

Aspire Online Academy

High School
Course Guide
2024-2025

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Colorado Springs, CO
80906

Ms. Talya Young - Principal
Ms. Patricia Parks - High School Coordinator

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Aspire Online Academy High School Mission Statement

Aspire Online Academy uses a student-centered focus to provide diverse educational experiences that develop student's personal and academic growth. We believe equity and access to opportunity removes barriers to the student's potential.

Dear ASPIRE ONLINE ACADEMY (AOA) families,

Welcome to the 2024-25 school year as a part of our online high school. It gives us immense pleasure to welcome you to AOA high school. As you read the course guide, you will notice the different offerings for our online learners. At our AOA high school, we offer two pathways for our students, College and Career Readiness pathway and Concurrent enrollment pathway. It is exciting to share all the academic offerings we have for our students this year. Here at Aspire Online Academy you will experience asynchronous and synchronous learning. Students will be offered intervention synchronous support, teacher directed support, and office hours for any additional needs. At AOA we believe that if you are willing to work hard enough, every goal you set is achievable.

This course guide will help your students determine which pathway they would like to pursue as they develop their high school plan. Their high school plan will move them towards their goal of College and Career Readiness. Although many of the courses are required for graduation, your student does have the ability to determine which elective courses they would like to take over the course of the four years in high school.

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Every student of the district shall have equal educational opportunities through programs offered in the district regardless of race, color, ancestry, creed, sex, sexual orientation, religion, national origin, marital status, disability or need for special education services.

(Equal Educational Opportunities -JB).

If you have questions or concerns regarding the non-discrimination policies, please contact

Aisha Matthews
Human Resources Manager
1060 Harrison Road
Colorado Springs, CO 80905
719-579-2022
amatthews@hsd2.org

Planning and Course Guide

This guide will help you and your parents plan your school program while at Aspire Online Academy High School. At the critical decision points in your high school career, you should review your educational and post-secondary goals with your parents and high school coordinator to develop a program that will help you achieve these goals.

Graduation requirements are designed to give you a balanced program that will help you develop the skills and knowledge necessary to become a well-educated person. To fill out your course of study, a wide range of electives are available. These, if wisely selected, will help you explore and develop your interests and abilities.

Although your parents and high school coordinator wish to help you in planning your high school curriculum, the responsibility for this planning rests with you.

Along with the High School Coordinator, we will develop a four-year planning guide for each student. You may find this helpful in choosing your course of study while in high school. Please review this course guide thoroughly and consult the high school coordinator and teachers with questions you may have.

New Students

All students new to Harrison School District 2 need to register online at www.hsd2.org or at the central administration building located at 1060 Harrison Rd Colorado Springs CO 80905 prior to making an appointment with the Aspire Online Academy high school coordinator.

Registration Process

The courses offered at Aspire Online Academy are designed to expand the experiences of all students and to prepare you for success in the workforce or further education after graduation. Because the high school coordinator helps students plan with post-high school objectives in mind, they utilize the Colorado Individual Career and Academic Plan (ICAP) in a variety of ways to assist you in making the best course selections, career path choices, and helping find the best resources available.

Please consider the following:

- Before selecting a course, check the course description to be sure it fits your needs, interests, abilities, and check that you have completed the prerequisites necessary for enrollment.
- Know the graduation requirements and course load requirements and be sure you are meeting the standards to graduate.
- If you are in doubt about credits for graduation or requirements for college admission, set an appointment with your high school coordinator.
- Be aware of college entrance, vocational, and NCAA requirements.
- Plan ahead - not just for next year but for your entire high school career keeping in mind adjustments can be made.
- Read course descriptions carefully and discuss your choices with your parents and high school coordinator.
- Determine your graduation requirement needs and double check your transcript for accuracy.
- Consider college entrance requirements and the type of diploma you are seeking.
- Select your electives keeping in mind your future career choices. This can support and enhance your decisions for which electives you want to take.

Selecting Courses

Course Selection

The high school coordinator will provide registration guidance and help you through the process of registering for all your CDLS courses. Course descriptions are available on the CDLS website for students to preview. Please make your choices thoughtfully because courses are based on student enrollment and student course selection. Registration must be done within the CDLS timeline for each semester.

The registration deadlines are as follows:

1st Semester Courses: August 9th-September 9th classes begin August 21st

2nd Semester Courses: January 2nd - January 20th classes begin January 8th

Students Receiving an F in Core Courses

Students earning an F in a core course (English, Math, Science, Social Studies, Foreign Language), their parents/guardians, along with the high school coordinator, will make sure that these courses are rescheduled and completed to ensure that graduation requirements are fulfilled.

Students Receiving a D in Core Courses

Students should be aware that some colleges do not accept a D in core courses for college admission. Please research your college for more information and to determine if you need to retake a course. If you begin to fall into this category, reach out to your high school coordinator to receive intervention support to improve this grade.

Counseling

The mission of the Aspire Online Academy Counseling Department is to develop and deliver a comprehensive program that is systematic, data-driven, and collaborative. We encourage the highest level of student achievement in academics, personal/social development, and career aspirations. We are committed to developing caring and principled young adults who possess the skills necessary to face challenges. As professional advocates, school counselors facilitate services to ensure all students have equitable access and opportunity to gain the attitudes, knowledge, and skills necessary to be successful. We believe partnering with other educators, parents, and a caring community will help every student to be productive lifelong learners.

School Counseling Services (how to access)

To access counseling services for both students and parents:

- Make an appointment with the High School Coordinator: pparks@hsd2.org
- Send an email to your counselor to request a meeting: mtaylor@hsd2.org

Graduation Requirements

Class of 2023 and Beyond Graduation Requirements

Graduation requirements are established by the Superintendent in conformity with the criteria of the North Central Association of Secondary Schools and Colleges and the State Department of Education. This policy addresses the graduation requirements for the graduating classes of 2023 and beyond. Harrison School District 2 believes that all graduating students must demonstrate competency in both required coursework and elective areas of interest.

Students are encouraged to exceed the minimum requirements to better prepare for their post-graduation goals, including higher education, careers, and lifelong learning.

Qualifications of Graduation (Credits Needed and Demonstrated Proficiency)

A total of twenty-three (23) high school credits plus a demonstrated Math and English proficiency will be required for graduation from high school. The graduation requirements include a menu of options students must use to show what they know or can do, beginning with the graduating class of 2023. Students must demonstrate college or career readiness in both English and Math based on at least one measure.

Student Load (Total number of credits carried in a year)

A normal load for freshmen, sophomores, juniors, and seniors will be a minimum of six (6) units (credits) per year. Seniors on track to graduate are required to be enrolled in 5 credits their senior year.

Years of Attendance Needed

It is advisable that a student have four (4) years of high school experience to graduate. In some cases, students may be allowed to graduate in less time than four (4) years. In those cases, students satisfying all graduation requirements in less than four (4) years may apply for early graduation to the building Principal.

Aspire Online Academy High School Graduation Requirements

Graduation Requirement	Requirements
English*	4
Mathematics*	3
Social Studies	3 Social Studies credits (0.5 credits must be from Government, 0.5 credits for History of the Holocaust, and 1.0 credits must be from World History or U.S. History)
Physical Education	.5
Health	.5
Science	3 (2 credits must be lab-based)
Electives	8
World Language	1
Total Credits	23

*see Menu of Options on Page 7

Course Load Requirements

One credit is earned for each course that meets for two (2) semesters. Half credits are earned for courses that are completed in one (1) semester.

Students should recognize the importance of their school records. A student's transcript records the accumulation of credits from ninth grade through twelfth grade. Grades for all classes are counted in the grade point average (GPA). CE (Concurrent Enrollment) course grades of A, B, C, or a D are weighted with an additional 1.0 added. Grades for all other classes are on a standard 4.0 scale.

Students should review their transcripts regularly for errors and report suspected errors to the high school coordinator, Patricia Parks: pparks@hsd2.org

Students are encouraged to study graduation requirements and course descriptions with their parents and to consult with the high school coordinator for specific course or level recommendations. Most courses require approval.

Appointments regarding registration may be scheduled with your high school coordinator.

Credit Checks

Please access Infinite Campus and view your transcript and classes to make sure your credits are on track.

The high school coordinator is available to work with you to ensure you have met your required credits for graduation.

Menu of Options

As part of graduation requirements, seniors must demonstrate College and Career Readiness with a proficient English score and a proficient math score in at least one of these measures.

Demonstration	English	Math
NEXT GENERATION ACCUPLACER	241 on Reading or 236 on Writing	255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT	A score of at least 18	A score of at least 19
ACT WorkKeys	A score of bronze or higher	A score of bronze or higher
Armed Services Vocational Aptitude Battery (ASVAB)	A score of at least 31	A score of at least 31
Concurrent Enrollment	Passing grade per District and higher education policy	Passing grade per District and higher education policy
District Capstone Project	Minimum of "Pass" score on District Capstone Project	Minimum of "Pass" score on District Capstone Project
Industry Certificate	Minimum of "Met/Pass" score on any one of the Industry Certification examinations	Minimum of "Met/Pass" score on any one of the Industry Certification examinations
Scholastic Assessment Test (SAT)	A score of at least 470	A score of at least 500
Collaboratively developed, standards - based performance assessment	State-wide scoring criteria	State-wide scoring criteria

HEAR (Higher Education Admission Recommendations)

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Recommendations (HEAR). HEAR are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities. In addition to the Higher Education Admission Recommendations, students must also meet the recommendations in the table below. Meeting the HEAR recommendations does not guarantee admission to a four-year public institution. Colleges and universities may have additional recommendations. Private colleges and universities set their own admission standards, so students should contact those institutions directly for more admissions information.

ACADEMIC AREA	REQUIRED
English	4 years (4 credits)
Mathematics	4 years (4 credits)
Natural/Physical Sciences (two units must be lab-based)	3 years (3 credits) 2 years (2 credits) must be lab-based.

Social Studies	3 years (3 credits) At least 1 year (1 credit) must be in U.S. or World History.
Foreign Language	1 year (1 credit)

For more information on HEAR go to

<http://highered.colorado.gov/Academics/Admissions/coursecompletion.html>

Early Graduation Process

A student wanting to graduate in December of their senior year needs to meet with the high school coordinator to determine if he/she is on track to graduate and is eligible for early graduation. An early graduation contract, letter to the principal, and meeting with the principal, are due as soon as possible. The student must have earned 3.5 credits in each core subject prior to the fall of their senior year. You must meet with your counselor to complete the Early Graduation Request Form. Despite early graduation status, diplomas will only be issued every year in May.

GPA (Grade Point Average) Calculation

GPA stands for Grade Point Average. It is a standard way of measuring academic achievement in the U.S. Each course is given a certain number of "credits", depending on the content of the course. You can find an example of it and where to find your credits for a course on your transcript. An example can be found on Page 24.

1. Determine the number of points you've earned by gathering all your high school grades and award yourself four points for each A, three points for each B, two points for each C, one point for each D and no points for each F. Calculate the total points you've earned.
2. Determine the number of credits you've completed by calculating your total number of high school credits. Count each year-long course as one full credit and each semester-long course as a half-credit.
3. Divide the total number of points you earned by your total number of high school credits. The answer equals your unweighted high school GPA.

