skills for success while in high school and after graduation. Students are instructed in:

- Organizational and study skills
- Goal setting
- Investigating future educational and occupational plans
- Understanding an IEP
- Learning styles
- Advocacy skills
- Interest inventories and career exploration
- Study and test-taking skills
- Incorporated into the curriculum will be self-understanding and esteem, problem solving, decision making, and relationships.

Elective credit

Voyager Math

9, 10, 11, 12 1.0 Credit

This class provides individualized, small group instruction for remediation in basic mathematics. This course is designed to increase student performance in basic mathematical operations. This course will cover:

- Whole number system
- Problem solving skills
- Fractions
- Word problems

SSN Classes:

Life Skills I, II, III, IV/Transition

This is a transition class designed to prepare students to live as independently as possible and to facilitate the student's movement from school to post-school activities. Instruction will include survival skills necessary in a variety of settings such as home, work, and community.
In addition to instruction in language arts, math, science, and social studies, students will use the kitchen to learn basic cooking and safety rules, try various job activities, and how to use public transportation (RTD) through trips into the community. Individualized instruction based on student need and IEP goals.
Because needs of each student will vary, instruction will be individualized to assist students in meeting the goals on their Individual Education Plans. Life Skills/Transition credit may be converted to science, social science, art, physical education, math, and English credits.
Elective credit

Positive P.E.

9, 10, 11, 12 .5 Credit

This course provides physical education activities (sports, fitness, and conditioning) adapted for students with special needs.

Visual Impairment Classes:

Braille Literacy

9, 10, 11, 12 1.0 Credit

Students will receive instruction in reading and writing the literary braille code as well as Nemeth Code and/or UEB math. They will be taught adaptive technology for near and distance viewing in the classroom, completion of assignments utilizing computer, iPad, and/or refreshable braille display, and electronic communication with teachers. They will better understand their visual diagnosis and learn the skills necessary to explain their diagnosis, understand discussions with their eye doctors, and explain their visual needs to classroom teachers and peers. They will learn and practice self-advocacy skills and how to effectively communicate their needs within a classroom and community environment as well as the time management/organizational/problem solving skills necessary to function within a high school, college, and work environment.
Elective Credit

Registration Guidelines and Steps

The Master Schedule is built taking many factors into consideration, including student requests, graduation requirements, class sizes, teacher availability, and funding. Courses and multiple sections of courses will be offered only if sufficient numbers of students enroll. Please make your selections carefully as you will be selecting classes for the entire school year. All students will register as full time students at Legacy High School.

1. Review the high school graduation requirements.

2. Review the college admission requirements.

3. Review the course offerings including prerequisites.

4. Read the course descriptions.

5. Review Superintendent Policy 6340
   1.4 All students in grades 9, 10, 11, and 12 must enroll in a minimum of six (6) credits per year.
      1.4.1 Students in grades 9, 10, and 11 must be enrolled in one (1) credit each of math, English, science, and social studies.
      1.4.2 Seniors must take a minimum of three (3) credits in a core area. For the purposes of this requirement, core areas shall be defined as English, mathematics, science, social studies, or world languages.

6. Consult with your parents.

7. Make course selections.

If you participate in athletics, cheer, poms, band, color guard, choir, or Student Government, it is your responsibility to know and understand the eligibility requirements.

District 12
Graduation Requirements

Course	Credit
English	4
Math	3
Science	3
Social Studies (.5 must be US Government, 1.0 must be U.S. History)	3
Physical Education (.5 must be Healthy Choices)	2
Fine or Practical Arts	2
Electives	6
Total	**23**

The Adams 12 Five Star Schools Board of Education will be determining the graduation requirements for the class of 2021 and beyond in May of 2017. Incoming 9th grade students will select courses in the following content areas: Language Arts, Mathematics, Science, Social Studies, Health and Electives totaling 6.0 credits for the 2017-2018 school year. Students enrolled in school-specific programs such as L2K (Legacy High School), IB (Thornton High School), SOAR (Horizon High School), STEM (Northglenn High School), or High School of Business (Mountain Range High School), will select courses aligned to their specific program requirements.

Grade Point Average

1. **Letter Grades :** All courses receiving a letter grade (A, B, C, D, or F) will be used in computing the student's grade point average (GPA).

2. **Grade Point Average :** The following point scale will be used to compute grade point average. Only Advanced Placement (AP) classes, Calculus II, and Calculus III are eligible for weighted grades.

REGULAR SCALE	WEIGHTED SCALE
A = 4 points	A = 5 points
B = 3 points	B = 4 points
C = 2 points	C = 3 points
D = 1 point	D = 1 point
F = 0 points	F = 0 points

   Weighted grades will be assigned to courses with the Advanced Placement (AP) designation, Calculus II, and Calculus III. Students transferring credit into Legacy High School may have that credit weighted if it is an Advanced Placement (AP) course. Weighted credit must be requested upon transferring the grades and approved by an administrator. Weighted credit will not be given to Honors or Pre-IB/middle years program courses.

3. **Pass/Fail:** A pass grade will not be figured into GPA and it will be recorded on the transcript as "P." A failing grade will be factored into the student's GPA and recorded on their transcript as an "F." Courses impacted by this include student assistantship, summer school classes, credits for scores on assessments, and some independent study classes.

4. **Incompletes:** An incomplete grade will be recorded in the teacher's grade book when **unforeseen** circumstances prevent the student from completing work on time. A timeline to finalize the grade will be determined between teacher and student. If the grade is changed, the cumulative GPA and credit status will be updated appropriately and reflected on the student's transcript.