



Sierra High School

**Planning and
Course Guide**

2025-2026

SIERRA HIGH SCHOOL

Sierra's philosophy is that education must fall within the adage that schools teach students how to think and not what to think. We hold a moral obligation to prepare students to enter a complex society with the tools to effectively contribute to the betterment of their own community. Through pointed initiatives, and collaboration with stakeholders at all three levels, the holistic development of all children allows for 'Excellence in Every Endeavor.'

Great and Powerful Stallion Nation!

My name is Connor Beaudoin, and I am honored to continue the principalship at the historic and beloved Sierra High School! Having worked in Harrison School District 2 my entire career, I feel a deep connection to this community. As I continue my tenure as principal, I cannot help but feel a sense of humility and excitement as I undertake this awesome responsibility. Furthermore, I am humbled by the trust and confidence placed in me by the school district, and I am excited about the opportunity to work alongside a dedicated team of educators, staff, students, and guardians.

At Sierra High School, our mission is 'Excellence in Every Endeavor.' In order to achieve this mission, we believe best, first instruction is key. Therefore, we have become a premier Pre-AP campus where Pre-AP is for all. The Pre-AP framework not only raises the rigor of content while aligning to the SAT, but also highlights the four key pillars of Academic Conversations, Higher Order Questioning, Close Observation and Analysis, and Evidence-Based Writing. These four pillars can be found in every class that a student enrolls in and develops the necessity of common language and common expectations for teachers and students alike.

Furthermore, I will continue to work with the faculty and staff to create an exceptional educational environment that prepares students for success in whatever path they may choose. At Sierra High School, that looks like the development of Career and Technical Education (CTE) pathways. Students now have the opportunity to take CTE courses that align to Cybersecurity, Multimedia, Culinary Arts, Photography, Theatre, and Health Sciences. We will also focus on creating a positive and inclusive school culture that promotes respect, empathy, and shared beliefs.

Ultimately, I want to create a sense of community and belonging for all members of the school. I believe that by working together, we can reignite the Stallion spirit and make this school a source of pride for the Southeast Side.

I look forward to meeting and working with all of you in the coming months and years. Together, let's show the city of Colorado Springs what it truly means to be a Sierra Stallion!

Sincerely,

Connor Beaudoin

Principal

Sierra High School

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Sierra High School

<https://shs.hsd2.org/>

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 Sierra 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 counselor and 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 counselor wish to help you in planning your high school curriculum, the responsibility for this planning rests with you.

In this book we have provided you with a four-year planning guide on Pages 110 and 111. You may find this helpful in choosing your course of study while in high school. Please review this course guide thoroughly and consult your counselor 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 a counselor.

Registration Process

The courses studied at Sierra High School are designed to expand the experiences of all students and to prepare you for success in the workforce or further education after graduation. Our counseling staff 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:

- Registration for classes is only an indication by a student of their desire to take specific classes.
- 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.
- Course descriptions accurately reflect course content, but it is not a guarantee that you will be able to drop a class once you have registered for it. Therefore, please carefully consider the classes you select.
- There is a very good chance you will be scheduled into an alternate class so please select your second choice classes carefully.
- 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 counselor.
- 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, teachers, and counselor.
- Determine your graduation requirement needs and double check your transcript for accuracy.
- Consider college entrance requirements and the type of diploma you are seeking.
- Students register for next year's electives in the spring.
- Students will be registered for core classes based on their current grade level and requests for upper-level classes.

Selecting Courses

Course Selection

School counselors provide course selection materials and offer advice on the course selection process. Please review this guide thoroughly and if you have questions or concerns, please consult your counselor. The course descriptions found in this guide accurately reflect course content; please make your choices thoughtfully because courses are based on student enrollment and student course selection. Course selection materials must be turned in on time; students whose course selection materials are turned in late may be unable to enroll in some elective choices.

Some courses may be repeated for credit. Talk to your counselor for more details.

Dropping Classes

Classes must be dropped within the first five days of the 1st semester. Classes may be added/changed during the first five days of the fall semester for the entire school year for the following reasons:

- To meet graduation requirements for seniors.
- A class has already been taken and passed.
- To fulfill a teacher recommended change for extenuating circumstances.

Please note that changes will **not** be made for the following reasons:

- **No request for teacher changes will be honored.**
- No requests for a specific teacher will be honored when a two-semester class is taught by two different teachers.
- No requests will be honored if a student has an alternate course selection in their schedule.
- No requests for lunch will be honored.
- No requests to be in classes with friends will be honored.

Removal from a full-year class at semester must be discussed with the teacher, counselor, and principal.

Course Corrections

Corrections for the entire school year are made before school starts and the first five days of the first semester of the school year. Corrections may be made outside of this timeframe for the following reasons:

1. There has been a computer or clerical error, such as incomplete schedule, two of the same classes, etc.
2. There has been misplacement of a course contrary to the student's ability.
3. There is a course(s) a student must take to meet graduation requirements.
4. Adjustments are needed due to summer school credit.
5. Students will email their assigned counselor five days before Fall semester starts, if any of the above are applicable for the correction. Classes may continue to be added during the first five days of the fall semester. It is the responsibility of the student to make up all missed work when entering.

Students Receiving an F in Core Courses

Students earning an F in a core course (English, Math, Science, Social Studies, Foreign Language) and their parents/guardians have the responsibility to make sure that these credits are recovered to ensure that graduation requirements are fulfilled. Students may recover credits using OMI during the school year or during summer school. It is not the responsibility of teachers or counselors to make sure that courses are rescheduled and completed.

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.

Counseling

Harrison School District 2 students will discover true-self potential through social emotional learning, coping skills, resilience, and pathways to the future. Student achievement will be measured academically, socially, and emotionally. HSD2 counselors strive to equitably empower, support, and advocate for students so they may discover and achieve their full potential.

Sierra High School Counseling Belief Statement

As a counseling team at Sierra High School, we believe that each student is inherently valuable, capable, and deserving of success.

Sierra High School Counseling Vision Statement

The vision of Sierra High School’s comprehensive school counseling program is to empower students to graduate with the tools they need to be successful in their chosen paths, ultimately contributing to the well-being of their broader communities. This program recognizes that every student has self-identified measures of happiness, and leverages data driven processes to support each student in their development as autonomous, critical thinkers who believe in their capacity for their own success.

Sierra High School Counseling Mission Statement

Through collaborative efforts with students, families, staff, and community members, our comprehensive school counseling program ensures equitable access to resources that support academic, social, and career development. Our mission is to empower every student to graduate career- and college-ready, equipped with the knowledge, skills, and attitudes necessary to succeed professionally and personally. Through preventative programming that identifies and addresses barriers to student success across the ASCA domains, we provide tailored support to students both individually and systemically. Our program leverages data-driven, trauma-informed, and culturally responsive practices to foster a supportive and inclusive school environment. Together, we strive to close achievement and opportunity gaps, ensuring all students thrive.

School Counseling Services (how to access)

To access counseling services for both students and parents:

- Send an email to your counselor to request a meeting.

Last Name	Counselor	Email
A – D	Christina Darling Manning	cdarlingmanning@hsd2.org
E – K	Emily Frantz	efrantz@hsd2.org
L – RI	Mika Marion	mmarion@hsd2.org
RO – Z	Marilyn Bemis	mbemis@hsd2.org
Carrer & College Counselor	Stephanie Mijo	smijo@hsd2.org

Harrison School District 2 Graduation Requirements Class of 2022 – Class of 2028

Class of 2022 Through Class of 2028 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 2022 through classes of 2028. Harrison School District 2 believes that all graduating students must demonstrate competency in both required course work 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 2022. 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 into 5 credits their senior year.

Years of Attendance Needed

It is advisable that a student have four (4) years of high school experience in order to graduate. In some cases, students may be allowed to graduate in less time than four (4) years. In some cases, students may be allowed to graduate in less time than four (4) years. See the early graduate request form for more information on page 8.

Graduation Requirement	Requirements
English*	4
Mathematics*	3
Social Studies	3 Social Studies credits (0.5 credits must be from Government, 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 9

Students who complete an entire sports season competing for SHS will earn ¼ credit of Physical Education Credit, up to a maximum of 2 credits during their high school career. After a student has earned a ½ credit for PE they could use additional credits toward electives. Students that attend Marching band will earn ¼ each year. **(See Page 28 for more information.)**

Harrison School District 2 Graduation Requirements

Class of 2029 and Beyond

Class of 2029 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 2029 and beyond. Harrison School District 2 believes that all graduating students must demonstrate competency in both required course work 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-six (26) 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. 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 eight (8) units (credits). Seniors on track to graduate are required to be enrolled into 5 credits their senior year.

Years of Attendance Needed

It is advisable that a student have four (4) years of high school experience in order to graduate. In some cases, students may be allowed to graduate in less time than four (4) years. In some cases, students may be allowed to graduate in less time than four (4) years. See the early graduate request form for more information on page 8.

Plans of Study Class of 2029 and Beyond

College Focus Plan of Study Course choices are based on university admission recommendations and student ICAP	Exploration Focus Plan of Study Courses choices are based on university admission recommendations OR PWR goals listed in student ICAP	Career Focus Plan of Study Possible candidates are 12th graders with ≤10 credits or by individual review; course choices aligned to PWR
4 Credits English Language Arts	4 Credits English Language Arts	Literacy <ul style="list-style-type: none"> •Collaboration & Oral Communication •Literary & Informational Reading •Writing Genres & Argumentation •Writing Process & Research
4 Credits Math	3 Credits Math	Numeracy <ul style="list-style-type: none"> •Problem Solving & Perseverance •Mathematical Modeling & Tools •Argumentation & Precision
3 Credits Social Studies <ul style="list-style-type: none"> •Government •Personal Financial Literacy I or II •World History or US History 	2 Credits Social Studies <ul style="list-style-type: none"> •Government •Personal Financial Literacy I or II •World History or US History 	Social Reasoning <ul style="list-style-type: none"> •Historical Inquiry & Analysis •Geographic Reasoning •Personal Financial Literacy •Civic Engagement & Government
3 Credits Science (<i>2 lab-based</i>)	2 Credits Science	Empirical Reasoning <ul style="list-style-type: none"> •Investigating & Sensemaking •Critiquing & Communicating
.5 Credit Physical Education	.5 Credit Physical Education	Personal Health <ul style="list-style-type: none"> •Knowledge of Health Concepts •Self-regulation & Decision-making •Communication & Advocacy
.5 Credit Health	.5 Credit Health	Career Connected Skills <ul style="list-style-type: none"> •Personal Growth & Well-Being •Commitment to Community •Career Awareness & Post-Secondary Planning
2 Credits World Language	1 Credit World Language	
9 Credits Electives <ul style="list-style-type: none"> •To include Career Connected Learning credits (i.e. Freshman Seminar) 	13 Credits Electives <ul style="list-style-type: none"> •To include Career Connected Learning credits (i.e. Freshman Seminar) 	
Capstone to include at least 20 hours {or 5 hours per year} of work-based learning/ internship/service. (as Menu of Options) *	Capstone to include at least 20 hours {or 5 hours per year} of work-based learning/internship/service. (as Menu of Options) *	Capstone to include at least 40 hours of work-based learning/ internship/service (as Menu of Options) *
26 Total Credits Required for Graduation	26 Total Credits Required for Graduation	Competency Based

* For transfer students in grades 11 or 12, the Capstone Project requirement can be waived with the principal's consent upon successful completion of one approved alternative from the Menu of Options (pg. 9).

Early Graduation Process

A student wanting to complete graduation requirements in December of their final year or earlier must complete the HSD2 early graduation request form and schedule a meeting with their counselor as soon as possible to determine eligibility. Despite early graduation status, diplomas will only be issued every year in May. Early graduates are ineligible to receive valedictorian/salutatorian ranking and forfeit their right for valedictorian/salutatorian rankings, as well as not attending senior events (e.g. senior prom). Early graduates still may participate in the spring graduation ceremony that school year. The District will do a final review of all early graduation requests and reserves the right to deny a request if a student has not satisfactorily met all graduation requirements.

Link to Early Graduation Request Form: [D2_Early Grad Request Form Fill.docx](#)

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). AP (Advanced Placement) courses are weighted upon successful completion of the course, which includes taking the AP Exams. AP and 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 registrar, Aimee Cantrell: acantrell@hsd2.org

Registration procedures begin in January/February. Students are encouraged to study graduation requirements and course descriptions with their parents and also to consult with teachers for specific course or level recommendations. Some courses require teacher approval.

Appointments regarding registration may be scheduled with your counselor.

Credit Checks

Please access Infinite Campus and view your transcript and classes to make sure your credits are on track. Your counselor 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
Advanced Placement (AP)	A score of at least 2	A score of at least 2
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
International Baccalaureate (IB)	A score of at least 4	A score of at least 4
Scholastic Assessment Test (SAT)	A score of at least 470	A score of at least 480
Collaboratively developed, standards - based performance assessment	State-wide scoring criteria	State-wide scoring criteria

Graduation Requirements Overview by Graduating Class

Graduating Class of 2026, 2027 and 2028:

23 Required Credits + Menu of Options

Graduating Class of 2029 and beyond:

26 Required Credits + *Capstone

-OR-

Competency Based Diploma (by application) + *Capstone

*11th and 12th grade students transferring in have other options available to display proficiency

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.

The following table outlines the Higher Education Admission Recommendations (HEAR). These are the recommended classes for students planning to attend any of Colorado's four-year colleges or universities. These **do not** match the requirements to graduate from Sierra High School, however, all students should take these courses to increase the likelihood of acceptance at a four-year university.

Meeting HEAR does not guarantee admission to a four-year public institution. Additionally, colleges, universities, and certain academic programs may have additional admission factors. Students should contact those institutions directly for more information.

*Some four-year universities require 2 or 3 years of foreign language.

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) *Some 4-Year universities may require 2 or 3 years of a foreign language.

For more information on HEAR follow the QR code below:



<https://cdhe.colorado.gov/admissions-eligibility>

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 also where to find your credits for a course on your transcript on Page 35.

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 your points earned by your credits earned.
4. 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

Grade	Grade Point Unweighted	Grade Point Weighted (CE and AP)
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. Class rank is a student's relative standing in their 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.