Class Rank

Class rank is a student's relative standing in his or her class. Class rank is determined by comparing the cumulative grade point averages (GPA) of all students in the class and ranking them in order from highest to lowest. The following points are used to calculate GPA:

2022-2023		
Grade	Grade Point Unweighted	Grade Point Weighted (Concurrent Enrollment)
A	4.00	5.00
A-	3.67	4.67
B+	3.33	4.33
B	3.00	4.00
B-	2.67	3.67
C+	2.33	3.33

C	2.00	3.00
C-	1.67	2.67
D+	1.33	2.33
D	1.00	2.00
D-	0.67	1.67
F	0.00	0.00

Class Rank will be based on the weighted cumulative GPA for all GPA's less than or equal to 4.0. For GPA's over 4.0, total bonus points will determine class rank. Bonus points are awarded as outlined per semester credit.

Differentiated Diplomas

The following outlines the diplomas one can receive at Aspire Online Academy. Please see your high school coordinator for more information

Type of Diploma	Credits Needed	Min. GPA Unweighted	Additional Requirements								
College and Career Ready	23	N/A	<p>All Students earning any diploma must meet one of the following options for Math and English.</p> <table><tr><td><u>CLASSIC ACCUPLACER</u> English: 62 on Reading Comprehension or 70 in Sentence Skills Math: 61 on Elementary Algebra</td><td><u>Concurrent Enrollment</u> Minimum of a “C” in any one (not remedial level) of the Concurrent Enrollment College Courses</td></tr><tr><td><u>NEXT GENERATION ACCUPLACER</u> English: 241 on Reading or 236 on Writing Math: 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)</td><td><u>DISTRICT CAPSTONE</u> Minimum of “Pass” score on District Capstone Project</td></tr><tr><td><u>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE</u> English: Bronze or higher Math Bronze or higher</td><td><u>INDUSTRY CERTIFICATE</u> Minimum of “Met/Pass” score on any one of the Industry Certificate examinations</td></tr><tr><td><u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u> English: State-wide scoring criteria Math: State-wide Scoring criteria</td><td><u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u> English: 470 Math: 500</td></tr></table>	<u>CLASSIC ACCUPLACER</u> English: 62 on Reading Comprehension or 70 in Sentence Skills Math: 61 on Elementary Algebra	<u>Concurrent Enrollment</u> Minimum of a “C” in any one (not remedial level) of the Concurrent Enrollment College Courses	<u>NEXT GENERATION ACCUPLACER</u> English: 241 on Reading or 236 on Writing Math: 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)	<u>DISTRICT CAPSTONE</u> Minimum of “Pass” score on District Capstone Project	<u>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE</u> English: Bronze or higher Math Bronze or higher	<u>INDUSTRY CERTIFICATE</u> Minimum of “Met/Pass” score on any one of the Industry Certificate examinations	<u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u> English: State-wide scoring criteria Math: State-wide Scoring criteria	<u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u> English: 470 Math: 500
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<u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u> English: State-wide scoring criteria Math: State-wide Scoring criteria	<u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u> English: 470 Math: 500										
Honors	23	3.25 or higher	<p>Students must also meet the following options for Math and English</p> <p><u>Concurrent Enrollment</u> Minimum of a “C” in any one (not remedial level) of the Concurrent Enrollment College Courses</p> <p><u>SAT: Scores updated for new SAT (2016)</u> English: 470 Math: 500</p>								

Capstone

Personal Project:

The personal project is a significant student-directed inquiry produced over an extended period, completed during their sophomore year. It holds an important place in the MYP and reflects the student's experience of the program. It provides an excellent opportunity for students to produce a truly personal and creative work of their choice and to demonstrate the skills they have developed through approaches to learning. It offers students many opportunities for differentiation of learning and

expression according to their individual needs. The personal nature of the project is important; the project should be based around a topic that motivates and interests the student. Students will submit three items to the high school coordinator to be internally graded and externally moderated by the IBO:

- A process journal where students reflect on their progress throughout the project duration,
- A report where students identify the goal of the project, outline sources for research, apply learned information, explain how they took action, and reflect on their progress towards their goal.
- The project itself.

Mathematics: Interpretations and Applications Exploration

Mathematics exploration is an integral part of the course by allowing students to demonstrate the application of their skills and knowledge through the pursuit of personal interests. Students will submit a written report of the exploration which should be approximately 12-20 pages long and include diagrams and graphs that depict proper mathematical processes. The teacher will grade, and the high school coordinator will externally moderate, the mathematics exploration on Criteria A-E, which measure presentation, mathematical communication, personal engagement, reflection, and use of mathematics. Students that receive a grade of 9/20, which is considered passing per annually published grade boundaries will receive credit for the math capstone.

Work Study Guidelines & Policy

Work Study is provided for high school students who desire to explore a career field that is in alignment with their ICAP. A portion of their school day will be spent working with an employer to gain valuable work experience prior to graduation. Students are granted release time from school to participate in part-time jobs in companies where they utilize their skills each semester or a maximum of two total credits toward graduation. Hour requirements are as follows to receive credit: Paid work; 60 hours for a half credit or 120 hours for one credit (maximum one credit per semester). Documentation of hours worked, and employment status are required monthly and turned in to the high school coordinator.

Initiative	Minimum	Typical
Site Visit	1 hour	1-4 hours
Job Shadow	2 hours	2-4 hours
Internship (Unpaid/ Paid)	60 hours	60-120 hours
Mentorship	2 times/month	2-4 times/month

Job Shadowing: A work experience option where students learn about a job by walking through the day as a shadow to a competent worker. Variations include: 1) Virtual Job Shadowing. Digital version of job shadowing allows an individual to observe an occupation using videos. 2) Job simulation. Version of career exploration that allows an individual to participate and gain experience in aspects of an occupation through simulation.

Internship: An opportunity in real work environments for exposure to the requirements of a particular occupation or industry. The work environment and the behavioral expectations for success on-the-job. Such work experience is not expected to provide formal training for occupational skills, although some skills may be learned.

Mentorships: A form of experiential learning that provides for the application of knowledge and skills in real world environments for the development of career and college readiness.

HSD2 Work Experience Education Policy

HSD2 shall consider experience (or Work Study) gained at work, paid or unpaid, as a valuable learning experience. Credit for work experience shall be awarded upon demonstration of an understanding of the workplace and the characteristics required to find success in the workplace. Students must meet the qualifications set forth as developed.

60 hours of verified work accompanied by the necessary documentation (Time Verification Sheets) to earn credit for work experience, will translate to .5 elective credit towards the HSD2 graduation requirements.

Work Experience must be approved by the High School Coordinator, employer, guardian, and counselor prior to course enrollment. This opportunity is available to all high school students. Outgoing seniors are eligible for the work-student experience.

See the Work Study Forms on pages 45-46.

Differentiated Programs and Services

Concurrent Enrollment

Aspire Online Academy is proud to offer Concurrent Enrollment in partnership with colleges in the Pikes Peak region.

Concurrent Enrollment (CE)

Concurrent Enrollment is a program in which students can earn college credit while also earning high school credit. Concurrent Enrollment in Aspire Online Academy is provided through three program initiatives: gtPathways and BOOST.

The gtPathways program allows students to start taking Concurrent Enrollment in the 9th grade. Students are admitted to gtPathways through recommendations by their middle school principal and/or middle school counselor. Students in gtPathways have the possibility to earn their Associates of Arts Degree from Pikes Peak Community College prior to graduating from high school in their senior year.

The BOOST program allows 11th and 12th-grade students who have completed their high school graduation requirements to take Concurrent Enrollment courses at Pikes Peak Community College or one of our four-year college partners. The purpose of the BOOST program is to allow students to earn some college credit before they graduate high school. Students can be recommended for the BOOST program by their high school counselors.

Culturally and Linguistically Diverse Education Department (CLDE)

CLDE Services at the High School Level

Harrison School District 2 promotes a safe, encouraging, and engaging learning environment for all English Language Learners (ELL) through its CLDE programs. Implementation of research-based English Language Development teaching methods, by our highly qualified CLDE Instructors, contributes to measurable growth in Listening, Speaking, Reading, and Writing as well as in all Academic Content Areas. Our goal is to support English Language Learners to meet the same academic standards that all students are expected to meet with the appropriate scaffolds needed to meet their language level needs.

Upon enrollment, parents fill out an HSD2 Home Language Survey. If warranted, students are tested with the WIDA Screener and placed in services. Parents are notified of the testing results, qualification for English Language (EL) services, and program of service at enrollment. Parents are also notified and provided with a copy of their child's English Learner Plan (ELP) at Parent/Teacher Conferences or within two weeks of enrollment after October. The district provides two types of Second Language (EL) programs:

- EL-School Based Programs which are in every school in the district and a CLDE teacher provides language development instruction while also providing academic content in English by being the ELA teacher or by co-teaching in mainstream classrooms. Within our program, we offer three tiers of services.
 - Tier I - ELA classroom (50-50 model, co-teaching, push-in, or pull-out)
 - Tier II - Language Intervention class supported by a blended learning environment with language programs provided.
 - Tier III - Cultural Support- language support for all newcomers and refugees
- EL Mainstream Support Program in which all support is given by the general mainstream teacher with consultation by the designated CLDE teacher.

CLDE teachers continually support students using data-driven instruction, in English Language Arts, Intervention, and/or Cultural classes.

Annually, students are assessed with the Colorado WIDA ACCESS 2.0 State Test to measure growth and language acquisition in the areas of Listening, Speaking, Reading, and Writing in the English Language. Students can exit the CLDE program, by meeting the exit criteria and re-designating to FEP (Fluent English Proficient) as documented by the WIDA ACCESS 2.0 State Test and an academic body of evidence. Notification of WIDA ACCESS test results and re-designation or classification are provided to parents.

**51 Different Languages are spoken in HSD2, 93% Spanish, the top three languages are:
Spanish, Tagalog, and Arabic/Vietnamese**

Contact Information:

- Tamie Hollon - CLDE Director, thollon@hsd2.org, 719-579-2590
- Isabel Clamons - CLDE Support Coordinator, iclamons@hsd2.org , 719-579-2616
- Annette Ontiveros - CLDE Instructional Coordinator, aontiveros@hsd2.org , 719-538-1339
- TBD - CLDE Secretary to the Director, 719-579-2591
- Cindy Delgado - Bilingual Tester, cdelgado@hsd2.org, 719-579-3253

Gifted Education (GE)

Harrison School District 2 is dedicated to meeting the needs of our diverse gifted learners by building upon their academic and/or talent area strengths. We are committed to providing rigorous, student-interest-based learning that will grow the leaders of tomorrow.

Gifted students are persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.