Academic Honors Recognition

To celebrate and acknowledge outstanding academic achievement, the following Latin honors will be awarded to graduating students based on their final weighted cumulative Grade Point Average (GPA):

Recognition	Criteria
Summa Cum Laude – With the Highest Distinction	GPA 4.0 and above
Magna Cum Laude – With Great Distinction	GPA 3.7 – 3.99
Cum Laude – With Distinction	GPA 3.5 – 3.69

Honors designations are determined at the conclusion of the final semester and are based on the cumulative weighted GPA, including all high school coursework completed through graduation. These recognitions are noted on the student’s transcript and may be announced at graduation ceremonies.

Valedictorian and Salutatorian

These positions are determined by the weighted GPA of students at the end of the first semester of their senior year. Counselors will inform the students who will fulfill these roles. These students will have roles at the graduation ceremony as well. The valedictorian will address their class and the salutatorian will have their biography presented.

Diploma Endorsements

Seal of Biliteracy

D2 recognizes students who have attained proficiency or higher in English and at least one other language with the D2 Seal of Biliteracy or the Colorado Seal of Biliteracy. These honors are given at graduation and a seal is placed on the individual student's diplomas.

Seal of Biliteracy Benefits

- increases job opportunities
- boosts salary potential: knowing a second language can increase pay by 10-15%
- provides students with a competitive advantage in the employment market
- increases opportunities for higher education
- improves opportunities for college scholarships
- enhances and honors connections with student's native language
- provides evidence of increased readiness for college and careers
- builds knowledge and understanding across cultures

Requirements

The Seal of Biliteracy is a state-driven opportunity for students to apply to a high school diploma. The Seal of Biliteracy requirements are as follows:

1. Demonstrate proficiency or higher in English by completing the English Language Arts coursework required for graduation with an overall GPA of at least 3.0 or higher AND one of these requirements:
 - Scoring 470 or higher on SAT EBRW
 - Scoring 25 or higher on ACT in both English and Reading exams
 - Scoring 3 or higher on Advanced Placement (AP) English Language exam
 - Scoring 3 or higher on Advanced Placement (AP) English Literature exam
 - Scoring 4 or higher on IB English exam
2. Demonstrate proficiency or higher in a language other than English by achieving one of the following:
 - Scoring 3 or higher on **World Language Advanced Placement (AP) exam**
 - Scoring 4 or higher on **World Language International Baccalaureate (IB) exam**
 - Completing a 4-year high school course of study of a single World Language with an overall GPA of 3.0
 - Advanced Mid (I-4 or higher) on **AAPPL** (Arabic, Chinese (Mandarin), French, German, Italian, Japanese, Korean, Portuguese, and Spanish)
 - Advanced Mid (I-4 or higher) on **ACTFL OPI & WPT** (Albanian, Amharic, Bengali/Bangla, Bosnian/Croatian, Bulgarian, Cantonese, Dari, Gujarati, Haitian Creole, Hebrew, Hindi, Malayalam, Pashto, Polish, Russian, Swahili, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba)
 - Advanced Mid (8 or higher) on each section of the **Avant STAMP 4S** (Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin, Polish, Portuguese (Brazilian), Russian, Spanish) **A score of 6 or 7 qualifies the student for the D2 Seal of Biliteracy, while a score of 8 qualifies the student for the Colorado Seal of Biliteracy
 - If identified language exam **is not available**, student can submit a language portfolio that includes body of evidence demonstrating proficiency in each mode of communication for the target language.

D2 will encourage:

- Students to maintain proficiency in native languages
- 8th grade students to enroll in World Language courses as they transition to high school
- 9th and 10th grade students to participate in World Language courses and maintain a GPA of 3 or higher
- Juniors and seniors on track to meeting the Seal requirements to apply within their junior year to allow for multiple opportunities to test if needed (11th grade students on track to apply as a senior must take the SAT and score 470 or higher on the EBRW section).

STEM Endorsement

STEM High School Diploma Endorsement

- Complete a minimum of 4 STEM courses with a 3.5 GPA or higher.
- Demonstrate proficiency in math by obtaining a score of 600+ on the SAT math, 5+ on an IB math exam, 4+ on an AP Math exam, 85+ on the ASVAB, or 28+ on the ACT Mat.
- Successfully complete a STEM capstone project that shows proficiency in inquiry-based learning, creative problem solving, experimentation, critical thinking, deductive and inductive reasoning, understanding of engineering principles, and effective communication skills.

Types of Diplomas

The following outlines the diplomas one can receive at Sierra High School. Please see your counselor for more information.

Graduating Class of 2026 – 2028

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 border="1"> <tr> <td> <p><u>CLASSIC ACCUPLACER</u> English: 62 on Reading Comprehension or 70 in Sentence Skills Math: 61 on Elementary Algebra</p> <p><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)</p> <p><u>ACT</u> English: 18 pr ACT English Math: 19 on ACT Math</p> <p><u>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE</u> English: Bronze or higher Math Bronze or higher</p> <p><u>ADVANCED PLACEMENT (AP)</u> 2 on English Language & Composition, Literature & Composition, Psychology, US or World History, US or Comparative Government, or Human Geography Math: 2 on Calculus AB, Calculus BC, the Calculus BC: AB sub-score, Precalculus, Physics, Chemistry, Statistics or Computer Science ASVAB English: 31 on the AFQT Math: 31 on the AFQT</p> </td> <td> <p><u>Concurrent Enrollment</u> Minimum of a "C" in any one (not remedial level) of the Concurrent Enrollment College Courses</p> <p><u>DISTRICT CAPSTONE</u> Minimum of "Pass" score on District Capstone Project</p> <p><u>INDUSTRY CERTIFICATE</u> Minimum of "Met/Pass" score on any one of the Industry Certificate examinations</p> <p><u>International Baccalaureate (IB)</u> English: 4 Math: 4</p> <p><u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u> English: 470 Math: 480</p> <p><u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u> English: State-wide scoring criteria Math: State-wide Scoring criteria</p> </td> </tr> </table>	<p><u>CLASSIC ACCUPLACER</u> English: 62 on Reading Comprehension or 70 in Sentence Skills Math: 61 on Elementary Algebra</p> <p><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)</p> <p><u>ACT</u> English: 18 pr ACT English Math: 19 on ACT Math</p> <p><u>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE</u> English: Bronze or higher Math Bronze or higher</p> <p><u>ADVANCED PLACEMENT (AP)</u> 2 on English Language & Composition, Literature & Composition, Psychology, US or World History, US or Comparative Government, or Human Geography Math: 2 on Calculus AB, Calculus BC, the Calculus BC: AB sub-score, Precalculus, Physics, Chemistry, Statistics or Computer Science ASVAB English: 31 on the AFQT Math: 31 on the AFQT</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>DISTRICT CAPSTONE</u> Minimum of "Pass" score on District Capstone Project</p> <p><u>INDUSTRY CERTIFICATE</u> Minimum of "Met/Pass" score on any one of the Industry Certificate examinations</p> <p><u>International Baccalaureate (IB)</u> English: 4 Math: 4</p> <p><u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u> English: 470 Math: 480</p> <p><u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u> English: State-wide scoring criteria Math: State-wide Scoring criteria</p>
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Graduating Class of 2029 and Beyond

Type of Diploma	Credits Needed	Additional Requirements		
College and Career Ready	26	<p>Students completing their entire 4-years of high school with D2 will complete a capstone project to satisfy the menu of options. All students are expected to accrue 20 hours of work-based learning, internship, or service hours prior to graduating. This may be pro-rated based upon entry to a district high school. Three electives' credits must be career-connected learning based.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><u>CLASSIC ACCUPLACER</u> English: 62 on Reading Comprehension or 70 in Sentence Skills Math: 61 on Elementary Algebra</p> <p><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)</p> <p><u>ACT</u> English: 18 pr ACT English Math: 19 on ACT Math</p> <p><u>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE</u> English: Bronze or higher Math Bronze or higher</p> <p><u>ADVANCED PLACEMENT (AP)</u> 2 on English Language & Composition, Literature & Composition, Psychology, US or World History, US or Comparative Government, or Human Geography Math: 2 on Calculus AB, Calculus BC, the Calculus BC: AB sub-score, Precalculus, Physics, Chemistry, Statistics or Computer Science ASVAB English: 31 on the AFQT Math: 31 on the AFQT</p> </td> <td style="width: 50%; padding: 5px;"> <p><u>Concurrent Enrollment</u> Minimum of a "C" in any one (not remedial level) of the Concurrent Enrollment College Courses</p> <p><u>DISTRICT CAPSTONE</u> Minimum of "Pass" score on District Capstone Project</p> <p><u>INDUSTRY CERTIFICATE</u> Minimum of "Met/Pass" score on any one of the Industry Certificate examinations</p> <p><u>International Baccalaureate (IB)</u> English: 4 Math: 4</p> <p><u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u> English: 470 Math: 480</p> <p><u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u> English: State-wide scoring criteria Math: State-wide Scoring criteria</p> </td> </tr> </table>	<p><u>CLASSIC ACCUPLACER</u> English: 62 on Reading Comprehension or 70 in Sentence Skills Math: 61 on Elementary Algebra</p> <p><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)</p> <p><u>ACT</u> English: 18 pr ACT English Math: 19 on ACT Math</p> <p><u>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE</u> English: Bronze or higher Math Bronze or higher</p> <p><u>ADVANCED PLACEMENT (AP)</u> 2 on English Language & Composition, Literature & Composition, Psychology, US or World History, US or Comparative Government, or Human Geography Math: 2 on Calculus AB, Calculus BC, the Calculus BC: AB sub-score, Precalculus, Physics, Chemistry, Statistics or Computer Science ASVAB English: 31 on the AFQT Math: 31 on the AFQT</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>DISTRICT CAPSTONE</u> Minimum of "Pass" score on District Capstone Project</p> <p><u>INDUSTRY CERTIFICATE</u> Minimum of "Met/Pass" score on any one of the Industry Certificate examinations</p> <p><u>International Baccalaureate (IB)</u> English: 4 Math: 4</p> <p><u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u> English: 470 Math: 480</p> <p><u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u> English: State-wide scoring criteria Math: State-wide Scoring criteria</p>
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Competency Based Diploma	N/A	<p>This diploma type aligns course selections with PWR goals in the ICAP and targets mainly 12th graders with 10 or fewer credits remaining, including alternative education students or those identified individually. It equally weighs competencies—Career Connected Skills, Literacy, Numeracy, and Employability—using standards-based rubric from Awareness to Transfer, ensuring personalized, competency-driven readiness for postsecondary education and the workforce.</p>		

Capstone

SHS Approved Service-Learning Project

Service-learning is an approach to teaching and learning in which students use academic and civic knowledge and skills to address genuine community needs. Service-learning is a type of experiential and project-based learning that drives students' academic interests and passions toward addressing real community needs. The process is a learner-centered cycle of inquiry, compelling young people to answer questions such as:

- What are the true needs in my community?
- What are the root causes of these needs?
- How, where, and from whom can I learn more?
- How can I contribute to a solution?

Service-learning puts students at the center of their learning, leading their own inquiry processes. Because the genesis of the idea and related research is the student's, service-learning is not traditional. The student leads the experience, problem-solving with peers and accessing the expertise of adults as needed. The experience leads to community action and sharing, in which the student applies critical thinking, communication, and team-building skills.

Since service-learning is often done outside of school, it is highly flexible. In these times of hybrid models, online learning, and busy working families, service-learning is especially well-suited to helping bridge the gulf between online, in-school and afterschool learning.

If you would like to complete a student Capstone as your graduation requirement, please see your school administrator to be considered for the Service-Learning Capstone Process.

Advanced Placement (AP)

Sierra High School participates in the College Board's Advanced Placement Program.

Advanced Placement courses are the equivalent of introductory college courses. The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges/universities. It exposes high school students to college-level material through involvement in an AP course and gives them the opportunity to show that they have mastered this material by taking an AP exam, which is usually given in May. Colleges/universities may then grant credit, placement, or both to students who have demonstrated mastery. Students benefit from taking AP courses by learning a subject in greater depth and developing skills that will be critically important to successful study in college. Homework in AP courses resembles the intellectual challenge and workload expected in a college course. Due to the rigor of AP classes, we recommend a student take no more than 3 AP classes per school year.

AP courses and courses that have an AP course as a prerequisite will be weighted. All courses that qualify for weighting will be clearly identified by the high school. For the "weight" to be applied to the grade, students must complete the entire course AND must take the AP exam or submit the required portfolio. Only grades of "A", "B", and "C" will be weighted. "Weighting" a grade adds point value to the grading when calculating the GPA and class rank. Therefore, an "A" earned in a weighted class will yield 5 grade points (4 points for the "A" and 1 additional point because the course is weighted), a "B" will yield 4 grade points, and a "C" will yield 3 grade points.

If a student requests to drop an AP class, they must discuss this with the AP teacher, AP Coordinator, and their counselor. Final approval for dropping an AP class rests with the AP Coordinator.

Further questions about AP can be directed to individual AP teachers, the AP Coordinator, or to counselors.

Teacher's Aide

Teacher Aide positions are only open to juniors and seniors. Students must be approved for this course by their counselor and teacher. These students must be on track with or ahead on credits and have no grade, attendance, or behavior issues. Please see your counselor for more information and to apply to be an aide. Students will receive $\frac{1}{4}$ credit per semester for this position.

Work Study and Internship Guidelines

Work Study allows students to earn credit for job skills and on-the-job training they learn from being an employee. Students gain a deeper understanding of the world of work; this WBL experience values a student's paid work experience as being an important part of developing work ethic, personal responsibility, and time management. To receive high school credit for this Work-Based Learning experience, students must be registered in the Work Study course at the beginning of the semester and complete feedback/reflection documents that will contribute to ICAP portfolio. Students may work during specified school hours or after school/on weekends. When possible, students should also be scheduled in a CTE class aligned with their career interests or a chosen pathway that supports this career. If students meet the requirements for Work Study, they will earn electives credit on their transcript (60 hours=.5 credit or 120 hours=1 credit, with a maximum of 1 credit/semester) and a maximum of 2 total credits toward graduation requirements.

An Internship is a structured work experience related to a high school student's career pathway curriculum and/or postsecondary plan. If students are on track with credits toward graduation and go through an extensive application/interview process, they may participate in paid/unpaid internships during the school day. Students often have received more advanced education and training in a specific career pathway to be considered for this opportunity.