Gifted students include students with disabilities (i.e. twice exceptional), and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Visual arts
- Performing arts
- Music
- Dance
- Psychomotor
- Creativity
- Leadership

Gifted identification process is a five-step process:

1. Refer for Consideration: any parent/guardian, teacher, student, or peer may refer a student for identification.
2. Convene Committee: an educational team consisting of the HSD2 Gifted Education Coordinator, school-level gifted education facilitator, and/or building administrator will meet to initiate the collection of data used in the body of evidence.
3. Synthesis of Body of Evidence: a body of evidence will be collected which may include assessment results, classwork, teacher and parent input, and observation. The screening committee will determine the next steps based on a body of evidence.
4. Communicate Results: the GE Coordinator will communicate the results of the nomination to all stakeholders. A parent, teacher, or student has the right to appeal the identification decision.
5. Development of an Advanced Learning Plan: if a student is identified as a gifted learner, the educational team, along with the parent/guardian, will meet to develop an Advanced Learning Plan (ALP). This individualized plan will outline student learning goals/objectives and identify instructional programming/strategies to ensure student growth. This plan serves as a record of student progress and will be updated on a yearly basis.

Special Education (SPED)

The Special Programs Department is devoted to celebrating the diversity of our special population. It is the mission of Special Programs to collaborate with families, staff, and community in order to improve academic and behavioral functioning for the benefit of special needs students. There is a focus on improved outcomes for quality of life and productive citizenship. There is a wide array of services available to meet students' needs.

In order to meet the needs of students who are eligible for special education services under Colorado law, HSD2 serves students in their "Least Restrictive Environment" (LRE). A continuum of services is offered, and these services are delivered according to a student's individual needs as outlined in their Individualized Education Plan (IEP). An IEP team, including participation of the parent/guardian, is responsible for developing a student's IEP.

Services:

Services may be delivered within or outside the general education setting as part of the student's schedule. Some services within the general education setting are delivered in a "co-teaching" model, in which a general education teacher and a special education teacher plan and teach together, which affords a student maximum access to the general education curriculum with their peers.

There are times in which a student's needs require additional specially designed instruction, and this may occur in a special education environment under the direction of a special education teacher. These needs are addressed according to the specific skills that are identified in the student's IEP goals.

Students may also require educationally related services, which are also available when related needs impact a student's education due to their educational disability. Examples of related services include (but are not limited to): Speech Language Pathology, Occupational Therapy, Physical Therapy, School Psychologist or Social Worker services, Visually Impaired services, Orientation and Mobility services, and Deaf or Hard of Hearing services.

Point of Contact:

If your student receives services according to an IEP, your main point of contact regarding special education related questions is your student's Case Manager. Case Managers are Special Education teachers or Speech Language Pathologists who lead the IEP process for their students. Their names and contact information are identified on your student's IEP.

Each high school has a School Psychologist who is also instrumental in answering any special education related questions and can help point you in the right direction for your communication needs, whether your student has an IEP or not.

District Special Programs office main number: 719-579-3240

Requests for Special Education:

Note: If your student currently has an IEP, you may request an additional IEP meeting at any time.

If your student is not identified with an educational disability, and you would like to request an evaluation of this need, please contact the Building Administration or School Psychologist.

Section 504

Section 504 of the Americans with Disabilities Act (ADA) as it relates to education ensures that people with disabilities receive the appropriate protections and accommodations to be able to access educational opportunities at the same level as their non-disabled peers.

Services:

Services are delivered within the general education setting as part of the student's schedule, and the accommodations plans are designed to meet the individual needs of a particular student as not all disabilities impact a person in the same manner.

Point of Contact:

If your student receives services according to a 504 Accommodation Plan, your main point of contact regarding 504 related questions is your student's high school coordinator. High school coordinator's lead the team that convenes for the process for creating an accommodation plan, if necessary, for their students to have equal access to opportunities in the educational setting.

District Student Office main number: 719-579-2550


Requests for 504 Accommodations Plan:


Note: If your student currently has a 504 Plan, you may request an additional 504 meeting at any time. If your student is not identified with a disability, and you would like to request an evaluation of this need, please contact the building administration or counselor.

Credit Options

NCAA Academic Eligibility Guidelines

If you plan to participate in college athletics as a college freshman or as a junior/community college transfer, you must register and be certified by the NCAA Eligibility Center and the NAIA Eligibility Center.

As a freshman in high school, you and your parent/guardian should create a profile at the NCAA Eligibility Center and register as a parent/guardian and student at the NAIA Eligibility Center. At this time, you should acquaint yourself with academic guidelines to meet NCAA and or NAIA requirements to play as a college freshman. Each level of the NCAA has different eligibility requirements. Courses marked with  are approved by the NCAA for certifying an athlete's eligibility and play Division 1 or Division 2 athletics as a college freshman. The NAIA has different requirements for athletes than NCAA Division 1 and Division 2. Division 3 of the NCAA has separate requirements.

If you plan on playing NCAA Division 1 or Division 2 please make sure you are taking courses that are marked with . As a potential college athlete your GPA, class rank and college entrance test score are important. On Page 44 there is a NCAA Division 1 course tracker that should be used by the parent/guardian and the student. NCAA Division 1 academic requirements are the most stringent. If you meet NCAA Division 1 academic requirements, you should meet requirements for the other NCAA Divisions and the NAIA. Please remember these are requirements to play athletics. Parents/Guardians along with the student must also meet the entrance requirements of each specific college/university.

Visit the sites below to register or create accounts:

- ncaa.org/student-athletes/future/how-register or web3.ncaa.org/ecwr3/
- play.mynaia.org

It is the responsibility of the parent/guardian and student to know NCAA required courses and requirements at Division 1, 2, 3, and the requirements of the NAIA.

See the NCAA Forms on Pages 46 – 47.

Special Credits

Athletics

To earn a ¼ credit per specific sport season:

- Attend 90% of practices
- Must dress out and/or play in 90% of regular season contests
- Finish the season in good standing
- Return any materials, uniform, or equipment to sport-completed.

The head coach will turn in a sport-specific roster to the building athletic director for verification from the information above. After verification, the athletic director will turn in the roster to the registrar.

Only passing grades (P) will be noted.

Any credit after the half credit needed for PE will become an elective credit.

Managers or students acting in that capacity cannot receive credit.

Credit Recovery

We realize there may be times in your high school career that you need to make up a credit(s) because of a failed class. Please schedule an appointment with the high school coordinator for options.

Summer School

Summer school is offered to students who may need credit recovery but is subject to change depending on need and availability. Please contact the high school coordinator or the district office for more information.

Preparing for College and Career/ICAP

ICAP: ICAP stands for Individual Career and Academic Plan. ICAP is a college and career readiness plan for all students in the 9th-12th grades. The high school coordinator will be assisting students through ICAP lessons throughout the year. It is difficult to generalize about college entrance requirements since each college has individualized requirements and selection processes. Colleges are generally looking for students who have consistently challenged themselves academically and who have proven their capabilities for rigorous studies by achieving above average grades in high school. Be sure to use the many resources in the counseling center college to work directly with your high school coordinator to help determine specific information about colleges.

Colleges place the greatest emphasis on the student's high school transcript. This official document includes an indication of the depth and scope of the courses taken (curriculum), the grades received in those courses (achievement), a comparison of other students (grade point average and class rank), and a measure of ability and aptitude to indicate predicted success (test scores). Patterns of consistency, steady improvement, or declining achievement are also reflected on the transcript. The following are the key ingredients in the college admission process.

Curriculum: College prep core course work is usually defined as four years of English, four years of math, three years of science, and three years of social studies. At least two years of foreign language is also required for most colleges. These guidelines should be considered minimal, and most students take more academic courses than these basic recommendations. Many colleges may require additional courses in the academic fields and may also have specific curriculum requirements for admission.

Colleges take into consideration the level of courses successfully completed and the overall strength of

the student's curriculum. Please check with your college of interest and make sure that you are taking the right classes.

Achievement: Grades are still the best predictor of academic success in college; the more recent the grades, the stronger indicator they are. While other factors may help compensate for deficiencies in grades, top grades will help eliminate doubts about a student's ability to achieve in academics.

Test Scores: Colleges rely on the American College Test (ACT) and the Scholastic Aptitude Test (SAT) to help make admissions decisions. While some colleges may have set cut-off scores, most will combine the test scores with other factors to determine admission eligibility. Many students take these tests more than once to maximize their scores, and all students need to make sure they take the specific tests required for the colleges to which they are applying. Some colleges may also require SAT II tests, which are achievement tests in specific subjects, for admission or placement purposes.

Evaluation: Many colleges will require or recommend written teacher or counselor evaluations. These evaluations are used to substantiate the level of a student's integrity, reliability, motivation, maturity, initiative, leadership, character, and other personal traits. An applicant's chances for admission may be enhanced by comments from those who know the student well.

Involvement: Participation in school and community activities such as clubs, athletics, music, government, religious organizations, work experience and volunteer opportunities are also valued by colleges. The quality of involvement, leadership, commitment, and diversity of interests are what often distinguish top candidates for the most highly selective colleges. Depth in a few areas is generally preferred over breadth in many areas.

Highly Selective Admissions: It is highly recommended that students wishing to attend any post-secondary school plan on enrolling in a full four-year course curriculum. Highly selective universities in particular look favorably on students who have taken the most rigorous course load possible; therefore, we strongly recommend that you consider participating in one more year of a core course, elective course, or completing an internship instead of graduating early. Teacher aide positions and free periods should also be avoided. As soon as you think you might be interested in a particular college or university, we recommend that you research its admission requirements and then select your courses accordingly.

CCHE: (Colorado Commission on Higher Education) mandates that all students preparing for college take four years of Math and English; successful completion is usually defined as grades of C's or better. Deficiencies in these areas may severely limit one's ability to obtain admission to existing state 4-year institutions.

College Application Process and Requirements

College Application Process and Requirements

- **Narrow down your list of schools:** Consider size, location, housing, academic programs as well as clubs and activities that are offered.
- **Complete tests that are required for admission.**
- **Submit official transcripts:** Colleges review your academic accomplishments, grades, and GPA from all the high schools you have attended. See Page 23 for transcript requests and an explanation on how to read the transcript.
- **Write your college essay:** In many cases, colleges require a personal essay. The topics can vary, but colleges want to know more about you, things that they cannot know simply from looking at the application.

- **Request letters of recommendation:** Many colleges require at least one recommendation from a professional about your character, leadership skills and strengths, for example, a teacher. Please give the professional a brag sheet and/or resume two weeks prior to needing the letter.
- **Know your application deadlines:** The deadlines are critical when submitting all your application materials.
- **Explore financial options:** There are many resources available to you. If you want to apply for financial aid, make sure you know about the deadlines.

FAFSA, Pell Grant and Other Student Aids

FAFSA

FAFSA is an acronym that stands for the Free Application for Federal Student Aid. The Free Application for Federal Student Aid (FAFSA) is a form that can be prepared annually by current and prospective college students (undergraduate and graduate) in the United States to determine their eligibility for student financial aid.

Please see: <https://studentaid.gov/> to get more information.

CASFA

Overview: In 2019, the General Assembly passed H.B. 19-1196, Financial Aid For Students With In-state Tuition, which allows state aid to be awarded to students who do not have lawful immigration status but have resided in the state for at least three years before graduating from a Colorado high school or passing a high school equivalency exam.

The Colorado Application for State Financial Aid (CASFA) is the application by which students that meet the qualifications can apply for this aid. Students who do not have lawful immigration status and who do not meet the qualifications listed above are also encouraged to apply for institutional aid using the CASFA. Students who are eligible for Federal Title IV aid by completing the FAFSA should not complete the CASFA.

Grant

A grant is a form of financial aid that doesn't have to be repaid (unless, for example, you withdraw from school and owe a refund, or you receive a TEACH Grant and don't complete your service obligation). A variety of federal grants are available, including Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Teacher Education Assistance for College and Higher Education (TEACH) Grants, and Iraq and Afghanistan Service Grants.

Pell Grant

You will have to fill out the FAFSA form every year you are in school to stay eligible for the federal student aid. The amounts can change yearly. The amount that you may receive depends on

- Your expected family contribution
- The cost of attendance (varies by school)
- Your status as a full-time or part-time student
- Your plans to attend school for a full academic year or less

The Federal Pell Grant can only be received for no more than 12 terms! In some cases, you may have to repay your grant.

Scholarship

Scholarship packets are available through the AOA high school registrar. The packet is updated frequently to ensure the most recent scholarships available are listed. If the application is available online, the website will be listed, and the student should apply online. If the application has a hard copy that must be completed to apply, the hard copy is available at the scholarship table in the counseling center.

Many nonprofit and private organizations offer scholarships to help students pay for college or career school. This type of free money, which is sometimes based on academic merit, talent, or a particular area of study, can make a real difference in helping you manage your education expenses. Scholarships are available to students in many forms and throughout the academic year. Scholarships are monies that students are awarded and can be used for tuition and books/supplies without the burden of a paycheck. Once counselors are alerted to a scholarship opportunity, the news is sent out via email, CANVAS announcement, bulletin board posters, or individually informed based on scholarship requirements. Other places to look for scholarship opportunities can include www.Xello.world (our ICAP platform), your place of employment, church, and/or the college/university/trade school of which you would like to attend.

Loans

When you receive a student loan, you are borrowing money to attend a college or career school. You must repay the loan as well as interest that accrues. It is important to understand your repayment options so you can successfully repay your loan. If you decide to take out a loan, make sure you understand who is making the loan and the terms and conditions of the loan. Student loans can come from the federal government, private sources such as a bank or financial institution, or from other organizations. Federal student loans are an investment in your future. The interest rate on federal student loans is fixed and usually lower than that on private loans—and much lower than that on a credit card!

- You don't need a credit check or a cosigner to get most federal student loans.
- You don't have to begin repaying your federal student loans until after you leave college or drop below half-time.
- If you demonstrate financial need, the government pays the interest on some loan types while you are in school and during some periods after school.
- Federal student loans offer flexible repayment plans and options to postpone your loan payments if you're having trouble making payments.

D2 Promise

If you're a student at Harrison School District 2 with a 2.25 GPA (junior and senior years), you are eligible to receive free tuition at Pikes Peak Community College.

How it works

The D2 Promise Program ensures that eligible District 2 graduates receive up to \$5,000 for tuition and fees each year - enough for you to be a full-time student and build your skills and credentials for a great career. (These funds can come from available financial aid like Pell Grants and Colorado Student grants, from scholarships as part of the Dakota Promise Program, or a combination of funds.)

The D2 Promise Program ensures that qualifying students have the opportunity to attend PPCC tuition-free regardless of federal financial aid eligibility. In addition to financial assistance, students will receive intensive support from professional student success coaches. To be eligible for the program, students must have attended a

Harrison School District 2 high school (Harrison, Sierra, Career Readiness Academy, or Aspire Online Academy) or charter school (Atlas Prep or James Irwin) for at least one year prior to graduating, complete high school with 2.5 or better GPA (cumulative or junior + senior year), enroll at PPCC within 12 months of graduation, complete a minimum of 24 credit hours per academic year, and apply for all available financial aid by completing a FAFSA. Dakota Promise would pay the difference between the federal and state grants a student receives and PPCC tuition and fees, up to \$5,000 annually. To continue in the program, students must complete a minimum of 24 credits each academic year and maintain a 2.0 or better GPA. The time limit for a student to remain in the Dakota Promise Program is 150% of a degree program.

The program started in the fall of 2020 for the high school graduating class of 2020. This pilot program was developed with the financial support of the Dakota Foundation.

"The idea behind this program is to create new on-ramps, new ways for young people in some of our most underserved areas to reach their dreams," said PPCC President Lance Bolton. "We're tremendously grateful to the Dakota Foundation for sharing this vision with us, and if we can find more corporate support, we'd love to expand this to the entire Pikes Peak region."

The HSD2 D2 Promise aims to double the number of students attending college within one year of high school graduation and get 80 percent of those students to complete a certificate or degree or transfer to a 4-year college or university.

Harrison School District 2 was chosen for this program because of its highly under-served population. It's also one of the most diverse districts:

- 80% Graduation Rate
- 78% Qualify for Free and Reduced Lunch (FRL)
- 75% Identify as people of color (50% Hispanic, 15% African American)
- State Average SAT Score 1014; Harrison D2 Average SAT Score 950

See the Dakota Promise Forms Pages 37 – 40.

Direct Admission + Promise Programs



Direct admission from high school to college is a streamlined process where students, during their senior year, are accepted directly into college without the need for an application.



CSU-P Admissions Eligibility

Being a D2 graduate with a **2.3 GPA** qualifies you to be automatically admitted as a college student!

PPSC Admissions Eligibility*

Being a D2 graduate qualifies you to be automatically admitted as a college student!

*Must attend District 2 for a minimum of one year and graduate from a District high school

Colorado Promise

Overview:

Eligible students pay zero tuition! CSU Pueblo's Colorado Promise covers any tuition costs not covered by other aid, and is renewable for the full 4 years for freshmen and 2 years for transfer students who maintain full-time enrollment and a 3.0 GPA. Whether you start at CSU Pueblo or transfer after D2 Promise – this program makes a bachelor's degree possible!

Eligibility Requirements :

- Must be a Colorado resident
- Must be an in-state, first time college student or transfer student with a gross family income of up to \$70,000
- Must be enrolled full-time (12 credits per semester)
- Promise pays for a maximum of 15 credits per semester
- Must maintain a 3.0 cumulative GPA or higher in future years of enrollment
- Eligibility will be determined annually

For more information, contact:

Ryan Kendall
Colorado State University - Pueblo
Office of Admissions
Associate Director for Recruitment and Outreach
Office: 719-549-2424
ryan.kendall@csupueblo.edu

D2 Promise

Overview:

The D2 Promise guarantees to cover tuition, fees, and required textbooks for Scholars for a period of up to 3 years or 60 credit hours as long as the student remains in good academic standing at PPSC

Eligibility Requirements :

- Attend District 2 for a minimum of one year and graduate from a District high school
- Enroll at PPSC within 3 semesters (16 months) after high school graduation.
- Annually apply for available federal (via the FAFSA) or state (via the CASFA) financial aid.
- Apply for the College Opportunity Fund (COF) and authorize its use at PPSC for each semester enrolled.
- Sign the Promise Pledge that details eligibility for receiving/maintaining the D2 Promise Program scholarship.
- **No GPA restrictions!**

For more information, contact:

Krista Wallace
Pikes Peak State College
Coordinator of Promise Scholars Programs
Office: 719-502-3293
Promise.Programs@pikespeak.edu

Four-Year College Admissions

Because different colleges and universities have different admission requirements, it is important that you check with each college in which you have an interest for their specific requirements. In-state schools that are more selective such as the Colorado School of Mines, Colorado College, and the University of Denver, and the United States Air Force Academy as well as many out-of-state schools have requirements that are more rigorous.

Two-Year College Admissions

Generally, the entrance requirements for two-year colleges are to have earned a high school diploma or to have received your GED within the state of Colorado. Some two-year colleges require the ACT or SAT, while some merely require students to take the college's entrance/placement test.

Post-Secondary Exams

Students will be required to take state-mandated and college preparatory testing to measure growth and achievement.

Most four-year colleges and universities require that students take a college entrance exam for admissions purposes. Some colleges have no preference between ACT or SAT, while other colleges will want students to take one or the other. The tests are different, and students may perform better on one than the other.

ACT TEST (www.actstudent.org)

This is one of the college entrance exams to determine admission to public and private colleges and universities. We recommend that all students applying to four-year colleges take the ACT test in the spring of their junior year.

SAT TEST (www.collegeboard.org)

All juniors in the state of Colorado will take the SAT on a school day in April at no cost to students. This is one of the college entrance exams used to determine admission to public and private colleges and universities. Students who wish to improve their scores after taking the April SAT can retake the test. Student wishing to take the SAT on another national test date will need to go to www.collegeboard.org for additional information on test dates and registration.

Counselor Recommendation Letters

Recommendation letters are often required for scholarships and college applications and sometimes are required for enrichment opportunities like summer camps. Students can request a letter of recommendation from the high school coordinator after completing the letter of recommendation questionnaire often referred to as a "brag sheet". The questionnaire is available upon request. The request must be completed 2 weeks prior to the due date to the student.

College Visits

What better way to know a college or university is the perfect fit, than to see it with your own eyes? At Aspire Online Academy, we will offer opportunities for our students to get on college campuses through a multitude of clubs, field trips, and grade-level experiences. Should a student want to visit a campus that is not a current field trip opportunity, it is recommended that the student reach out to the college campus to arrange for a tour. This would be the responsibility of the students and their families.

Transcript Request

Students who need to request an OFFICAL TRANSCRIPT can use this form and turn it in to the high school coordinator, (Patricia Parks: pparks@hsd2.org). UNOFFICAL TRANSCRIPTS can be accessed through Infinite Campus.

Aspire Online Academy High School Transcript Request

Name : _____

Maiden Name: _____

Date of Birth: _____

Aspire Online Academy School Student ID: _____

Year Graduated or Last Attended: _____

Current Phone Number: _____

☐ For Personal Use (Unofficial only)

☐ For Scholarship Application. Need by _____

☐ For College Application

☐ Please send to college.

☐ I will bring in application on _____

Instructions:

- (1) Give completed application packet to your counselor if there is a section for the counselor to fill out
- (2) Make sure you have attached the check or money order for the application fee (of a fee waiver, if applicable)
- (3) Provide an envelope with the name and address of the college.
HHS will pay postage for college apps.