The internship is a Work-Based Learning experience that can help meet industry demands for a more skilled workforce by providing opportunities for students to receive training, learn skills, and gain experience in all aspects of an industry. This WBL opportunity builds transferable workplace skills and helps students gain awareness of occupations of interest. All efforts will be made to align internships with a career pathway, but the availability of industry-aligned positions may not exactly match a student's chosen path. To receive high school credit for this Work-Based Learning experience, students must be registered in the Internship course at the beginning of the semester and complete feedback/reflection documents that will contribute to their ICAP portfolio. If students meet the requirements for Internship, they will earn electives credit on their transcript (60 hours=.5 credit or 120 hours=1 credit, with a maximum of 1 credit/semester) and a maximum of 2 total credits toward graduation requirements.

See the Work Study Form on Page 112

Differentiated Programs and Services

Concurrent Enrollments Options

CTE

Concurrent Enrollment and Career Technical Education

Harrison School District 2 is proud to offer Concurrent Enrollment and Career Technical Education opportunities 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.

D2 provides free college-level courses to high school students in the 10th – 12th grades and who show the ability to be successful in college courses. Course selections are guided by students' career or academic pathways and are offered on both high school and college campuses. Students receive college credit and high school grades toward D2 graduation requirements. Most college courses earn two semesters of high school credit. D2 pays tuition, books, and course fees based on the Colorado Community College System's regular tuition rate.

Please contact the Concurrent Enrollment Coordinator, Lilika Belet, lbelet@hsd2.org, with questions, concerns, or comments related to the Concurrent Enrollment Program.

Career and Technical Education (CTE)

Career and Technical Education (CTE) programs provide students with the knowledge, skills, and abilities to prepare for successful technical careers. Students get real-world, hands on experiences through CTE approved classes. CTE supports a thriving Colorado economy by providing quality educational learning that emphasizes core academic content, technical skills, workforce readiness competencies, work-based learning opportunities, leadership skills, and seamless transition to further education or employment.

Career and Technical Student Organizations (CTSOs) help students build leadership skills, promote positive work values, and reinforce the CTE curriculum to meet challenges of the workforce, economic development, and emerging occupations. Colorado approved CTE student organizations include: DECA, FBLA, FCCLA, FFA, HOSA, (SC)2, SkillsUSA, and TSA.

Students who earn an industry certification as part of an approved Career and Technical Education program may demonstrate proficiency in Mathematics and English (Reading, Writing, and Communication). To find out whether a CTE program has an approved industry certification, students should contact their CTE teacher or the CTE Coordinator.

Please contact the CTE Coordinator, Nick Williams, nwilliams@hsd2.org, with questions, concerns, or comments related to Career and Technical Education (CTE) programs.

Career Start

Career Start is a Pikes Peak State College program for 11th and 12th-grade students who wish to learn skills in a trade. This program allows students to explore career opportunities, gain knowledge and skills toward future career pathways at no cost to the student or their families!

Students must receive their counselor's recommendation to participate in this program. Students who meet the minimum requirements to participate will fill out an application through Pikes Peak State College.

Students are required to ride the bus provided by HSD2 to the PPSC campus. Attendance for Career Start is required Monday - Friday for the duration of the program. PPSC sets the requirements for student attendance and participation.

Pathways include:

- Automobile Collision Technology
- Automobile Service Technology
- Broadcasting and Electronic Media
- Behavioral Health
- Construction
- Criminal Justice
- Culinary Arts
- Cyber Security
- Diesel Power Mechanics
- Early Childhood Education
- Emergency Medical Technology
- Fire Science Technology
- Medical Office Pathways
- Nursing Assistant
- Multimedia Graphic Design
- Veterinary Assistant
- Welding
- Zoo Keeping

This is a competitive program and student applications are processed by PPSC on a first-come, first-served basis. If you wish to participate in Career Start, please contact Dr. Belet at lbelet@hsd2.org.

To learn more about Career Start and which programs are available see flyer below or visit: [PPSC Career Start Webpage](https://www.pikespeak.edu/academics/high-school-programs/career-start.php) (<https://www.pikespeak.edu/academics/high-school-programs/career-start.php>)



PIKES PEAK
STATE COLLEGE
Career Start

CAREER START

Career Start inspires high school students to explore career opportunities, gain knowledge and skills toward career goals, and earn college credits and certificates. All programs have the opportunity for further training and education through Concurrent Enrollment.

- Junior and senior high school students
- Classes held at the Centennial Campus
- Monday through Friday, 9:00-11:40 a.m.

For more information about Career Start please visit www.pikespeak.edu/Career-Start or call 719.502.3111



PROGRAMS

Automotive Collision Tech*

Automotive Service Tech*

Broadcasting & Electronic Media

Construction

Criminal Justice*

Culinary Arts*

Cyber Security*

Diesel Power Mechanics*

Early Childhood Education

Emergency Medical Technician

Fire Science Technology

Medical Office Pathways

Multimedia Graphic Design*

Nursing Assistant

Veterinary Assistant

Welding*

Zoo Keeping*

***Second year option available**

Programs offered are based on student interest and enrollment and may be subject to change.

Harrison School District Two
College in High School Options

Advanced Placement

Sierra High School

- 18 courses offered in core & elective subjects Free AP test
- Earn college credit that can transfer to colleges
- Explore future college majors Prepare for the rigor of college
- Stand out to future colleges & scholarships

Career Start

All High Schools in D2

- For students in the 11th and 12th grades Explore career opportunities
- Earn college credit and certificates Programs include:
 - Construction
 - Criminal Justice
 - Welding
 - Zoo Keeping
 - And more!

Concurrent Enrollment

All High Schools in D2

- Students are enrolled at Pikes Peak State College
- Earn an Associates Degree before High School graduation
- Earn several college credits per semester 100% free tuition, books, fees, and supplies Students take college classes on the high school and college campus
- Students earn 60 college credits upon successful completion of an Associates Degree

International Baccalaureate

Harrison High School

- Every exam scoring a four or higher is eligible for college credit.
- Credits are locally, nationally, and internationally recognized by every university.
- Students earning the FULL IB Diploma earn 24+ credits at ANY Colorado Public University.
- Best preparation for college according to University Admissions Officers.
- IB Diploma is the ideal pathway for College-Bound Students.
- IC Career Certificate is the ideal pathway for Career-Bound Students.

College Level Examination Program

All High Schools in D2

- Students take a single test in a subject matter in which they are fluent or demonstrate mastery
- World Language options include Spanish, French, and German in which students can earn up to 13 college credits
- Other subjects include math, history, literature, humanities, and more in which students can earn up to 6 college credits

Career & Technical Education

All High Schools in D2

- Learn trade industry disciplines Earn industry certification
- Choose from one of these career pathways:
 - Engineering, Technology & Media Arts
 - Skilled Trades & Technical Sciences
 - Health Science, Criminal Justice & Public Safety
 - Hospitality, Human Services and Education
 - Business, Marketing, Entrepreneurship, Finance & Public Administration

Culturally and Linguistically Diverse Education Department (CLDE)

CLDE Services at the High School Level

District 2 promotes a safe, encouraging, and engaging learning environment for all Multilingual Learners (MLLs) through its CLDE programs. Implementation of research-proven based English Language Development (ELD) teaching methods, by our highly qualified CLDE teachers, contribute to measurable growth in Listening, Speaking, Reading, and Writing as well as in all Academic Content Areas. Our goal is to support MLs 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, families fill out D2 Home Language Survey (HLID). Based on this HLID, a parent interview is conducted, and a body of evidence is collected including the WIDA Language Screener. Parents and Guardians are notified of the testing results, qualification for ELD services, and program of service after all identification steps are complete. An ML Plan is developed for all active NEP (Non English Proficient) and LEP (Limited English Proficient) students while Monitor Year students are placed on a Monitor Plan. Families receive a copy of these plans at Conferences in October or after two weeks for students enrolled after October conferences.

All high school ML students will:

1. Receive targeted, specific language support in social & instructional English and in math, science, social studies, and language arts (Colorado English Language Proficiency standards).
2. Have access to grade-level content as determined by state standards through research-based teaching methods delivered by CLDE educators in conjunction with content area teachers (Colorado Academic Standards).

D2 makes content areas accessible through 50/50, co-teaching, pull-out, push-in, collaboration between core and specialized instruction, and SIOP models in addition to targeted ELD classes at the secondary level.

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. Families are notified of ACCESS testing results and applicable redesignation status (NEP, LEP, FEP) by the individual schools. When students meet the testing criteria and body of evidence criteria to move from LEP to FEP, they are redesignated to FEP (Fluent English Proficient) Monitor Year 1 per CDE guidelines.

Once a student is redesignated as FEP, if the ML student continues to make academic progress in year 1 of monitoring, as determined by the school/district, the following school year the student is placed in year 2 of monitoring. Upon completion of two full school years of monitoring, the ML student will be reclassified to exit year.

When schools/districts determine ML students are Fluent English Proficient (FEP), they must monitor students' linguistic and academic progress for two years. If the ML student is not progressing academically as expected, and monitoring suggests a persistent or developing language need, schools/districts should consider re-evaluating the student's English language proficiency level and determine if the student needs additional English Language Development (ELD) program services and provide the appropriate English language development instruction. If the student is re-entered into the ELD program, the school/district must document the reasons why and provide notification to and receive consent from the guardian(s) of the ML student.

Upon completion of two years of monitoring and two years of exit status, a student is eligible to be exited formally from the ELD program and classified (Former English Language Learner) FELL.

**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
- **Elizabeth Faulkner** - CLDE Instructional Coordinator, efaulkner@hsd2.org , 719-579-3246
- **Annette Ontiveros** - CLDE Instructional Coordinator, aontiveros@hsd2.org , 719-538-1339
- **Audriana Alvarado** – CLDE Newcomer Instructional Coach, aalvarado@hsd2.org, 719-579-2593
- **Carolina Villaseñor** – CLDE Secretary to the Director, cvillasenor@hsd2.org , 719-579-2591

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 area 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 HSD2 Gifted Education Coordinator, school level gifted education facilitator and/or building administrator will meet to initiate the collection of data used in 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 next steps based on 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 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.

Contact Information:

Ms. Brittney Ellis, Gifted Education Facilitator for Sierra High School,
bellis@hsd2.org, (719)579-2475

Ms. Pattie Vail, Coordinator of Gifted Education for D2,
pvail@hsd2.org, (719)579-3240

Special Education (SPED)

The mission of the Special Education Department is to collaborate with families, staff, and community to ensure students with special needs acquire the knowledge, skills, attitudes, and behaviors necessary to personally succeed and contribute to the common good. The district offers an extensive continuum of services to meet the diverse and individual needs of each student as determined by the student's IEP team, including the parent. These services include:

- Academic supports
- Social Emotional and Behavioral supports
- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Applied Behavior Analysis
- Orientation and Mobility
- Services for students who are deaf and hard of hearing or visually impaired

Special Education Evaluations and Re-Evaluations:

Evaluations are provided at no cost to parents. Referrals for individualized evaluations are completed within the timeframe mandated by the Individuals with Disabilities Act (IDEA). Evaluation materials are not discriminatory and are provided in the child's primary language or mode of communication unless it is clearly infeasible to do so. A variety of assessment tools are used for evaluation, and limited English proficiency is not used to measure a child's need for special education and related services. Evaluations will use a variety of assessment tools and strategies to get information regarding students functional, developmental, and academic information about the student. The choice of technically sound assessment instruments will be determined by the evaluator. A re-evaluation is done if the IEP team determines conditions warrant, every three years in the IEP process, or at the request of the parent or teacher. Full and individual evaluations will be conducted before the initial provision of special education and related 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 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.

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 Special Education Department at 719-579-3240.

Section 504

Section 504 of the American's 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 accommodation 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 counselor. Counselors 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 & NAIA 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 113 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 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 113 - 114.

Special Credits

Marching Band

To earn a ¼ credit per marching band season/competition:

- Attend 90% of practices
- Miss no more than one marching contest/event
- Finish the marching season in good standing
- Return any materials, uniform or equipment to band program

The band instructor will turn in a marching band roster to the building athletic director for verification from 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.

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.

AFJROTC

To earn a ¼ credit per semester:

- Attend 90% of classes
- Must dress out and/or participate in 90% of Wellness lessons
- Finish the semester in good standing
- Return any materials, uniform or equipment to JROTC

The Senior Aerospace Science Instructor (SASI) will turn in a JROTC 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 (A-D) will be noted. Any credit after the half credit needed for PE will become an elective 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. On-site blended learning courses are available through Edmentum as online monitored instruction. Please schedule an appointment with your counselor for options.

*Available courses located in Appendix B - <https://www.edmentum.com/curricula-catalog/>

Course Description OMI 9909851

This is a blended learning course where direct instruction takes place in-person on site and the curriculum is digitally delivered asynchronously off-site.

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 your counselor or the district office for more information.

Career Readiness Academy

The Career Readiness Academy (CRA) is an alternative school for students who are seeking a different path to graduation. CRA is available to any HSD2 student and is located at 200 Loomis Ave in Stratmoor Hills. CRA has a highly qualified professional staff which includes an online monitoring instructor, a math and English teacher, social worker, career education coordinator and academic/college counselor. Some advantages to attending CRA include Work Based Marketplace Learning with hands-on real-world experiences, job shadowing and paid/un-paid internships. Please see your counselor for more information or call (719) 579-2580.

Aspire Online Academy High School

Aspire Online Academy High School is a multi-district school, which is open to any student living in Colorado and is an option for students who prefer to work from home to meet their graduation requirements. AOA follows the same guidelines as a traditional in-person school. Courses are set up through a program called Colorado Digital Learning Solutions (CDLS), which allows students to work asynchronously in all classes. CDLS has highly qualified professional staff that conduct the classes online. Through the CDLS program students have several opportunities to explore CTE elective courses designed toward their future aspirations that may not be offered in other schools. AOA also has highly qualified staff (High School Coordinator, Counselor, English teacher, Math teacher, History teacher) within the school to support all students with their online work. AOA is located at 200 Loomis Ave in Stratmoor Hills. You may contact our Registrar at (719) 579-2188.

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. Counselors 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 counselor 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), and a comparison of other students (grade point average and class rank). Patterns of consistency, steady improvement, or declining achievement are also reflected on the transcript.