Office of Admissions

Name of College _____

Address _____

City _____ State _____ Zip _____

District Name: Harrison School District 2
HARRISON HS Official Transcript
School Code: 3806 Tel: (719)579-2080 Fax: (719)538-4832
2755 JANITELL RD, COLORADO SPRINGS, CO 80906

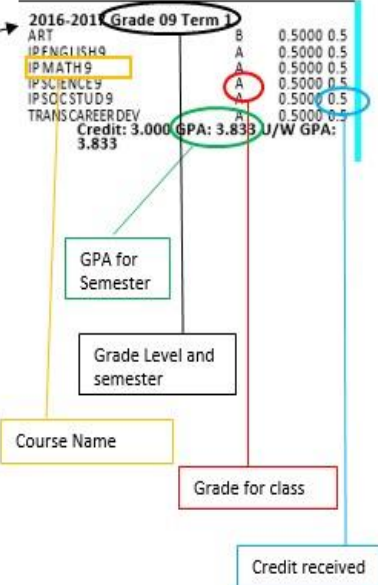
John Doe
Student Number: xxxxxx Grade: 12
My home, Colorado Springs, CO 80900
Generated on 10/22/2020 03:14:22 PM Page 1 of 1

Student Information	
Student Number:	Grade: 12
Birthdate:	
Gender: Diploma Type: Regular Diploma	
Diploma Date:	
GPA Summary	
Cumulative GPA (Weighted)	1 3.821
Class Rank Excluded	
Cumulative GPA (Unweighted)	3.821
Class Rank Excluded	
#3806 HARRISON HS	
Course	Mark Weight Credit
2016-2017 Grade 09 Term 1	
ART	B 0.5000 0.5
IP ENGLISH9	A 0.5000 0.5
IP MATH9	A 0.5000 0.5
IP SCIENCE9	A 0.5000 0.5
IP SOCSTUD9	A 0.5000 0.5
TRANSCAREERDEV	A 0.5000 0.5
Credit: 3.000 GPA: 3.833 U/W GPA: 3.833	
2016-2017 Grade 09 Term 2	
ART	A 0.5000 0.5
IP ENGLISH9	A 0.5000 0.5
IP MATH9	A 0.5000 0.5
IP SCIENCE9	A 0.5000 0.5
IP SOCSTUD9	A 0.5000 0.5
TRANSCAREERDEV	A 0.5000 0.5
Credit: 3.000 GPA: 3.945 U/W GPA: 3.945	
2017-2018 Grade 10 Term 1	
ART	B 0.5000 0.5
IP ENGLISH10	A 0.5000 0.5
IP MATH10	A 0.5000 0.5
IP SCIENCE10	A 0.5000 0.5
IP SOCSTUD10	A 0.5000 0.5
PE I	A 0.5000 0.5
TRANSCAREERDEV	A 0.5000 0.5
Credit: 3.500 GPA: 3.857 U/W GPA: 3.857	
2017-2018 Grade 10 Term 2	
HEALTH	B+ 0.5000 0.5
INTRO CULINARY ARTS	A 0.5000 0.5
IP ENGLISH10	A 0.5000 0.5
IP MATH10	A 0.5000 0.5
IP SCIENCE10	A 0.5000 0.5
IP SOCSTUD10	A 0.5000 0.5
TRANSCAREERDEV	A 0.5000 0.5
Credit: 3.500 GPA: 3.904 U/W GPA: 3.904	
2018-2019 Grade 11 Term 1	
ACADEMIC READING/Writing I	B 0.5000 0.5
IP ENGLISH11	A 0.5000 0.5
IP MATH11	A 0.5000 0.5
IP SOCSTUD11	A 0.5000 0.5
PE II	A- 0.5000 0.5
IP SCIENCE11	A 0.5000 0.5
TRANSCAREERDEV	A 0.5000 0.5
Credit: 3.500 GPA: 3.810 U/W GPA: 3.810	

Course	Mark	Weight	Credit
2018-2019 Grade 11 Term 2			
ACADEMIC READING/Writing I	B+	0.5000	0.5
IP ENGLISH11	A	0.5000	0.5
IP MATH11	A	0.5000	0.5
IP SCIENCE11	A	0.5000	0.5
IP SOCSTUD11	A	0.5000	0.5
PE II	B	0.5000	0.5
TRANSCAREERDEV	A	0.5000	0.5
Credit: 3.500 GPA: 3.761 U/W GPA: 3.761			
2019-2020 Grade 12 Term 1			
INTRODUCTION TO AUTOMOTIVE	C+	0.5000	0.5
IP ENGLISH12	A	0.5000	0.5
IP MATH12	A	0.5000	0.5
IP SCIENCE12	A	0.5000	0.5
IP SOCSTUD12	A	0.5000	0.5
TRANSCAREERDEV	A	0.5000	0.5
WEIGHTS & COND	A	0.5000	0.5
Credit: 3.500 GPA: 3.761 U/W GPA: 3.761			
2019-2020 Grade 12 Term 2			
AUTOBRAKES I	C	0.5000	0.5
IP ENGLISH12	A	0.5000	0.5
IP MATH12	A	0.5000	0.5
IP SCIENCE12	A	0.5000	0.5
IP SOCSTUD12	A	0.5000	0.5
TRANSCAREERDEV	A	0.5000	0.5
WEIGHTS & COND	A	0.5000	0.5
Credit: 3.500 GPA: 3.714 U/W GPA: 3.714			
Credit Summary			
HS CREDITS	Earned		
ELECTIVES	7.000		
ENGLISH	4.000		
HEALTH	0.500		
MATHEMATICS	4.000		
PHYSICAL EDUCATION	2.500		
SCIENCE	4.000		
SOCIAL STUDIES	4.000		
UNRESTRICTED ELECTIVES	1.000		
Total	3 27.000		

1: HHS and colleges typically want you to report your weighted GPA. This is the top number (example 3.821) This is your GPA for all semesters averaged.

2: Each semester has its own section with the following information:



This is your total amount of credits. You must have at least 23 credits to graduate. Here the example shows 27

Official's Signature _____

Course Offerings/Description

Symbol Key:

The following symbols will be used to designate specific classes in the course guide:

NCAA Approved Course: 

Career Technical Classes: 

Class Size/Availability

Pre-registration is only an indication by a student of his/her desire to take specific classes. Some classes may not be available due to budget, staff or facility limitations, or too few students requesting the class.

English

English Courses								
Course No.	Course Title	Grade levels				NCAA	Prereq	Course length
		9	10	11	12			
	ENGLISH 9	✓				✓		1 Year
	ENGLISH 10		✓			✓	✓	1 Year
	ENGLISH 11			✓		✓	✓	1 Year
	ENGLISH 12				✓	✓	✓	1 Year

ENGLISH 9



In **English 9A**, you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In English 9A, you will read and analyze literature in different genres as well as practice skills related to good study habits. You will sharpen your writing skills as you evaluate literary works with regard to literary technique, form, and theme.

In **English 9B**, you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In English 9B, you will read and analyze Shakespeare's play Romeo and Juliet, as well as read speeches and essays to evaluate their arguments. You will write evaluations of literary works with regard to literary techniques, form, and theme.

ENGLISH 10



In **English 10A** you will explore the different literary devices used in short stories, such as subject, theme, mood, plot, and narration. You will read and analyze a variety of literary works to learn more about a particular literary device. The second unit covers many types of informational texts. In the third unit, you will read and study drama from a range of eras. In addition, you will complete writing activities in which you will employ analytical and persuasive skills. In English 10A, you will also study a variety of techniques to improve your reading comprehension, writing skills, and grammar and mechanics.

In **English 10B** you will explore characteristics of different genres of fiction, such as realistic fiction, historical fiction, and science fiction, and analyze historical context, theme, and genre in Franz Kafka's novella *The Metamorphosis*. The second unit covers many types of nonfiction writing, including memoirs, personal essays, public essays, speeches, and narrative nonfiction. In the third unit, you will analyze traits and genres of poetry. In addition, you will complete writing activities in which you will employ analytical and persuasive skills. In English 10B, you will also study a variety of techniques to improve your reading comprehension, writing skills, and grammar and mechanics.

ENGLISH 11



In **English 11A** you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In English 11A, you will read and analyze different genres in literature with an emphasis on American literary movements over time. You will also complete writing activities to evaluate literary works with regard to literary techniques, form, and theme.

In **English 11B** you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, and narrative. In English 11B, you will read and analyze a variety of literary genres with an emphasis on modern American literature and literary movements. You will also complete writing activities to evaluate various literary works in regard to literary techniques, form, and theme.

ENGLISH IV



In **English 12A** you will explore the relation between British history and literature from the AngloSaxon period through the neoclassical era, including the works of Shakespeare. You will read and analyze a variety of literary works from this time period using relevant cultural and political history presented in each lesson. In English 12A you will also study a variety of techniques to improve your reading comprehension, writing skills, and grammar and mechanics. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In addition you will complete writing activities in which you will employ analytical and persuasive skills.

In **English 12B** you will explore the relation between British history and literature from the romantic period to the modern era. You will read and analyze a variety of literary works from this time period in the context of relevant cultural and political history. In English 12B you will also study a variety of techniques to improve your reading comprehension, writing skills, and grammar and mechanics. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In addition you will complete writing activities in which you will employ analytical and persuasive skills.

Social Science

Social Science Courses								
Course No.	Course Title	Grade levels				NCAA	Prereq.	Course Length
		9	10	11	12			
	ECONOMICS	✓				✓		Sem
	US GOVERNMENT	✓				✓		Sem
	PERSONAL PSYCHOLOGY	✓	✓	✓	✓	✓		Sem
	SOCIOLOGY	✓	✓	✓	✓	✓		Sem
	US HISTORY			✓		✓		1 Year
	WORLD HISTORY		✓			✓		1 Year
	HISTORY OF THE HOLOCAUST	✓	✓	✓	✓			Sem

ECONOMICS



Economics is a social science that examines how goods and services are created, consumed, and exchanged. This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

US GOVERNMENT



US Government is the study of the founding principles of democracy in the United States, the structures and details of how the government functions, and the role of the individual citizen in participating in that democracy. In US Government, you will learn about the principles and events that led to the founding of the United States in the eighteenth century; examine how the operations of the US government are spread among three branches of government and distributed between the national, state, and federal levels of government; explore the role of the individual citizen in the operations of the government; and, finally, apply these concepts to understanding the concrete areas of foreign, domestic, and economic policy. You'll explore timelines to gain an understanding of how events link to each other and to the structures of government that exist today, and you'll analyze historical documents for a firsthand sense of how government structures were designed. You'll also gather evidence from relevant documents and historical texts to develop credible explanations of how and why the government exists as it does. You'll then use that evidence to express viewpoints on the operations of government by writing essays and creating presentations about topics of relevance to modern US citizens.

PERSONAL PSYCHOLOGY



The Road to Self-Discovery

Have you ever wondered why you do the things you do? Have you asked yourself if self-knowledge is the key to self-improvement? Are you interested in how behavior changes as we age? Psychology can give you the answers! In Personal Psychology I: The Road to Self-Discovery, you will trace the development of personality and behavior from infancy through adulthood. You will come to learn more about perception and consciousness and better understand the role of sensation. Are you ready to explore the world of human behavior? Come explore all that psychology can offer to help you to truly understand human experience.

Living in a Complex World

Why do you sometimes remember song lyrics but can't remember where you left your phone, your keys, or even your shoes? How does language affect the way we think? Why is your personality so different from (or so similar) your brother's or sister's personality? Personal Psychology II: Living in a Complex World will you to explore what makes you 'you.' Why do some things motivate you more than others? How can you determine your IQ? If you've ever wanted to dive right into the depths of who you are and how you got to be you, jump on board, and start your exploration now!

Prerequisites: Personal Psychology I: The Road to Self-Discovery (recommended)

SOCIOLOGY



Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be "human"? Sometimes it can feel as if there are more questions than answers. Sociology I: The Study of Human Relationships seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You'll learn how social beliefs form and how this shapes our lives. How does this happen? Join us and find out!

- Explore the patterns and relationships that connect individuals to society.

- Investigate class, gender, race, and the effects that inequality can have on individuals and society.
- Examine the influence of culture on our lives.

Why do people disagree on so many big issues? Where do culture wars come from? Maybe you've wondered about this as you've looked through your social media feed or read the latest online article about groups fighting over different social issues. Sociology II: Your Social Life takes a powerful look at how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change. Although the reality of the battles isn't always pretty, gaining a clearer picture of the different sides can help you better understand how our lives are shaped by entertainment, social institutions, and social change.

- Explore how social change can happen in society.
- Analyze the effects of cities, population growth, and urban life on society.
- Examine the benefits and effects of sports and entertainment.
- Investigate the influence of religion, education, and other organizations on society.

US HISTORY



US History is the study of the events, people, and culture of the United States over time. In US History A, you will learn about the process of historical inquiry, review the events and principles behind the founding of the United States, and then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. You'll explore timelines to gain an understanding of how events link to each other, and you'll analyze historical documents for a firsthand sense of how events unfolded. You'll also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. You'll then use that evidence to evaluate change and continuity over time by writing essays and creating presentations about broad periods of historical development.

In US History B, you will apply historical inquiry to analyze societal issues, trends, and events of US history from World War II to the present, including the Cold War, Civil Rights and other social movements, the Vietnam War, modern presidencies, and responses to global terrorism. You'll explore timelines to gain an understanding of how events link to each other, and you'll analyze historical documents for a firsthand sense of how events unfolded. You'll also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. You'll then use that evidence to evaluate change and continuity over time.

WORLD HISTORY



In World History, Semester A, you'll explore major historical events around the world. In the first unit, you'll develop your historical thinking skills. In the second unit, you'll examine the origins and developments of European exploration. In the third unit, you'll learn about the causes and effects of the Renaissance and the Reformation. In the fourth unit, you'll explore revolutions that occurred from 1789 to 1848, including the Scientific Revolution, the American Revolution, and the French Revolution. In the fifth unit, you'll explore the causes and effects of the Industrial Revolution, the spread of nationalism in Europe, and the Russian Revolution.

In World History, Semester B, you'll explore major historical events around the world. In the first unit, you'll analyze imperialism in the late nineteenth and early twentieth centuries and examine the causes and consequences of World War I. In the second unit, you'll study World War II, analyzing the factors that started the war and the impact of the war. In the third unit, you'll explore the rise and fall of communism in the Soviet Union and China and learn about the Cold War between the United States and the Soviet Union. In the fourth unit, you'll analyze the effects of decolonization in Southeast Asia and Africa. You'll also study the modernization of China and the rise of nationalism in the Middle East. In the last unit, you'll explore economic globalization and evaluate the benefits and challenges of living in the modern world.

HISTORY OF THE HOLOCAUST

Holocaust education requires a comprehensive study of not only times, dates, and places, but also, the motivation and ideology that allowed these events. In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings

through liberation and the aftermath of the tragedy. The study of the Holocaust is multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times.

Math

Math Courses							
Course No.	Course Title	Grade levels				NCAA	Prereq.
		9	10	11	12		
	ALGEBRA I	✓	✓			✓	
	ALGEBRA II			✓	✓	✓	✓
	GEOMETRY		✓	✓		✓	✓
	PRE-CALCULUS			✓	✓	✓	✓

ALGEBRA I



Algebra 1 - Semester 1 is a single-semester course designed to build, develop, and periodically assess your subject-matter knowledge while strengthening your mathematical skills. Linear relationships are a main focus of this course. You'll graph, create, and solve linear equations and use function notation to describe linear relationships. You will also study linear transformations and represent linear data using scatter plots and mathematical models. You will write and solve systems of linear equations and inequalities. At the end of this course, you'll represent, compare, and analyze data sets in a variety of contexts.

Prerequisites: Math 8

Algebra 1 - Semester 2 is a single-semester course designed to build, develop, and periodically assess your subject-matter knowledge while strengthening your mathematical skills. The major topics of this semester are quadratic and exponential relationships. You'll learn to perform operations on polynomials and factor them. You will examine quadratic relationships in detail by writing and graphing quadratic equations. You'll also model real-world situations with quadratic functions and solve quadratic equations using a variety of methods. You will investigate exponential relationships and use exponential models to describe and make predictions about real world situations. You'll solve linear-quadratic and linear-exponential functions. At the end of the semester, you'll compare different function types graphically and algebraically.

ALGEBRA II



Algebra is a branch of mathematics that uses symbols in place of numbers to describe and generalize relationships. You have worked with rational numbers in prior courses. In **Algebra 2A**, you will perform operations and identify restrictions on rational expressions (expressions that contain rational numbers as coefficients). You will also analyze and graph polynomial functions. Algebra 2A will introduce you to a new concept, complex numbers. Complex numbers rely on an imaginary unit, i , where $i^2 = -1$. You will plot complex numbers in the complex number plane and solve quadratic equations in the complex number system.

Prerequisites: Algebra 1

In **Algebra 2B**, you will begin with trigonometry, which is the study of how the sides and angles of a triangle are related. You will examine trigonometric functions and graphs in the context of the unit circle. You will extend your understanding of lines by classifying systems of linear equations. In prior courses, you solved inequalities by graphing. Here, you will solve systems of inequalities, including quadratic and absolute value inequalities that contain restrictions on the variable. You will finish Algebra 2B by applying statistics and probability to make complex decisions. You'll reach decisions based on representative sampling from a population and by creating and evaluating statistical models.

GEOMETRY



Geometry is a branch of mathematics that uses logic and formal thinking to establish mathematical relationships between points, lines, surfaces, and solids. In **Geometry A**, you will explore rigid and non-rigid transformations of figures in the coordinate plane and use them to establish congruence and similarity of triangles and other shapes. You will also prove theorems about lines, angles, triangles, and parallelograms, and build geometric constructions using both basic tools and modern technology. In conclusion, you will apply your knowledge of triangles as you investigate the mathematics of trigonometry.

Prerequisites: Algebra 1

In **Geometry B**, you will review the volume formulas for some common solid figures as you extend your knowledge of two-dimensional shapes to three-dimensional shapes. You will also transition from primarily Euclidean geometry to analytical geometry—a segment of geometry focused on numerical measurements and coordinate algebra. You will use analytical geometry and observations to investigate the properties of circles and constructions related to circles. Geometry B closes with a study of independent and conditional probability and how you can use probability models to represent situations arising in everyday life.

PRE-CALCULUS



Studying higher algebra and trigonometry leads to a better understanding of calculus. In **Precalculus A**, you will explore and build your knowledge of inverse, trigonometric, and logarithmic functions; trigonometric identities; complex numbers; and vectors. You will also apply this knowledge to real-world situations.

Prerequisites: Algebra 2

Precalculus encompasses the rudiments of calculus, analytical geometry, and trigonometry. In **Precalculus B**, you will explore and build your knowledge of conic sections, matrices, sequences, induction, and probability and apply this knowledge to real-world situations. You will also study basic concepts of calculus, such as the limits of a function and area under the curve.

Natural/Physical Science

Science Courses								
Course No.	Course Title	Grade levels				NCAA	LAB	Prereq.
		9	10	11	12			
	BIOLOGY	✓	✓			✓	✓	
	CHEMISTRY		✓	✓		✓	✓	✓
	EARTH AND SPACE SCIENCE	✓	✓				✓	
	PHYSICAL SCIENCE			✓	✓		✓	
	PHYSICS			✓	✓	✓	✓	✓
								1 Year
								1 Year
								1 Year
								1 Year
								1 Year

BIOLOGY



Biology I is a science dedicated to studying all forms of life on Earth. You are probably familiar with life on a large scale, but do you know what makes up life? This course will teach you about the smallest building block of life—the cell. You will learn what makes a cell, how cells are built and their functions, as well as how mutations in cells can cause them to change genetically.

Prerequisites: Life Science; Algebra 1 (recommended)

Biology II is a science dedicated to studying all forms of life on Earth. You are probably familiar with a number of plants and animals, but do you know what makes them different from each other? This course will show you how scientists categorize various types of life, as well as the structure of plants and animals. You will also learn about how ecosystems support different life forms, and how the systems change to cater to the life forms that live within them.

CHEMISTRY



Chemistry is the study of how a set of substances with particular physical properties—like solid paper and the oxygen in the air—can react with each other to form different substances with entirely different properties—like gaseous water and carbon dioxide. In most cases, these chemical changes result in an energy change as well, either giving off energy or absorbing energy. Chemistry is considered one of the core scientific disciplines because it is so practical and widely useful in the modern world. The development of new types of materials, new methods of producing or storing energy, or new methods of interacting with genetic material all depend upon a knowledge of chemistry. In **Chemistry A**, you will learn some of the “basics” of chemistry: the atomic and molecular structures that result in different chemical properties and the concepts and tools that will enable you to predict chemical properties and chemical reactions.

Prerequisites: Physical Science or Biology; Algebra 1 (recommended)

In **Chemistry B**, you will learn about key types of chemical relationships and reactions, including solutions, reversible reactions, acid-base reactions, thermochemical systems, and electrochemical systems. You will use your knowledge to analyze new situations and make qualitative and quantitative predictions. Finally, you will extend your chemical knowledge into the areas of nuclear chemistry, organic chemistry, and biochemistry.

EARTH AND SPACE SCIENCE

Science is the study of the natural world. It relies on experimentation and physical evidence to describe the natural events that occur around us. **Earth and Space Science A** begins with space. You will observe the phases of the Moon and use scientific evidence to understand how Earth, the Sun, and the Moon interact. You'll also examine other celestial objects in our solar system. This course describes the history of Earth through the study of energy flow, weathering and erosion, the rock cycle, and tectonic plate movements. You will apply an understanding of the three states of matter to explain the water cycle and other systems on Earth. The course ends with a discussion of Earth's natural resources.

Earth and Space Science B explains how convection shapes the weather, climate, and movement of ocean currents on Earth. The course takes an in-depth look at climate change and the greenhouse effect in Earth's atmosphere. It draws attention to severe weather events and describes how technology plays a role in keeping communities safe. It also explores how the growing human population poses challenges for the distribution of Earth's natural resources today and in the future.

PHYSICAL SCIENCE

Science is the study of the natural world. It relies on experimentation and evidence to describe the natural events that occur around us. Physical science is the study of matter and energy. In **Physical Science A**, you'll describe the atomic and molecular structure of substances using models. You will investigate how chemical reactions involve energy and lead to changes in properties of substances. You'll also model different kinds of forces and the effect they have on the motion of objects. You'll solve problems involving work and power and apply these principles to simple machines. Finally, you will see how simple machines make up more complex machines that are important in our lives.

In **Physical Science B**, you'll investigate gravitational, electric, and magnetic force fields and identify factors that determine their strength. You'll apply concepts of electricity and magnetism to explain how motors, generators, and electromagnets work. You will discuss energy transformations in objects and systems, including how heat flows between objects that are at different temperatures. You will model how sound and light travel as waves and how they interact with different forms of matter. Finally, you'll explore how electromagnetic waves help us communicate with one another and collect information about the universe.

PHYSICS



Physics is one of the three main fields of science, along with biology and chemistry. If asked what biology and chemistry deal with, most of us can come up with a one-word answer: life and chemicals respectively. Physics though, often seems like a grab bag of topics, including motion, magnets, machines, light, sound, and electrical circuits. The common thread running through all these things is that they each illustrate some very basic mathematical laws in our physical world. In brief, physics is the scientific study of matter, energy, and their most fundamental physical interactions, including attractions, repulsions, and collisions.