D2 ICAP Framework: In 2009, Senate Bill 09-256 was enacted into law with a requirement that by September 2011, all students grades 9 - 12 would have access to a process within their high school to create and manage an Individual Career and Academic Plan (ICAP). The HSD2 Counseling Coordinator and Peak Education led the College and Career (C3) Committee (one high school principal, one assistant principal, two counselors and a teacher) in developing an ICAP framework that aligns with the Colorado Department of Education's (CDE) expectations and requirements. The process started with researching award-winning ICAP plans across the state of Colorado, as well as ICAPs that were recognized for excelling in certain aspects of the ICAP experience. Lessons and activities on Naviance and other college platforms were evaluated to understand transferability to the Xello platform. This information was utilized to create the ICAP framework in which the C3 committee helped finalize by selecting Xello lessons that fit with required activities and brainstorming additional activities. CDE lists eight quality indicators to evaluate if an ICAP process is meaningful and effective for students and their families. These quality indicators include:

1. self-awareness
2. career awareness
3. post-secondary aspirations
4. post-secondary options
5. environmental expectations
6. academic planning
7. employability skills
8. personal financial literacy

More info on quality indicators can be found at:

<https://www.cde.state.co.us/postsecondary/hsqualityindicatorsandelements>

All grade-level ICAPs will incorporate some aspect of all eight quality indicators, but each grade level will have a "theme" of the year that focuses predominantly on two quality indicators.

	Required ICAP Activities	Xello Lessons	Counselor-Developed Lessons/Activities
9th	<p>Theme: Self Awareness & Academic Planning</p> <p>High School 101</p> <ul style="list-style-type: none"> • Who is your counselor? • Review Graduation Requirements • Understanding your Transcript • 4-Year Plan • Getting Involved • Interest Inventory • Goal writing • Xello platform training (log in and introduction) 	<p>High School 101:</p> <ul style="list-style-type: none"> • Study Skills and Habits • Getting Experience • Transition to High School* • School Subjects at Work* • Time Management* • Self-Advocacy* <p>Interest Inventory:</p> <ul style="list-style-type: none"> • Interests – Explore Career Matches (revisit Matchmaker assessment from 8th) • Exploring Career Factors <p><i>Xello Lessons: Decision Making & Personality Styles</i></p> <p><i>Lessons with asterisks (*) should be done in middle school (MS), but should be completed during the start of 9th grade if not in MS.</i></p>	<ul style="list-style-type: none"> • Part of the High School 101 lesson to complement the Xello lessons. • Goal Writing • Xello Platform Training (log in and introduction)
10th	<p>Theme: Career Awareness and Post-Secondary Aspirations</p> <ul style="list-style-type: none"> • Plan for graduation requirements <ul style="list-style-type: none"> ▫ Discussion about menu of options/PSAT • Career Exploration • Explore and understand the pathways • 4-year, community colleges, apprenticeships, certificates, tech schools and military • Revisit goal writing • Update portfolio\Storyboard (Building Your resume) 	<ul style="list-style-type: none"> • Career Exploration: Career and lifestyle costs lesson • Explore and Understand Pathways: Program prospects • Updating Storyboard (Building Your Resume) • Getting Experience 	<ul style="list-style-type: none"> • Graduation Requirements & Menu of Options • Goal Writing • Professionalism 101 certificate and creating a sign-in for PPBEA site

<p>11th</p>	<p>Theme: Post-Secondary Options and Employability Skills</p> <ul style="list-style-type: none"> • Plan for graduation requirements • Testing plan SAT, ACT, AP, etc. • Explore and save: <ul style="list-style-type: none"> ▫ 3 careers ▫ 3 colleges • Revisit goal writing and updating portfolio/Storyboard • Additional activities based on group: <ul style="list-style-type: none"> ▫ 4-year ▫ 2-year ▫ Certificate/apprenticeships/technical/workforce ▫ Military groups. 	<ul style="list-style-type: none"> • Save 3 careers on Xello + Career Demand Lesson • Save 3 colleges on Xello + Choosing a College Lesson • Workplace Skills & Attitudes Lesson • Financial Aid Application (FAFSA/CASFA) 	<p>Testing Plan Additional Activities based on post-secondary group (supported by college and career counselor):</p> <ul style="list-style-type: none"> • 4-year: learn about FAFSA, college applications, scholarships, interviewing and essay writing • 2-year: learn about FAFSA, college applications, scholarships • Certificates/apprenticeships/technical/workforce: Career Resume, applications, interviewing, career pathways. • Military: Military pathways, ASVAB, ROTC options, NROTC scholarships • Professionalism 101 certificate and creating a sign-in for PPBEA site
<p>12th</p>	<p>Theme: Post-Secondary Options and Financial Literacy</p> <ul style="list-style-type: none"> • Plan for graduation requirements/test retakes (menu of options) • Financial literacy work (relevant to group student is in) • Create and execute senior action plan (college/career counselor) • District/Senior Exit Survey* 	<p>Lessons could be assigned based on the post-secondary plan group.</p> <p>Defining Success, Career Backup Plans, Career Path Choices, Job Interviews.</p>	<p>Most activities, tasks, events and presentations will be led by college and career counselor with support from other school counselors</p> <ul style="list-style-type: none"> • Professionalism 101 certificate and creating a sign-in for PPBEA site

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 selective 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: Some colleges still rely on the American College Test (ACT) and the Scholastic Aptitude Test (SAT) to help make admissions decisions. While some of these 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 in order 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, if needed. Check with the school you are applying to so that you can understand their specific admission requirements.

Evaluation: Some colleges will require or recommend written teacher or counselor/admin evaluations. Please request a letter of recommendation at least two weeks before it is due. Recommenders may also require you to fill out a "brag sheet" to help in the writing process. 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 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.

College Application Process and Guidelines

9th grade

- Meet your school counselor.
- Create a program of study that best aligns to your interests, skills, and aptitude.
- Earn the best grades that you can.
- Get involved! Join a club or sport.
- Take PSAT 9.
- Register for 10th grade courses.
- Make summer count by volunteering or participating in a service project. Make up any failed courses in summer school.
- For athletes, consider registering for the NCAA clearing house or other smaller athletic clearing centers like NAIA.
- Attend field trips offered by school to expand experiences.

10th grade

- Consult with your school counselor to ensure your schedule meets your academic needs and interests. If interested in a military academy, start discussing your interest now.
- Update your program of study and ICAP while you continue to earn the best grades that you can.
- Stay involved and grow. Volunteer or participate in a service project.
- Take the PSAT 10.
- Attend college fairs. Tour college campuses. Start conversations about financing your college education.
- Make summer count by working, volunteering, or making up any failed courses in summer school.
- Attend field trips offered by school to expand experiences.

11th Grade

- Consult with your school counselor to ensure your schedule meets your academic needs and interests. In the spring of junior year discuss your ideas about careers and/or college options with your school counselor and family.
- Continue to increase the rigor of your courses and earn the best grades that you can.
- Learn about majors, colleges and programs that interest you by using Xello.
- For athletes, consider registering for the NCAA clearing house or other smaller athletic clearing centers like NAIA.
- Take on a leadership position in a club or sport that you are passionate about.
- Take the PSAT/NMSQT, SAT, ACT and SAT subject tests if required.
- Attend college fairs, visit campuses, estimate financial need, research, and organize scholarships that you plan to apply for.
- Attend a junior conference with your parent(s)/guardian(s)/school counselor.
- Consider asking teachers for letters of recommendation for college admission prior to going on summer break.
- Make summer count- work, save, volunteer, or make up any failed courses in summer school.
- Attend field trips offered by school to expand experiences.

12th Grade

- Meet with your school counselor to review your post-secondary plan.
- Stay organized and prepared to meet deadlines.
- Create an FSA ID.
- Continue earning the best grades that you can.
- Begin applying to college in the fall and request that your transcripts and letters of recommendation are sent to schools of your choice. Follow up with teachers about letters of recommendation (please request at least two weeks in advance).
- Check the Counseling Canvas Cohort page and Xello for more information on scholarships and deadlines.
- Apply for scholarships throughout the year.
- Complete the FAFSA/CASFA and/or CSS profile when applications become available. This can vary year to year.
- Take your leadership to the next level, become president of your club or sports team.
- Take any additional college admission exams early in your senior year.
- If admission interviews are required, schedule them early.
- After admission decisions are made, make a plan to visit your top 2-3 schools before making a final decision.
- Send your admission decisions and any scholarships you earn to your counselor.
- Stay active with colleges/universities if you are waitlisted.
- Commit to your school of choice on or before May 1st.
- Graduate from high school!
- Make summer count- work and save for college.
- Consult the academic calendar of your college and plan your travel and move-in plans accordingly.
- Attend field trips offered by school to expand experiences.

College Application Checklist (9th/10th Grade)

<https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf>

College Application Checklist (11th/12th Grade)

<https://bigfuture.collegeboard.org/plan-for-college/your-college-application/get-organized/college-application-checklist>

Applying for College 101: [College 101](https://youtu.be/zxOfqY0LPtc) (<https://youtu.be/zxOfqY0LPtc>)

FAFSA, CASFA, 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

- Graduate from a Colorado High School or was physically present in Colorado for at least one year immediately preceding the date the student successfully completed a high school equivalency exam in CO; and
- Has been physically present in Colorado for at least 12 consecutive months prior to enrolling in an institution.

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. You can use this aid for colleges/universities, trade schools, and many other types of post-secondary education.

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 Student Aid Index (SAI)
- 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 in the counseling center starting in September. 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 that do not need to be paid back. 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.

The College Opportunity Fund

The [College Opportunity Fund \(COF\)](#), created by the Colorado Legislature, provides a stipend to eligible undergraduate students. The stipend pays a portion of the total in-state tuition when attending a participating college/university in the state of Colorado.

Eligible undergraduate students must apply, be admitted and enroll in classes at a participating college to receive this benefit. Both new and continuing students are eligible for the stipend.

Qualifying students may use the stipend for eligible undergraduate classes. The stipend is paid on a per credit hour basis directly to the college at which the student is enrolled. The credit-hour amount is set annually by the General Assembly.

The stipend amount for the Academic Year 2024-2025 was \$116 per credit hour for a public college and \$58 per credit hour for a private college.

This is a one-time application and will be automatically renewed each year the student attends a participating college/university in the state of Colorado.

CSU Alliance

The Colorado State University Alliance Partnership unites students, families, high school personnel, and the Colorado State University community in a common goal: to envision education beyond high school and send a greater number of Colorado students to college. By working together, we can elevate the expectations of students and their families regarding the importance, access, and attainability of higher education. The CSU Alliance will give \$4,000 for each year, totaling \$16,000 for students from Sierra High School that are accepted and attend CSU. Sierra is one of 10 chosen schools in Colorado.

D2 Promise

If you're a student at a Harrison School District 2 high school, you are eligible to receive free tuition at Pikes Peak State 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 or part-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 D2 Promise Program, or a combination of funds.)

Thanks to the generosity of The Harrison School District voters who approved the Mill Levy in the 2024 November election, this Program ensures that qualifying students have the opportunity to attend PPSC tuition free regardless of federal financial aid eligibility. In addition to financial assistance, students will receive intensive support from professional Promise Program Coaches. To be eligible for the program, students must have attended a Harrison School District 2 high school (Harrison, Sierra, or Career Readiness Academy, or Aspire Online Academy) or charter school (Atlas Prep, The Vanguard School, or James Irwin) for at least one year prior to graduating, enroll at PPSC within 16 months of graduation, complete a suggested minimum of 24 credit hours per academic year to ensure you complete your degree within a three year timeframe, and apply for all available financial aid by completing a FAFSA or CASFA. D2 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 D2 Promise Program is 150% of a degree program or three years (9 semesters) from your first starting semester.

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 PPSC 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 D2 promise Program 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, and they graciously have agreed to continue this opportunity for their students beyond the initial trial period funded by the Dakota Foundation with the help of the District's Harrison School District Foundation:

- 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

It's also one of the most diverse districts, and they graciously have agreed to continue this opportunity for their students beyond the initial trial period funded by the Dakota Foundation with the help of the District's voters.

First-dollar: Promise Scholarship dollars are applied to the tuition bill *first*, followed by any federal or state financial aid.



**DISTRICT
TWO** HARRISON
SCHOOLS

Class of 2025 Graduates

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 Pueblo 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

Pack Promise

Overview:

Eligible students pay zero tuition! CSU Pueblo's Pack 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:

Shania Roberts
Colorado State University - Pueblo
Office of Admissions
Admissions Counselor
Office: 719-549-2093
shania.roberts@csupueblo.edu

D2 Promise

Overview:

The D2 Promise covers tuition and fees for up to 3 years, or 60 credit hours. This support remains available as long as the student is 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
Krista.Wallace@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. Fee waivers are available in the counseling center.

Counselor Recommendation Letters

Recommendation letters are often required for scholarship and college applications and sometimes are required for enrichment opportunities like summer camps. Students can request a letter of recommendation from their counselor, teacher or community member after completing the letter of recommendation questionnaire. The questionnaire is located in the Counseling Center. A request for a letter of recommendation must be made 2 weeks prior to when the student needs it.

College Visits

What better way to know a college or university is the perfect fit, than to see it with your own eyes? At Sierra, we offer many 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. Many colleges offer virtual tours on their websites. Please note that individual transportation outside of a school sponsored field trip to a college/university/trade school, would be the responsibility of the student and their families.

Transcript Request

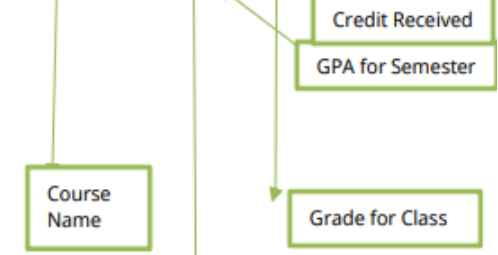
Students who need to request an OFFICIAL TRANSCRIPT can make their request through Xello or contact Stephanie Mijo (Career & College Counselor) at smijo@hsd2.org . UNOFFICIAL TRANSCRIPTS can be accessed through Infinite Campus.

Student Information		#3806 SIERRA HS			
Student Number:	Grade:	Course	Mark	Weight	Credit
xxxxxx	12	2020-2021 Grade 11 Term 2			
Birthdate:	Gender:	GEOMETRY	B	0.5000	0.5
State ID:		PHYSICAL SCIENCE	A	0.5000	0.5
Diploma Type: Regular Diploma		US HISTORY	B	0.5000	0.5
Diploma Date:		ZOOLOGY	A	0.5000	0.5
GPA Summary		Credit: 3.000 GPA: 3.57 U/W GPA: 3.57			
Cumulative GPA (Weighted)	3.666	2021-2022 Grade 12 Term 1			
Class Rank	20 of 225	ENGLISH IV	A	0.5000	0.5
Cumulative GPA (Unweighted)	3.666	INTRO CULINARY ARTS	A	0.5000	0.5
Class Rank	20 of 225	PSYCHOLOGY	A	0.5000	0.5
		SCULPTURE	A	0.5000	0.5
		STUDENT GOVN/LEADERSHIP	B	0.5000	0.5
		STUDY SKILLS	B	0.5000	0.5
		Credit: 3.000 GPA: 3.67 U/W GPA: 3.67			
		2018-2019 Grade 09 Term 1			
		AVID EXTENSION CORE 9	B	0.5000	0.5
		BIOLOGY	A	0.5000	0.5
		ENGLISH I	B	0.5000	0.5
		GOVERNMENT	A	0.5000	0.5
		HEALTH	A	0.5000	0.5
		INTEGRATED MATH I	A	0.5000	0.5
		SPANISH I	B	0.5000	0.5
		Credit: 3.50 GPA: 3.57 U/W GPA: 3.57			
		2018-2019 Grade 09 Term 2			
		AVID EXTENSION CORE 9	B	0.5000	0.5
		BIOLOGY	B	0.5000	0.5
		ECONOMICS	A	0.5000	0.5
		ENGLISH I	B	0.5000	0.5
		INTEGRATED MATH I	A	0.5000	0.5
		PE I	B	0.5000	0.5
		SPANISH I	A	0.5000	0.5
		Credit: 3.500 GPA: 3.43 U/W GPA: 3.43			
		2019-2020 Grade 10 Term 1			
		ART	A	0.5000	0.5
		AVID EXTENSION CORE 10	A	0.5000	0.5
		EARTH SCIENCE	A	0.5000	0.5
		ENGLISH II	A	0.5000	0.5
		INTEGRATED MATH II	B	0.5000	0.5
		SPANISH II	A	0.5000	0.5
		WORLD HISTORY	A	0.5000	0.5
		Credit: 3.500 GPA: 3.86 U/W GPA: 3.86			
		2019-2020 Grade 10 Term 2			
		ART	B	0.5000	0.5
		AVID EXTENSION CORE 10	A	0.5000	0.5
		EARTH SCIENCE	A	0.5000	0.5
		ENGLISH II	B	0.5000	0.5
		INTEGRATED MATH II	A	0.5000	0.5
		SPANISH II	B	0.5000	0.5
		WORLD HISTORY	A	0.5000	0.5
		Credit: 3.500 GPA: 3.57 U/W GPA: 3.57			
		2020-2021 Grade 11 Term 1			
		AVID EXTENSION CORE 11	A	0.5000	0.5
		ENGLISH III	A	0.5000	0.5
		GEOMETRY	A	0.5000	0.5
		PHYSICAL SCIENCE	A	0.5000	0.5
		US HISTORY	A	0.5000	0.5
		ZOOLOGY	A	0.5000	0.5
		Credit: 3.000 GPA: 4.00 U/W GPA: 4.00			
		2020-2021 Grade 11 Term 2			
		AVID EXTENSION CORE 11	B	0.5000	0.5
		ENGLISH III	A	0.5000	0.5
		In-Progress Courses			
		ADVISORY			0.000
		Credit Summary			
		HS CREDITS	Earned		
		ELECTIVES	8.500		
		ENGLISH	4.000		
		HEALTH	0.500		
		MATHEMATICS	3.000		
		PHYSICAL EDUCATION	0.500		
		SCIENCE	4.000		
		SOCIAL STUDIES	3.500		
		WORLD LANGUAGES	2.000		
		Total	26.000		

1: SHS and colleges typically want you to report your weighted GPA. This is the top number (example 3.666) This is your GPA for all semesters averaged.

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

Course	Mark	Weight	Credit
2018-2019 Grade 09 Term 2			
AVID EXTENSION CORE 9	B	0.5000	0.5
BIOLOGY	B	0.5000	0.5
ECONOMICS	A	0.5000	0.5
ENGLISH I	B	0.5000	0.5
INTEGRATED MATH I	A	0.5000	0.5
PE I	B	0.5000	0.5
SPANISH I	A	0.5000	0.5
Credit: 3.500 GPA: 3.43 U/W GPA: 3.43			



Grade Level and Semester




This is your total amount of credits. You must have at least 23 credits to graduate. Here the example shows 26.

Official's Signature _____

D2 DESTINATIONS

Advancing the Future of Innovation and Industry

Providing opportunities for student engagement to be career ready

		
Rigorous Coursework	Technical Expertise	Extraordinary Opportunities
Quality educational programs are aligned with Harrison’s rigorous graduation requirements in addition to postsecondary and workforce readiness competencies.	Students gain valuable technical skills which allow for a seamless transition to further education or employment through concurrent enrollment and industry certifications.	Students have the opportunity to participate in authentic work experiences such as work based learning, job shadowing, clinical experiences, apprenticeships, and more.

The D2 Destinations program has career pathway courses designed to provide learning relevance and engagement to prepare students for postsecondary education and the workforce. Students may earn college credits toward an associate degree, and industry-standard certifications, all while pursuing a high school diploma. Each student at D2 begins their career pathway journey by completing the Freshman Success Academy. The “Success Academy” provides Freshmen with a foundation on which to build their chosen career pathway.

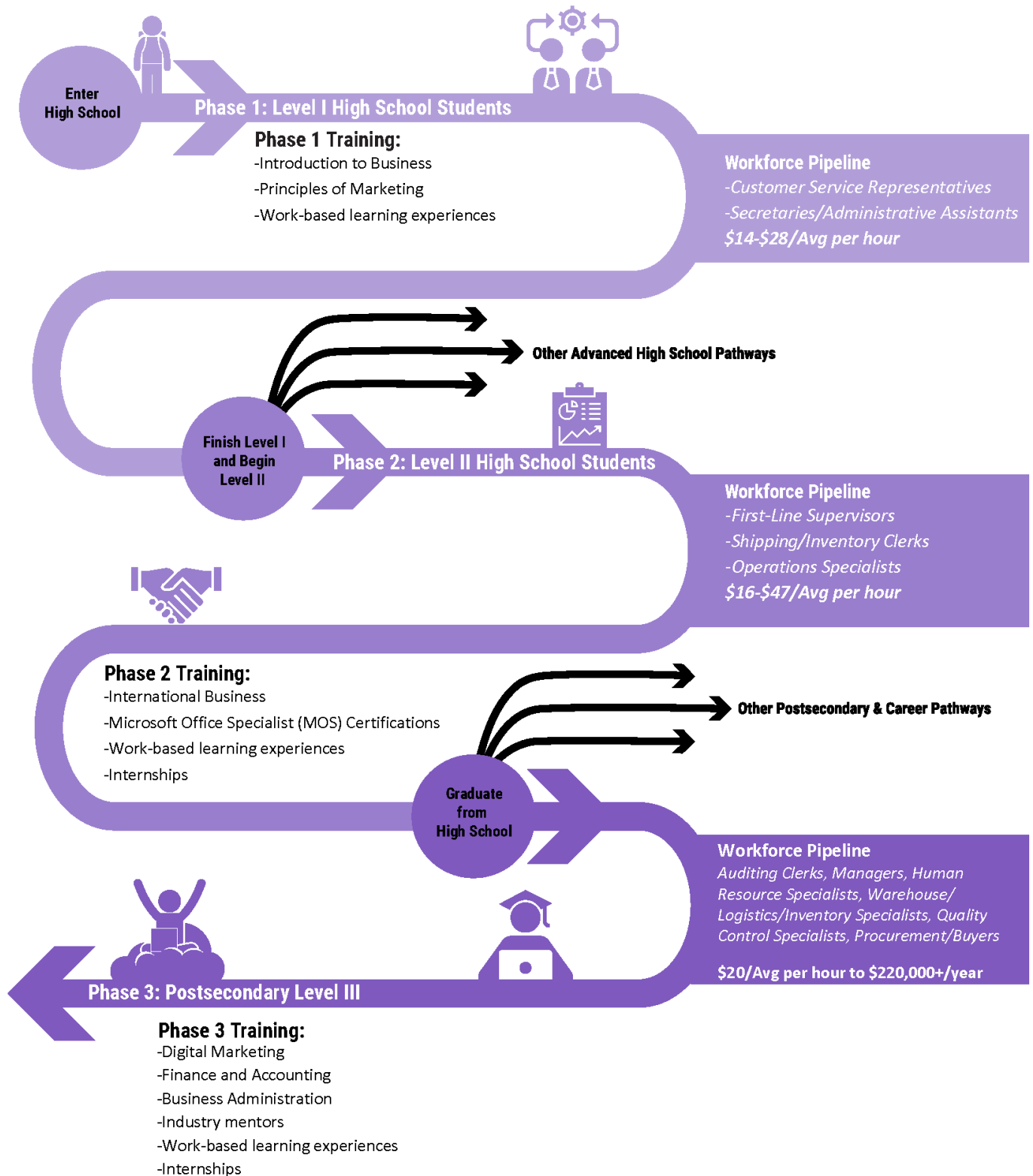
D2 career pathway options consist of educational pathways in several industry areas of study:

- **Area of Study: Business, Marketing, Entrepreneurship, Finance, and Public Administration**
 - Business and Marketing
- **Area of Study: Engineering, Technology, and Media Arts**
 - Engineering
 - Information Technology
 - Media Arts
 - Theatre Technology
- **Area of Study: Health Science, Criminal Justice, and Public Safety**
 - Health Science
- **Area of Study: Hospitality, Human Services, and Education**
 - Hospitality and Food Production
 - Fashion and Interior Design
 - Education and Training
- **Area of Study: Skilled Trades and Technical Sciences**
 - Construction Trades
 - Vehicle Maintenance and Repair Technologies
- **Additional Focus: Post-secondary and Workforce Readiness (PWR)**
 - Career-Connected Learning (Community-based experiences/Internships)
 - Career Start (Pikes Peak State College)
 - Alternative Cooperative Education (School-to-Work Transitional Supports)

Career Pathways purposefully structure high schools into smaller learning communities and creates viable lanes from high school, to workforce, to college, to careers.

D2 DESTINATIONS

Pathways to Business and Marketing



Pathway: Business and Marketing			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Introduction to Business	1203010	Year
Level 2	Principles of Marketing	1106900	Year
Level 4	Work Study	9909460	Semester
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *DECA			

INTRO TO BUSINESS CTE

1203010 SCED 12051

Introduces the application of fundamental business principles to local, national, and international forums. This course examines the relationship of economic systems, governance, regulations, and law upon business operations. It surveys the concepts of career development, business ownership, finance and accounting, economics, marketing, management, operations, human resources, regulations, and business ethics.

PRINCIPLES OF MARKETING CTE

1106900 SCED 12164

Prerequisite Intro to Business

Principles of Marketing presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer.

Work Study

9909460

Work Study is provided for high school students with a 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 where they utilize workforce readiness skills each semester (a maximum of two total elective credits toward graduation).

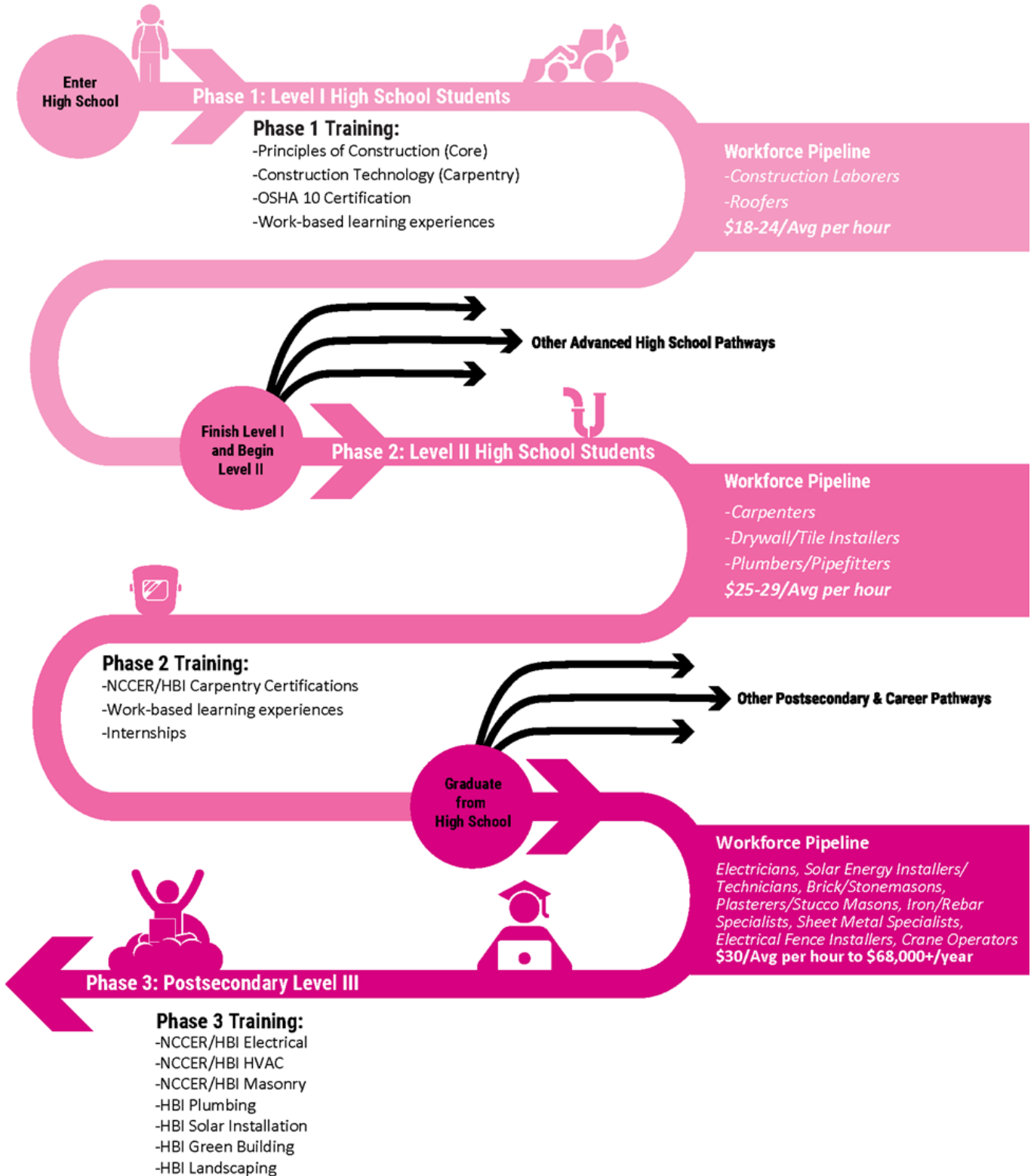
Internships

9909461 SCED 22998

Students may apply for internships with industry partners and schedule open blocks for this experiential learning for electives credit. Students may earn up to 1.0 credits/semester.