In **Physics A**, you will learn about the “basics” of physics: how to describe and analyze motion, how forces interact with matter, and how to further describe these interactions with the aid of the concepts of energy and momentum. Finally, you’ll explore one more specialized topic, thermodynamics, the physics of heat.

Prerequisites: Physical Science, Algebra 1 & 2 (recommended)

In **Physics B**, you will use your physical understanding of motion, forces and energy and apply that knowledge to some important, specialized topics in physics: the behavior of waves, applications of wave theory to light and optics, the interaction of electrical and magnetic forces, and the special “non-Newtonian” properties of energy and matter described by quantum theory.

World Languages

World Languages Courses								
Course No.	Course Title	Grade levels				NCAA	Prereq.	Course length
		9	10	11	12			
	FRENCH I	✓	✓			✓		1 Year
	FRENCH II	✓	✓			✓	✓	1 Year
	SPANISH I	✓	✓			✓		1 Year
	SPANISH II	✓	✓			✓	✓	1 Year
	SPANISH III			✓	✓	✓	✓	1 Year
	CHINESE I	✓	✓					1 Year

FRENCH I



Bienvenue! Welcome! Come and join various native French speakers as they give students a lively introduction to the language and its rich culture. Join them in their everyday environment as they take students through different daily scenarios and give them the necessary skills to read, write, and speak French.

In this course, students learn the basic French language. After one semester, students will be able to engage in conversation in French including greeting people, introducing themselves, and exchanging basic information with others. Students learn to count from one to 1,000 and make simple sentences in both spoken and written French. Students continue to develop their French skills in semester two. New words and phrases are introduced with pictures, audio clips, and examples. Students learn basic French grammar to help them build fluency and understand the structure of the French language. Students have many opportunities to practice what they learn through interactive practice activities in the form of games, written practice, and listening and speaking exercises.

Students also explore the cultures of France, Canada, and other French-speaking regions by learning about geography, foods, celebrations, and traditions from each place. Bon Voyage! Enjoy the trip!

FRENCH II



Salut! Get set for some more adventure! In French 2, students are immersed in the French language and culture. This course is full of engaging and interactive videos, dialogues, presentations, self-checks, and much more! The purpose of this course is to further develop the French communicative skills of listening, speaking, reading, and writing. In French 2, students will broaden their French vocabulary and knowledge of grammar. Students will also experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world.

Prerequisite: French 1

SPANISH I



Immerse yourself in the beauty of the Spanish language and the richness of its diverse cultures. In the Spanish I course; you will learn basic grammar and vocabulary skills to help build your fluency and

language proficiency. You will explore the culture of Spanish-speaking countries through engaging interactive games, videos, and audio recordings and apply what you learn through written practice, listening, and speaking exercises.

SPANISH II



Get ready to embark on the next leg of your journey to Spanish fluency. In the Spanish 2 course, you will continue building your listening, speaking, reading, and writing skills as well as increasing your cultural awareness of Spanish-speaking countries through audio recordings, engaging images, interactive games, readings, and videos. Apply what you learn through written practices and listening and speaking exercises. Take your Spanish language skills to the next level!

Prerequisites: Spanish 1

SPANISH III



Dive into the rich diversity of Hispanic culture across the globe by exploring the tastes, sights, and sounds of this dynamic language that reflects triumph, struggle, celebration, and so much more. During this cultural journey, you'll improve conversational, vocabulary, and writing skills through authentic tasks. Short of obtaining a passport, there is no better way to discover new lands, peoples, or experiences. Take your Spanish language abilities to the next level!

Prerequisites: Spanish 2

CHINESE I



Come and join various native speakers of Mandarin Chinese as they give you a lively introduction to the language and its rich culture. Join them in their everyday environment as they take you through different daily scenarios and give you the necessary skills to read, write and speak Chinese. In this course you will learn the basic Chinese language. After one segment, you will be able to engage in conversation in Chinese including greeting people, introducing yourself to others, and exchanging basic information with others. You will be able to count from 1 to 1000 and make simple sentences in both spoken and written Chinese. You will also learn 160 "magical" Chinese characters and use them on a variety of topics. As you walk through the units with us step by step, you will get to know not only the language itself, but also the culture where the language takes place and keeps developing. At the very beginning, we will start by introducing you to a general knowledge of Pinyin, Mandarin Chinese, Chinese dialects, and Chinese characters.

Electives

Graduation requirements are designed to give a balanced program that will help you develop the skills and knowledge necessary to become a well-educated person. To complete your course of study a wide range of electives are available. Electives, if selected wisely, will help you explore and develop your interest, abilities, and lead to living a healthy and well-balanced life.

As you are looking for your electives to consider taking, be sure to think about what your interests and abilities are for your future plans. Below you will find a list of many electives that are offered through the CDLS program, however some of these courses may not be available for registration if there are not enough interests in the course.

HIGH SCHOOL ELECTIVES

Academic Success	Nutrition & Wellness
Art in World Cultures (Art History) - Sem 1 & Sem 2	Personal & Family Finance - Sem 1 & Sem 2
Beginning Painting	Personal Fitness
Career Explorations	Physical Education
Drawing	Social Problems 1 (A World in Crisis)
Health 1: Life Management Skills	Social Problems 2 (Crisis & Conflicts)
Health & Physical Education 1a & 1b	Sociology 1 (Human Relationships)
High School Life Skills: Navigating Adulthood	Sociology 2 (Your Social Life)
Intro to Visual Arts	Theater, Cinema & Film Production 1a & 1b (also CTE)
Learning in a Digital World: Digital Citizenship	Women's Studies: A Personal Journey Through Film
Music Appreciation	World Religions: Exploring Diversity - Sem 1 & 2

CTE and additional High School Electives

COLORADO CAREER & TECHNICAL EDUCATION (CTE) CAREER CLUSTER COURSES

Business, Marketing, and Public Administration

Accounting - Semester 1	Hospitality & Tourism 1: Travelling the Globe
Accounting - Semester 2	Marketing Foundations 1a: Introduction
Business Information Management 1a Introduction	Marketing Foundations 1b: Building Your Base
Business Information Management 1b: Data Essentials	Principles of Business, Marketing & Finance 1a: Intro
Entrepreneurship 1a: Introduction	Principles of Business, Marketing & Finance 1b: Bus. Insight
Entrepreneurship 1b: Make Your Idea a Reality	Social Media: Our Connected World

Agriculture, Natural Resources, and Energy

Agriscience 1: Introduction	Principles of Ag, Food & Natural Resources - Sem 1 & 2
Agriscience 2: Sustaining Human Life	Renewable Technologies: Introduction
Forestry & Natural Resources: Introduction	Veterinary Science: The Care of Animals
Marine Science: Secrets of the Blue - Sem 1 & 2	

Health Science, Criminal Justice, and Public Safety

Health Science: Nursing - Sem 1 & Sem 2	Careers in Criminal Justice 1a Intro & 1b Finding Your Specialty
Health Science 1: The Whole Individual - Sem 1 & 2	Criminology: Inside the Criminal Mind
Health Science: Public Health - Sem 1 & Sem 2	Forensic Science 1: Secrets of the Dead
Medical Terminology 1a: Intro & 1b: Word Foundations	Forensic Science 2: More Secrets of the Dead
Law & Order: Intro to Legal Studies	Principles of Public Service: To Serve & Protect - Sem 1 & 2

STEM, Arts, AV, Design & Information Technology

3D Modeling 1a: Introduction	Digital Photography 1a: Introduction
3D Modeling 1b: Set the Scene	Digital Photography 1b: Creating Images with Impact
Introduction to Artificial Intelligence	Digital Photography 2: Discovering Your Potential
Augmented & Virtual Reality Applications	Foundations of Game Design 1a: Introduction
Coding 1a: Introduction to Programming	Foundations of Game Design 1b: Production
Coding 1b: Programming (Python)	Learning in a Digital World: Digital Citizenship
Introduction to Java Programming	Principles of Inform. Technology 1a: Introduction
Concepts of Engineering and Technology	Principles of Inform. Technology 1b: Computers
Cybersecurity 1a: Foundations	Robotics: Applications & Careers
Cybersecurity 1b: Defense Against Threats	Robotics 1a: Introduction
Digital Media Fundamentals 1a: Introduction	Web Development 1a: Introduction
Digital Media Fundamentals 1b: Producing for the Web	Web Development 1b: Planning & Design

Skilled Trades & Technical Services

Aeroscholars 1: Fundamentals of Aviation Science	*Drones: Becoming a Remote Pilot
Aeroscholars 2: Advanced Aviation Science, Private Pilot	Principles of Welding: Introduction

Forms

4-year Graduation Plan – EXAMPLE

Grade 9 Courses		Credit	College-bound recommendations English: 4 credits Social Studies: 3 credits Mathematics: 4 credits Science: 3 credits World Language: 1 credit Physical Education: 0.5 credits Health: 0.5 credits
1	English I Semester 1	0.5	
2	English I Semester 2	0.5	
3	Economics Semester 1	0.5	
4	Psychology Semester 1	0.5	
5	Algebra I Semester 1	0.5	
6	Algebra I Semester 2	0.5	
7	Criminal Justice Semester 1	0.5	
8	Criminal Justice Semester 1	0.5	
9	Spanish I Semester 1	0.5	
10	Spanish I Semester 2	0.5	
11	Health Semester 2	0.5	
12	PE Semester 1	0.5	
13	Elective	0.5	
14	Elective	0.5	
15			
16			
Cumulative Total		7.0	

Grade 10 Courses		Credit
1	English II Semester 1	0.5
2	English II Semester 2	0.5
3	World History Semester 1	0.5
4	World History Semester 2	0.5
5	Geometry Semester 1	0.5
6	Geometry Semester 2	0.5
7	Biology Semester 1	0.5
8	Biology Semester 2	0.5
9	Spanish II Semester 1	0.5
10	Spanish II Semester 2	0.5
11	PE II Semester 1	0.5
12	Junior Space Entrepre. Pro.	0.5
13	Elective	0.5
14	Elective	0.5
15		
16		
Cumulative Total		14.0

Grade 11 Courses		Credit	This schedule assumes that the students used no free periods. This schedule also assumes the student wanted AP Classes for college credit. Classes taken beyond core requirements count toward elective credits.
1	English III Semester 1	0.5	
2	English III Semester 2	0.5	
3	Algebra II Semester 1	0.5	
4	Algebra II Semester 2	0.5	
5	AP U.S. History Semester 1	0.5	
6	AP U.S History Semester 2	0.5	
7	Chemistry Semester 1	0.5	
8	Chemistry Semester 2	0.5	
9	Government Semester 1	0.5	
10	Spanish 3 Semester 1	0.5	
11	Spanish 3 Semester 2	0.5	
12	Elective	0.5	
13	Elective	0.5	
14			
15			
16			
Cumulative Total		20.5	

Grade 12 Courses		Credit
1	English IV Semester 1	0.5
2	English IV Semester 2	0.5
3	AP Statistics Semester 1	0.5
4	AP Statistics Semester 2	0.5
5	Weights and Cond. Semester 1	0.5
6	AP Psychology Semester 1	0.5
7	AP Psychology Semester 2	0.5
8	Physics Semester 1	0.5
9	Physics Semester 2	0.5
10	AP Spanish Lang Sem 1	0.5
11	AP Spanish Lang Sem 2	0.5
12	Elective	0.5
13	Elective	0.5
14		
15		
Cumulative Total		27

4-year Graduation Plan

Grade 9 Courses		Credit
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
Cumulative Total		

<p style="text-align: center;">College-bound recommendations</p> <p>English: 4 credits</p> <p>Social Studies: 3 credits</p> <p>Mathematics: 4 credits</p> <p>Science: 3 credits</p> <p>World Language: 1 credit</p> <p>Physical Education: 0.5 credits</p> <p>Health: 0.5 credits</p>
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Grade 10 Courses		Credit
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
Cumulative Total		

Grade 11 Courses		Credit
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
Cumulative Total		

<p>Each class on a line counts as 0.5 credits.</p> <p>Students may earn up to 7 credits in one year.</p> <p>A&B classes for the same course should appear in the same year.</p> <p>A sample follows</p>

Grade 12 Courses		Credit
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
Cumulative Total		

If you're a student at Harrison School District Two with a
2.5 GPA, you could go to college tuition free at
Pikes Peak Community College with the
Dakota Promise Program!