D2 DESTINATIONS

Pathways to Construction Trades



Pathway: Construction Trades			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Principles of Construction (CORE)	1201704	Semester (Double Block)
Level 2	Construction Technology (Carpentry)	1201705	Semester (Double Block)
Level 4	Work Study	9909460	Semester
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *SkillsUSA			

PRINCIPLES OF CONSTRUCTION – CORE

1201704 SCED 17001

Not required to start with Construction – CORE (Sophomores Only; Upon Availability)

Introduces the fundamentals for all construction trades to include basic construction site safety, introduction to construction math, introduction to power tools, introduction to construction drawings, basic communication skills, basic employ-ability skills, and introduction to material handling. This course is designed as an entry level course for any of the building trades program specialties. Students can earn the National Center for Construction Education and Research (NCCER CORE), Home Build Institute (HBI Core), and Occupational Safety and Health Administration (OSHA 10) certifications.

CONSTRUCTION TECHNOLOGY – CARPENTRY

1201705 SCED 17999

Prerequisite Construction – CORE

Introduces foundational level carpentry skills, basic residential construction systems, the importance of personal and workplace safety, and the role of carpenters within the construction industry. Students can earn the National Center for Construction Education and Research (NCCER Carpentry I) and Home Build Institute (HBI Carpentry) certifications.

Work Study

9909460

Work Study is provided for high school students with a 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 where they utilize workforce readiness skills each semester (a maximum of two total elective credits toward graduation).

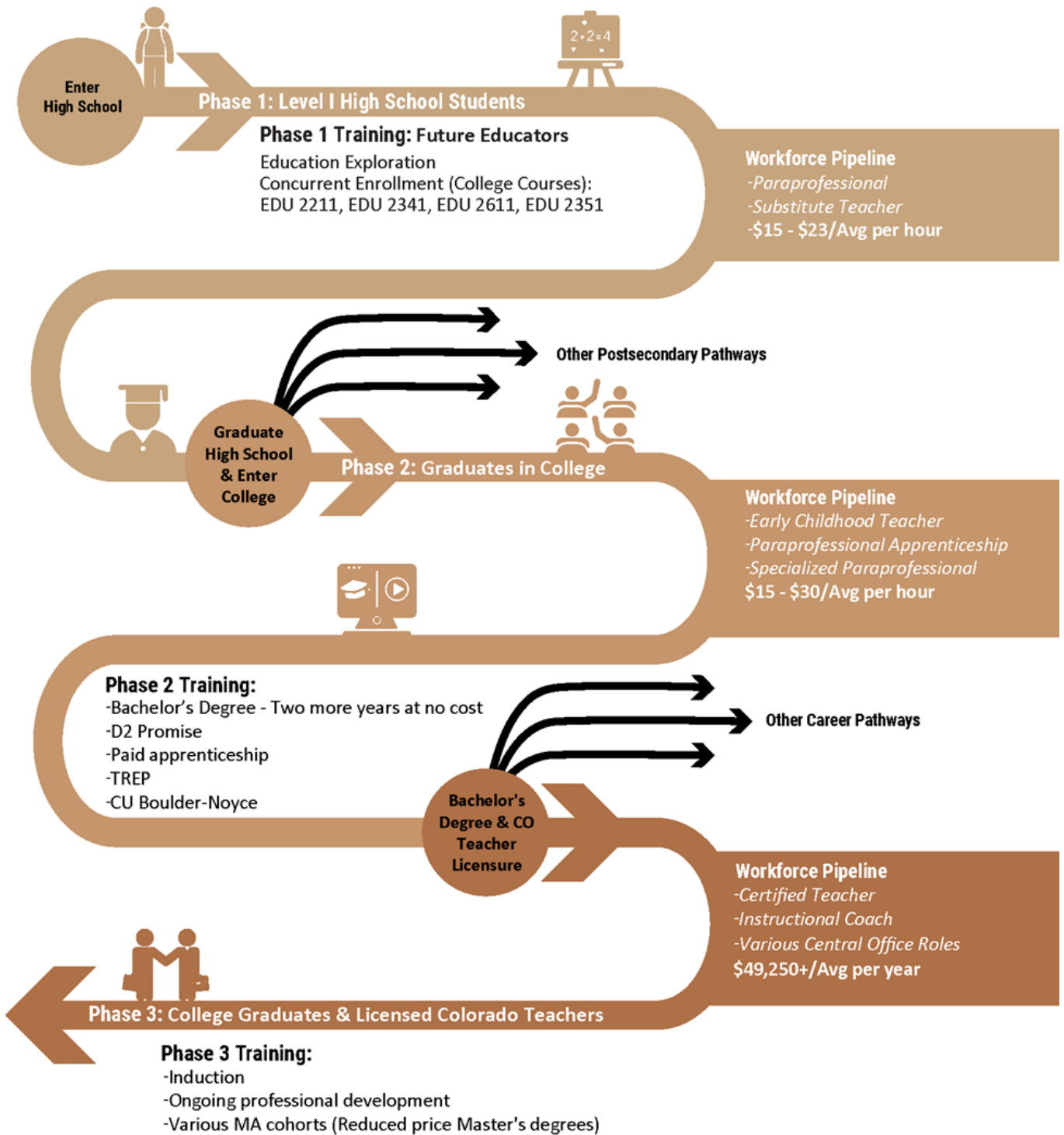
Internships

9909461 SCED 22998

Students may apply for internships with industry partners and schedule open blocks for this experiential learning for electives credit. Students may earn up to 1.0 credits/semester.

D2 DESTINATIONS

Pathways to Education and Training



Pathway: Education and Training (Future Educators)			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Education Exploration (Sophomores)	0994000	Semester
Level 2A	CE: EDU 2211 – Introduction to Education	1265190	Semester
Level 2B	CE: EDU 2341 – Multicultural Education	1275193	Semester
Level 3A	CE: EDU 2611 – Teaching, Learning, and Tech	1275196	Semester
Level 3B	CE: EDU 2351 – Multilingual Learners	1275198	Semester
Level 3	Work Study	9909460	Semester
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *Family, Career, and Community Leaders of America (FCCLA)			

EDUCATION EXPLORATION CTE

0994000 SCED 19199

Education Exploration is a college-preparatory course for students who want to pursue careers in education, training and human services. This course will cover foundational topics to help students understand what it takes to become a teacher in pre-school, elementary, middle school, high school, college and graduate school. Furthermore, this course will introduce the students to a career in human resources and training. They will also learn more about human service careers, such as social work, community organizer, non-profit leader, etc. By the end of this course, students must be able to understand the admission process for these related careers and must have assessed their interests align with the field.

EDU 2211 – Introduction to Education (CE: Colorado Mountain College) CTE

1265190 SCED 19151

Focuses on the historical, social, political, philosophical, cultural, and economic forces that shape the United States public school system. This course includes current issues of education reform, technology as it relates to education and considerations related to becoming a teacher in the state of Colorado. The course addresses the educational theory and practices from Early Childhood Education (ECE) through secondary education.

EDU 2341 – Multi-Cultural Education (CE: Colorado Mountain College) CTE

1275193 SCED 19154

Explores racial, ethnic, cultural, and socioeconomic groups to gain an understanding of equity, diversity, and inclusion in communities and education. This course provides opportunities to contextualize multicultural perspectives in society and their impact on the education system.

EDU 2611 – Teaching, Learning, & Technology (CE: Colorado Mountain College) CTE

1275196 SCED 19154

Explores integration of technology instruction into teaching practices used in preschool through postsecondary (P-21) educational settings for all curriculum areas of content. This course reviews a variety of technologies with an emphasis on increasing student learning and retention of knowledge. The course also explores combining technology with several instructional methodologies to promote professional teacher dispositions related to technology-rich teaching.

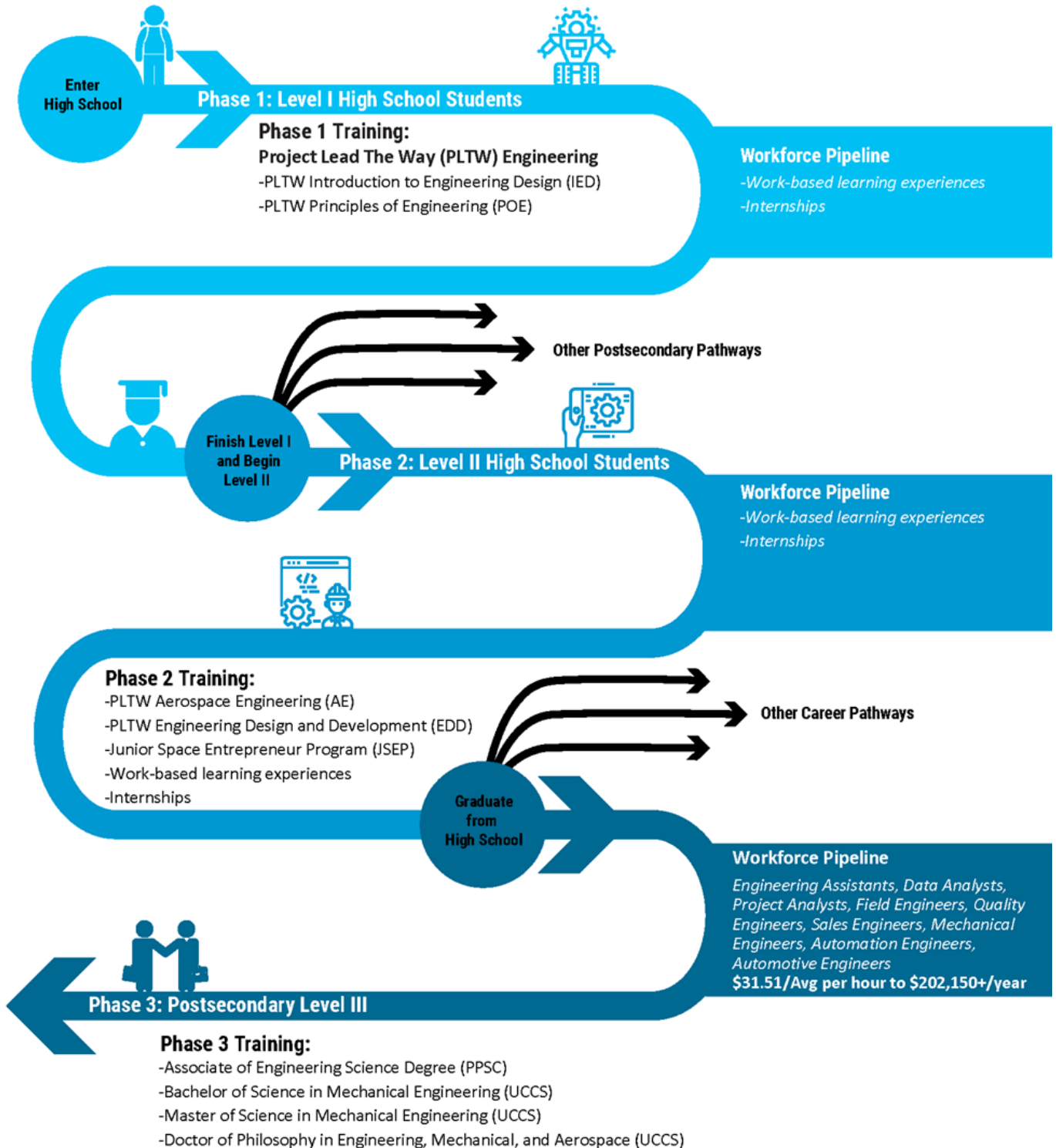
EDU 2351 – Multilingual Learners (CE: Colorado Mountain College) CTE

1275198 SCED 19154

Prepares teachers who work with emerging multilingual students to learn strategies to develop students' social and academic proficiency in a language other than their native tongue. The strategies support students as they transition to a different culture and school. This course develops teacher competence in a variety of program models; mainstream, self-contained ESL/ELD classrooms, and in multilingual programs.

D2 DESTINATIONS

Pathways to Engineering



Pathway: Engineering			
Rigor Level	Course Name	Course ID	Commitment
Level 1	PLTW: Introduction to Engineering Design (A/B)	0404123	Year
Level 2	PLTW: Principles of Engineering (A/B)	0404124	Year
Level 2	Junior Space Entrepreneur Program (JSEP)	0490000	Semester
Level 3	PLTW: Aerospace Engineering (A/B)	0404126	Year
Level 4	PLTW: Engineering Design and Development (A/B)	0404127	Year
Career and Technical Student Organizations (CTSOs)/Clubs: * Technology Student Association (Robotics)			

PLTW INTRO TO ENGINEERING DESIGN



0404123 SCED 21017

Following Project Lead the Way's suggested curriculum, PLTW Introduction to Engineering Design course focuses on solving a wide range of engineering problems. Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions. Students develop skills in technical representation and documentation especially through 3D computer modeling using a Computer Aided Design (CAD) application.

PLTW PRINCIPLES OF ENGINEERING

0404124 SCED 21017

Following Project Lead the Way's suggested curriculum, PLTW Principles of Engineering course focuses on solving a wide range of engineering problems. This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development.

JUNIOR SPACE ENTREPRENEUR PROGRAM (JSEP)

0490000 SCED 03201

Junior Space Entrepreneur Program (JSEP) better prepares today's youth to secure STEAM positions within aerospace companies while providing an immersive educational experience. Embark on a complete Mars mission encompassing all the challenges that come with sending astronauts to our neighboring planet and returning them safely to the Earth. During this mission, students will explore science and robotic technology and learn some basic coding skills. Participants will utilize newly gained knowledge of Mars and the skills taught through the Space Foundation Space Commerce to develop their own business. Students will learn the engineering design process, how to create technical drawings to communicate ideas, how to create using Computer Aided Design (CAD) software, and how to create a technical report and business plan.

PLTW AEROSPACE ENGINEERING



0404126 SCED 21019

Prerequisite: Completion of Introduction to Engineering, AND either Principles of Engineering or JSEP with a grade of C or higher.

Following Project Lead the Way's suggested curriculum, PLTW Aerospace Engineering course focuses on the of flight in air and space through software simulations and hands-on experiences. Students learn how these concepts apply to a career in aerospace engineering and to other engineering fields as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. Students will learn orbital mechanics concepts and apply these by creating models using industry-standard software.

PLTW ENGINEERING DESIGN AND DEVELOPMENT



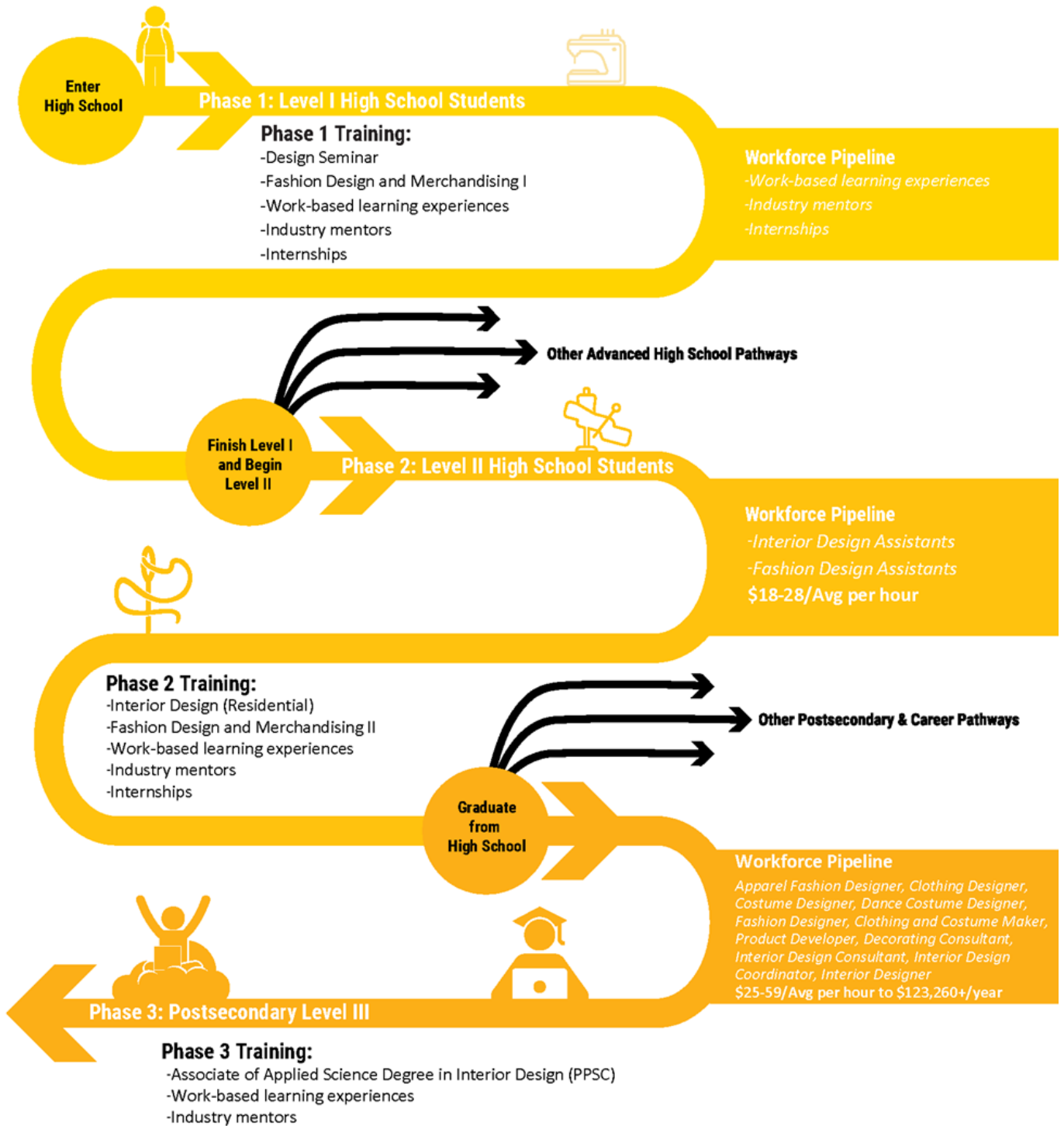
0404127 SCED 21025

Prerequisite PLTW Aerospace Engineering

Following Project Lead the Way's suggested curriculum, PLTW Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

D2 DESTINATIONS

Pathways to Fashion and Interior Design



Pathway: Fashion and Interior Design			
Rigor Level	Course Name	Course ID	Commitment
Level 1A	Design Seminar	1209800	Semester
Level 1B	Fashion Design and Merchandising I	1209769	Semester
Level 2A	Interior Design	1209712	Semester
Level 2B	Fashion Design and Merchandising II	1209770	Semester
Level 4	Work Study	9909460	Semester
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *Family, Career, and Community Leaders of America (FCCLA)			

DESIGN SEMINAR CTE

1209800 SCED 05193

This course will give students an introduction to the elements and principles of design as seen in Interior Design and Fashion Design. In addition, it will introduce students to the many careers that require design. Students will begin creating their own designs in fashion and in interior design as well as analyze designs from current professionals in the field.

FASHION DESIGN AND MERCHANDISING I CTE

1209769 SCED 05190

Prerequisite Design Seminar

Fashion Design and Merchandising 1 is to expose students to various aspects of the fashion design and merchandising industry. Students integrate knowledge, skills, and practices to evaluate potential career opportunities. Emphasis is placed on an introduction to fashion, fashion and textile selection, product construction and fashion merchandising.

INTERIOR DESIGN CTE

1209712 SCED 05193

Prerequisite Fashion Design and Merchandising 1

Interior Design is to expose students to various aspects of the interior design industry and is based on the industry's professional standards (Council of Interior Design Accreditation- CIDA). This course focuses predominantly on residential design. Students integrate knowledge, skills, and practices to evaluate career opportunities. Areas of focus include: residential vs commercial design, careers, design drawings, professional practices, design elements and principles, and the design process.

FASHION DESIGN AND MERCHANDISING II CTE

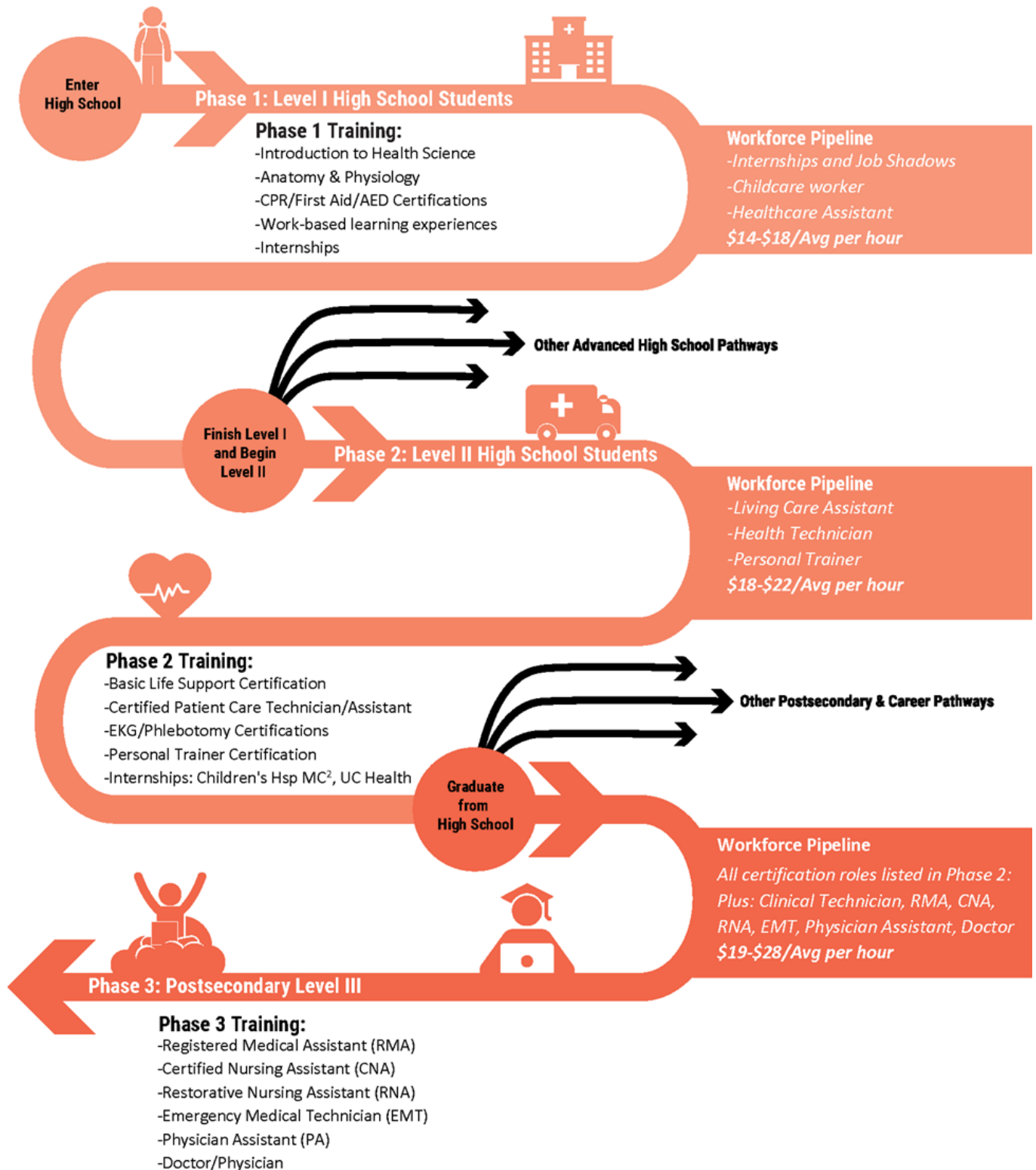
1209770 SCED 05190

Prerequisite Interior Design

Fashion Design and Merchandising 2 is to expose students to various aspects of the fashion design and merchandising industry. Students integrate knowledge, skills, and practices to evaluate potential career opportunities. Emphasis is placed on an introduction to fashion, fashion and textile selection, product construction and fashion merchandising. This course compared to Fashion Merchandising 1 focuses more on promotion and marketing, global perspectives, technological advances, product creation, and retail sale.

D2 DESTINATIONS

Pathways to Health Science



Pathway: Health Science			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Introduction to Health Science	1209751	Year
Level 2	Anatomy and Physiology	0414530	Year
Level 3	Patient Care Technician	1209762	Year
Level 3	Sports Medicine	1209763	Year
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: Health Occupations Students of America (HOSA)			

INTRO TO HEALTH SCIENCES CTE

1209751 SCED 14251

Introduction to Health Science provides an overview of the challenging environments and occupations in the healthcare field. This course introduces students to the pathways that make up the health science cluster. Students are provided with a hands-on application of the foundational knowledge and skills to include health maintenance, employability skills, teamwork, healthcare systems, communications, and legal issues in healthcare.

ANAT/PHYSIOLOGY CTE

0414530 SCED 03053

Prerequisite Biology and Intro to Health Science

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

PATIENT CARE TECHNICIAN CTE

1209762 SCED 14002

The Patient Care Technician Certification (CPCT/A) course provides preparation for the National Health career Association (NHA) CPCT/A certification exam. The course also instills the knowledge and standards needed for excellence in Patient Care Technician practice. The NHA CPCT/A certification is an approved certification found on the Career Development Incentive Program (CDIP) approved programs list.

SPORTS MEDICINE CTE

1209763 SCED 14062

This year-long course provides students with a general overview of the field of sports medicine. It includes introductory information about careers; scope of practice; legal and ethical responsibilities; injury prevention, treatment, and management; anatomy and physiology; nutrition; basic taping and wrapping techniques, and administrative functions. Students can earn the National Academy of Sports Medicine (NASM) Personal Trainer Certification.

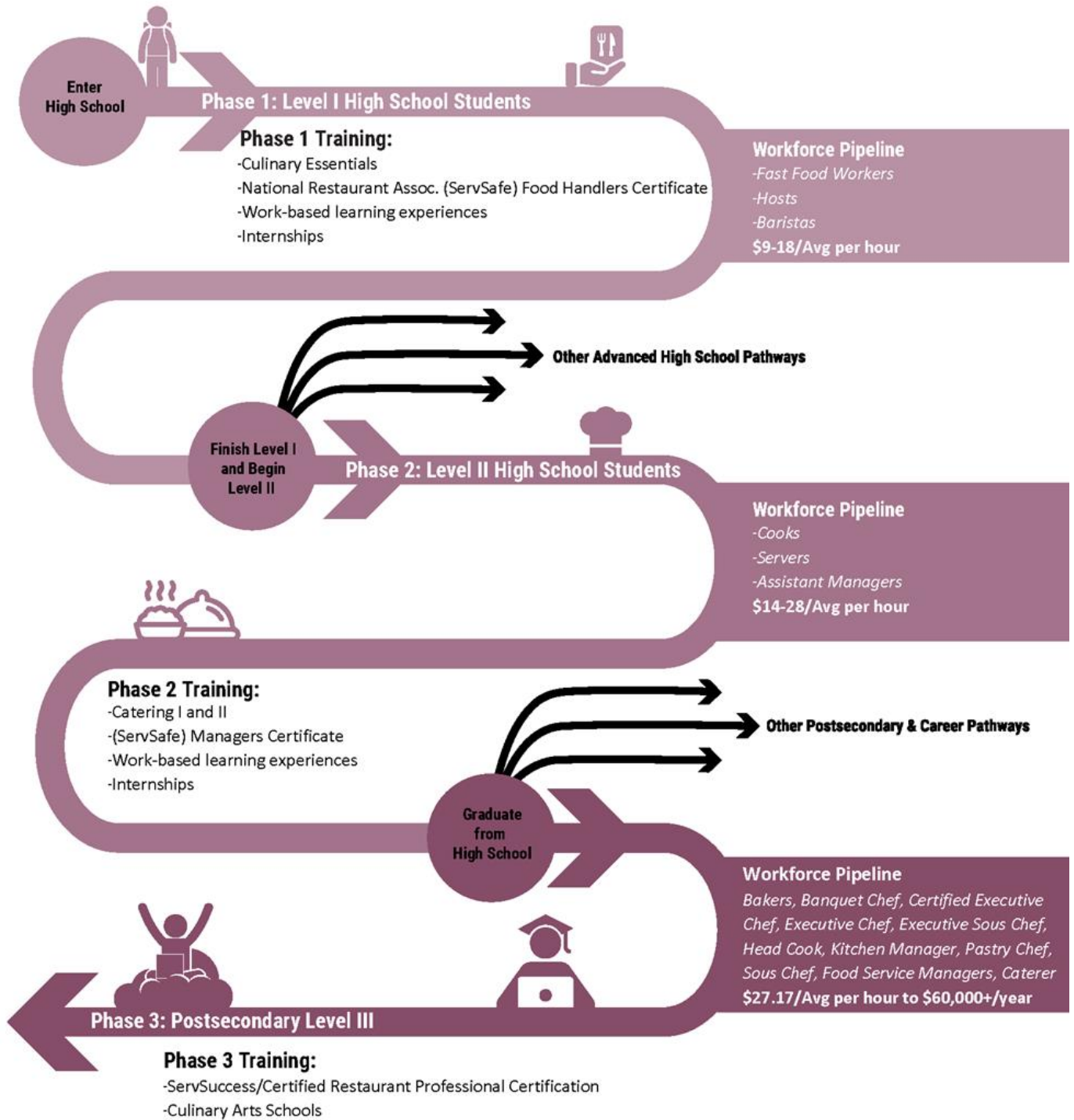
Internships

9909461 SCED 22998

Students may apply for internships with industry partners and schedule open blocks for this experiential learning for electives credit. Students may earn up to 1.0 credits/semester.