For more information about the program, visit ppcc.edu/dakota

PARENTS: To allow your Student to participate in this EXCEPTIONAL opportunity, please review, and sign below to consent to your Student's information being used in the following ways:

Student/Family Information	Use
Personally Identifying Information (Name, State Assigned Student ID, Date of Birth)	To be able to differentiate one individual from another and match up internal data records shared between Harrison School District 2 and Pikes Peak Community College
Mailing Addresses and/or Email Addresses	To communicate/raise awareness about the Dakota Promise Program offered through Pikes Peak Community College
Student High School Transcripts	To determine Program eligibility, and Course Placement in the first year
GPA Data of Current High School Students	To determine the budget needed for the Program and for Outreach
Student Performance in High School and at Pikes Peak Community College (Transcripts, Standardized test scores)	To evaluate effectiveness of the Program in increasing Enrollment, Persistence and Degree Attainment, and to evaluate High School Instruction/Post-Secondary Preparedness

This consent form will be collected at the time of course registration each year. It will need to be signed and returned to a High School Counselor every school year, to ensure comprehensive awareness of this College Opportunity.

Your consent continues to be effective while the student is enrolled in Harrison School District 2 and up to 1 year after graduation and while the student is enrolled in Pikes Peak Community College.

Please see reverse side and sign

Harrison School District Two - Curriculum and Data Department

1060 Harrison Road • Colorado Springs, Colorado 80905 • tel 719-579-2068 • fax 719-579-2019 • www.hsd2.org

I give permission to Harrison School District 2 and Pikes Peak Community College to use my student information for the purposes described above.

Student Name (Please Print)

Graduating Class

Student ID Number

Student Signature

Date

Parent Signature (if Student is under 18 years of age)

Date

Your Contact Information

Please provide your best mailing address and email address for the purpose of receiving communications from Pikes Peak Community College. (Mobile number is optional for potential future use.)

Mailing Address

Email Address

Mobile Number for Text Messages (Optional)

Harrison School District Two • Curriculum and Data Department
1060 Harrison Road • Colorado Springs, Colorado 80905 • tel 719-579-2068 • fax 719-579-2019 • www.hsd2.org

**Si usted es un estudiante en el Distrito Escolar de Harrison 2
con un promedio de 2.5 GPA,
usted puede asistir al colegio universitario de
Pikes Peak Community College
gratis con el programa Dakota Promise.**

Para obtener más información sobre el programa gratuito, visite ppcc.edu/dakota
Haga 'click' a la derecha de arriba de la página donde dice, "Select Language" escoja "Spanish" para ver y leer la información en español.

PADRES DE FAMILIA: Para permitir que su estudiante participe en esta oportunidad EXCEPCIONAL, revise y firme la página atrás de esta información. En llenar el formulario usted da autorización que la información de su estudiante sea utilizada de las siguientes maneras:

Información del estudiante / Familia	Uso
Información de identificación personal (Nombre, identificación del estudiante asignada por el estado, y fecha de nacimiento).	Para poder diferenciar a un estudiante de otro y hacer coincidir los registros de datos internos compartidos entre Harrison D-2 y Pikes Peak Community College.
Direcciones de domicilio y / o direcciones de correos electrónicos.	Para comunicar y crear conocimiento sobre el Programa Dakota Promise ofrecido a través de Pikes Peak Community College.
Calificaciones de los estudiantes de secundaria.	Para determinar si califica para obtener los beneficios del programa. También para permitir asignar las materias del primer año universitario.
Datos sobre los promedios GPA de los estudiantes actualmente cursando la secundaria.	Para determinar el presupuesto necesario para el programa y para crear conocimiento sobre el programa.
Rendimiento estudiantil en la escuela secundaria y en Pikes Peak Community College. (Expedientes estudiantiles, y calificaciones de exámenes estandarizados).	Para evaluar la efectividad del programa para aumentar la matriculación, la persistencia y el logro del título. También para evaluar la instrucción de la escuela secundaria y preparación postsecundaria.

Este formulario de consentimiento se recogerá en el momento de asignación de materias cada año. Tendrá que ser firmado y regresado al consejero/a de su escuela secundaria cada año escolar, para garantizar un proceso íntegro de esta oportunidad universitaria.

Su consentimiento se mantendrá vigente mientras que el estudiante esté inscrito en el Distrito Escolar de Harrison D-2 y hasta un año después de su graduación y mientras el estudiante está inscrito en Pikes Peak Community College.

Por favor verifique y firme esta página por completo.

Autorizo a Harrison D-2 y a Pikes Peak Community College para usar la información de mi estudiante para los fines mencionados anteriormente y asociados con el Programa de Dakota Promise.

Nombre del estudiante (letra en molde/imprenta)

año de graduación de Preparatoria

Número de identificación estudiantil

Firma del estudiante/alumno

Fecha

Firma del padre (si el estudiante es menor de 18 años)

Fecha

Información de contacto

Por favor de escribir su dirección de domicilio y dirección de correo electrónico para poder recibir información y comunicación de Pikes Peak Community College. (Usted puede optar por dar su número de teléfono celular para uso con comunicación del programa de Dakota Promise en el futuro).

Dirección de domicilio

Dirección de correo electrónico

Número de celular para mensajes de texto (opcional)

Work-Based Learning Experience Agreement

Between

Harrison School District 2 through [Choose an item.](#)

And

Student: _____

Last Name, First Name

And

Student's Parent(s)/Legal Guardian(s): _____

Last Name, First Name

And

Company/Organization: [Click or tap here to enter text.](#)

Work-based learning in HSD2 provides students with opportunities to gain work experience, explore career options, and receive education through the workplace. The portion of the program during which a student is working is referred to as the Work-Based Learning Experience (the "WBL Experience").

These programs are educational and school credit is earned for the hours a student works for an employer or organization. Credit is earned based on whether the experience is paid or unpaid. In a WBL Experience, sixty (60) hours is equal to half (.5) a credit.

Seniors and juniors may earn up to 1.0 credits / semester.

Freshmen and sophomores are eligible to earn .5 credit each semester.

This Agreement is made by and between the District, the above-named student, the Student's Parent(s)/Guardian(s), and the WBL Experience Employer/Mentor.

This Agreement is made by and between the District, the above-named student, the Student's Parent(s)/Guardian(s), and the WBL Experience Employer/Mentor.

Work-Based Learning Experience Information:

Business name and address where Student will be working: _____

Student's WBL Experience Supervisor's name: _____

Phone No: _____ E-mail Address: [Click or tap here to enter text.](#) _____

This WBL Experience is: Paid ☐ Unpaid ☐

Student Signature _____

Date _____



Harrison School District Two

Character Through Diversity, Challenge & Accomplishment

Name _____

Date Click or tap to enter a date.

REQUIRED: HSD2 WORK-BASED LEARNING EXPERIENCE LOG

Time Verification and Reflection

A record of hours worked (based on timecard/ paystub provided)

Number of hours worked _____

Write a reflection on the career skill you have gained during this experience:

Click or tap here to enter text.

What reading skills did you use this week on your job?

Click or tap here to enter text.

How did you communicate with others at your job? |

Click or tap here to enter text.

Give one example of a job-related skill you used this week and tell how it helped the success of the business.

Click or tap here to enter text.



Harrison School District Two

Character Through Diversity, Challenge & Accomplishment

|

OPTIONAL: HSD2 WORK-BASED LEARNING EXPERIENCE TRAINING PLAN

Student: Click or tap here to enter text.

Employer/Mentor: Click or tap here to enter text.

The Student's WBL Experience Title: Click or tap here to enter text.

This form should be completed by the Student. The Employer/Mentor may add tasks and goals as they see fit. Tasks and goals should be specific and appropriate to the age, skill level, and experience of the Student. It is acceptable to state goals in an area of interest, but the Employer/Mentor will determine what the Student can/cannot do during the WBL Experience.

Tasks to be accomplished (Job Duties)

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.
5. Click or tap here to enter text.

Goals to be achieved

1. Click or tap here to enter text.
2. Click or tap here to enter text.
- 3.
- 4.
- 5.

Employer/Mentor Signature_____

Date_____

Student Signature_____

Date_____

DIVISION I WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (4 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: English 9	.50		A		(.5 x 4) = 2
	TOTAL ENGLISH UNITS					TOTAL QUALITY POINTS

MATHEMATICS (3 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: Algebra I	1.0		B		(1.0 x 3) = 3
	TOTAL MATHEMATICS UNITS					TOTAL QUALITY POINTS

NATURAL/PHYSICAL SCIENCE (2 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL NATURAL/PHYSICAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL YEAR IN ENGLISH, MATHEMATICS OR NATURAL/PHYSICAL SCIENCE (1 YEAR REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL ADDITIONAL UNITS					TOTAL QUALITY POINTS

SOCIAL SCIENCE (2 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL SOCIAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
	TOTAL ADDITIONAL ACADEMIC UNITS					TOTAL QUALITY POINTS

	TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS - CORE-COURSE GPA		/		=	
		Quality Points	/	Credits	=	Core-Course GPA

Sixteen core courses are required for your core-course GPA. Ten core courses must be completed before the seventh semester; seven of the 10 must be a combination of English, math or natural or physical science.

DIVISION II WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: English 9	.50		A		(.5 x 4) = 2
TOTAL ENGLISH UNITS					TOTAL QUALITY POINTS

MATHEMATICS (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: Algebra I	1.0		B		(1.0 x 3) = 3
TOTAL MATHEMATICS UNITS					TOTAL QUALITY POINTS

NATURAL/PHYSICAL SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL NATURAL/PHYSICAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL YEARS IN ENGLISH, MATHEMATICS OR NATURAL/PHYSICAL SCIENCE (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL ADDITIONAL UNITS					TOTAL QUALITY POINTS

SOCIAL SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL SOCIAL SCIENCE UNITS					TOTAL QUALITY POINTS

ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
TOTAL ADDITIONAL ACADEMIC UNITS					TOTAL QUALITY POINTS

TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA		/		=	
QUALITY POINTS		/	CREDITS	=	CORE-COURSE GPA