D2 DESTINATIONS

Pathways to Hospitality and Food Production



Pathway: Hospitality and Food Production			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Culinary Essentials	1206116	Year
Level 2	Catering	1206115	Year
Level 3	Catering II	1206117	Year
Level 4	Work Study	9909460	Semester
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *Family, Career, and Community Leaders of America (FCCLA)			

CULINARY ESSENTIALS CTE

1206116 SCED 16056

Designed to introduce students to a variety of culinary skills, food preparation, and culinary careers. Through instruction and culinary lab practice, this class will provide an opportunity for students to learn food preparation and demonstrate food safety. Students will demonstrate the correct procedures and techniques in introductory culinary labs. Analyze nutritional guidelines and plan menus that are nutritionally balanced. Demonstrate food safety standards. Identify the origins and prepare foods from different regions and cultures, while emphasizing food presentation throughout the course.

CATERING CTE

1206115 SCED 16099

Prerequisite: Culinary Essentials and ServSafe Food Handler Certification

Students in this class will learn job skills needed for success in the food service industry including sanitation and safety, customer service, and food presentation. Develop entrepreneurial skills as you learn how to run a catering business. Students will plan, prepare, and execute actual catered events for different groups around the school.

CATERING II CTE

1206117 SCED 16057

Prerequisite: Catering I (Preferred - ServSafe Manager Certification)

Designed for students with career interests in the food industry as well as owning their own catering business. The purpose of this course is to develop skills in quantity food preparation, safety and sanitation, planning, customer service, business plans and entrepreneurship.

Work Study

9909460

Work Study is provided for students to explore a career field that is in alignment with their ICAP.

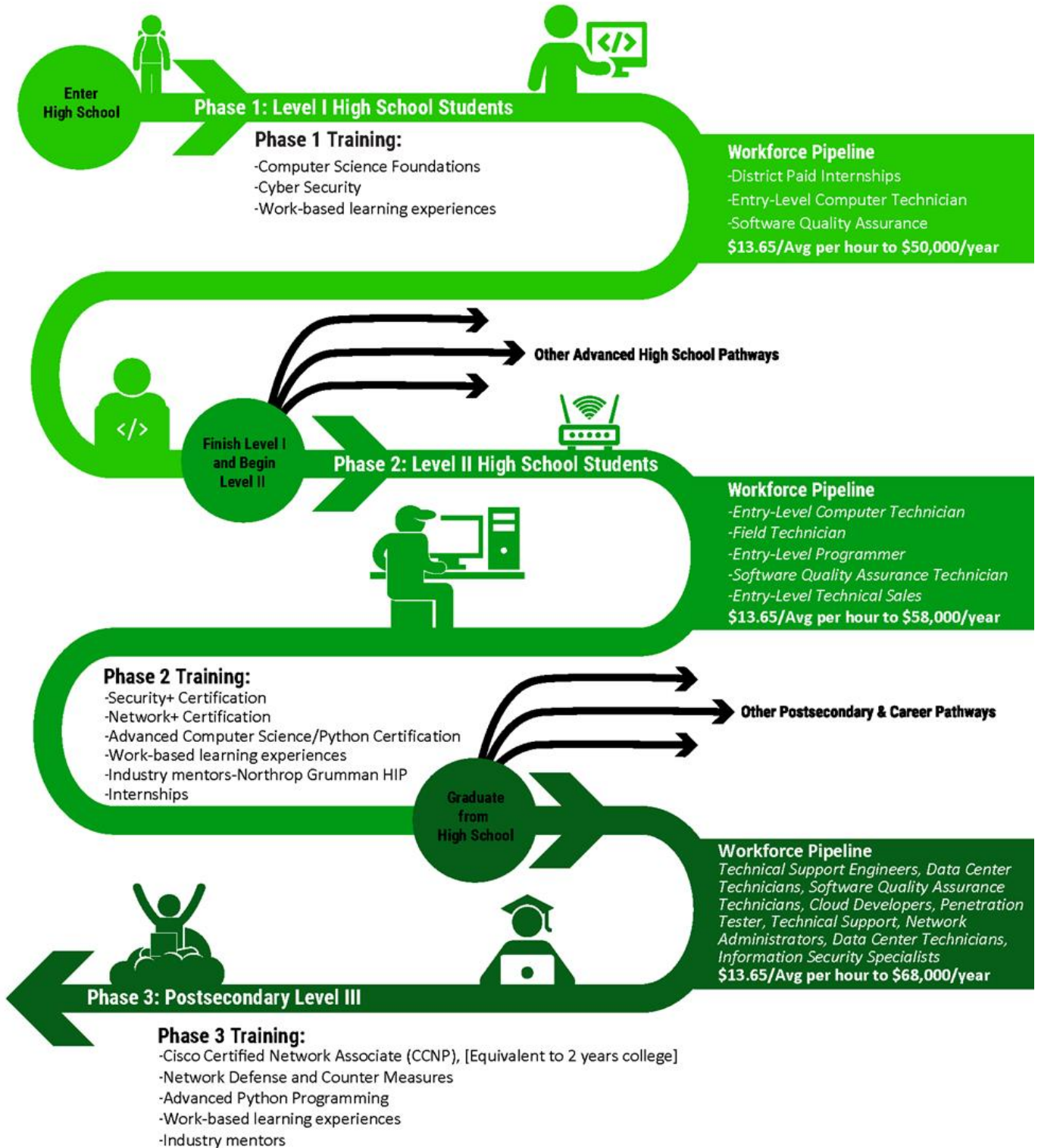
Internships

9909461 SCED 22998

Students may earn up to 1.0 credits/semester.

D2 DESTINATIONS

Pathways to Information Technology



Pathway: Information Technology			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Computer Science Foundations	1209761	Year
Level 2	Cybersecurity	0405712	Year
Level 2	Advanced Computer Science Principles	0420158	Year
Level 3	Networking	1209768	Year
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *Technology Student Association (Robotics) and/or *CyberPatriot			

COMPUTER SCIENCE FOUNDATIONS CTE

1209761 SCED 10011

Computer Science Foundations is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. Upon completing this course, proficient students will describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

CYBERSECURITY CTE

0420158 SCED 10108

Prerequisite Computer Science Foundations

Cyber Security provides students with the basic concepts of cyber security and focuses on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in-house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

ADVANCED COMPUTER SCIENCE PRINCIPLES CTE

0414530 SCED 10157

Advanced Computer Science Principles introduces students to the fundamental ideas of computer science and how to apply computational thinking across multiple disciplines. The course teaches students to apply creative designs and innovative solutions when developing computational artifacts. The course emphasizes topics such as abstraction, communication of information using data, algorithms, programming, the Internet, and global impact.

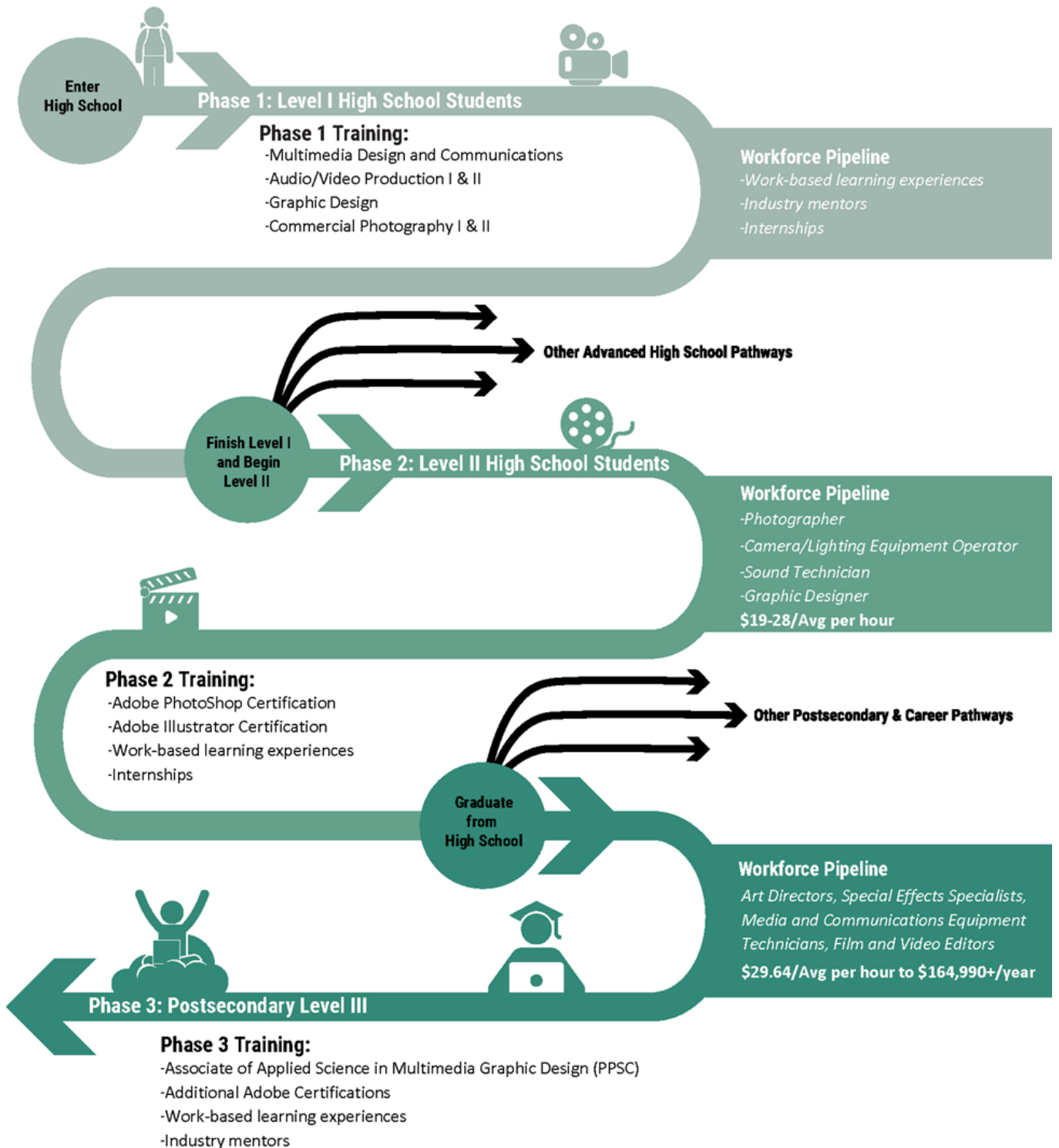
NETWORKING CTE

1209768 SCED 10102

Networking is an advanced course designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. Upon completion of this course, proficient students will identify types of networks, understand the layers of the open systems interconnection (OSI) model, prevent security risks, and apply troubleshooting theory to the successful execution of networking tasks. Course content covers transmission control protocol, internet protocol, wired and wireless topologies, switching and routing, network hardware, wireless networking, and network operating systems (NOS). Upon completion of this course, proficient students will be prepared to sit for the CompTIA Network+ exam.

D2 DESTINATIONS

Pathways to Media Arts



Pathway: Media Arts			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Multimedia Design and Communications	1209749	Year/Semester
Level 2	Graphic Design	1209810	Semester
Level 2	Audio/Visual Production	1209750	Year
Level 2	Commercial Photography I	1208160	Year
Level 3	Audio/Visual Production II	1209773	Year
Level 3	Commercial Photography II	1208161	Year
Level 3	Adobe Illustrator	1209771	Year
Level 3	Adobe Photoshop	1209772	Year
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *SkillsUSA			

MULTIMEDIA DESIGN AND COMMUNICATION CTE
1209749 SCED 05260

The goal of Foundations of Multimedia Art, Design, and Communications is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. This course can be facilitated as a year-long or semester-long.

GRAPHIC DESIGN CTE
1209810 SCED 11154

Graphic Design students will learn to use a variety of Adobe products to create marketable designs for clients, such as Adobe Photoshop and Adobe Illustrator to design shirts, create product packaging, develop a logo for a client, and create posters for groups around the school.

AUDIO/VISUAL PRODUCTION I and II CTE
1209750 SCED 11051 and 1209773 SCED 11051

Prerequisite not required but recommended to take Foundations of Multimedia Design and Comm.

Audio/Visual Production students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several classes and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. Students will also be encouraged to participate as studio crew for school and district productions outside of school hours.

COMMERCIAL PHOTOGRAPHY I and COMMERCIAL PHOTOGRAPHY II CTE
1208160 and 1208161 SCED 05167

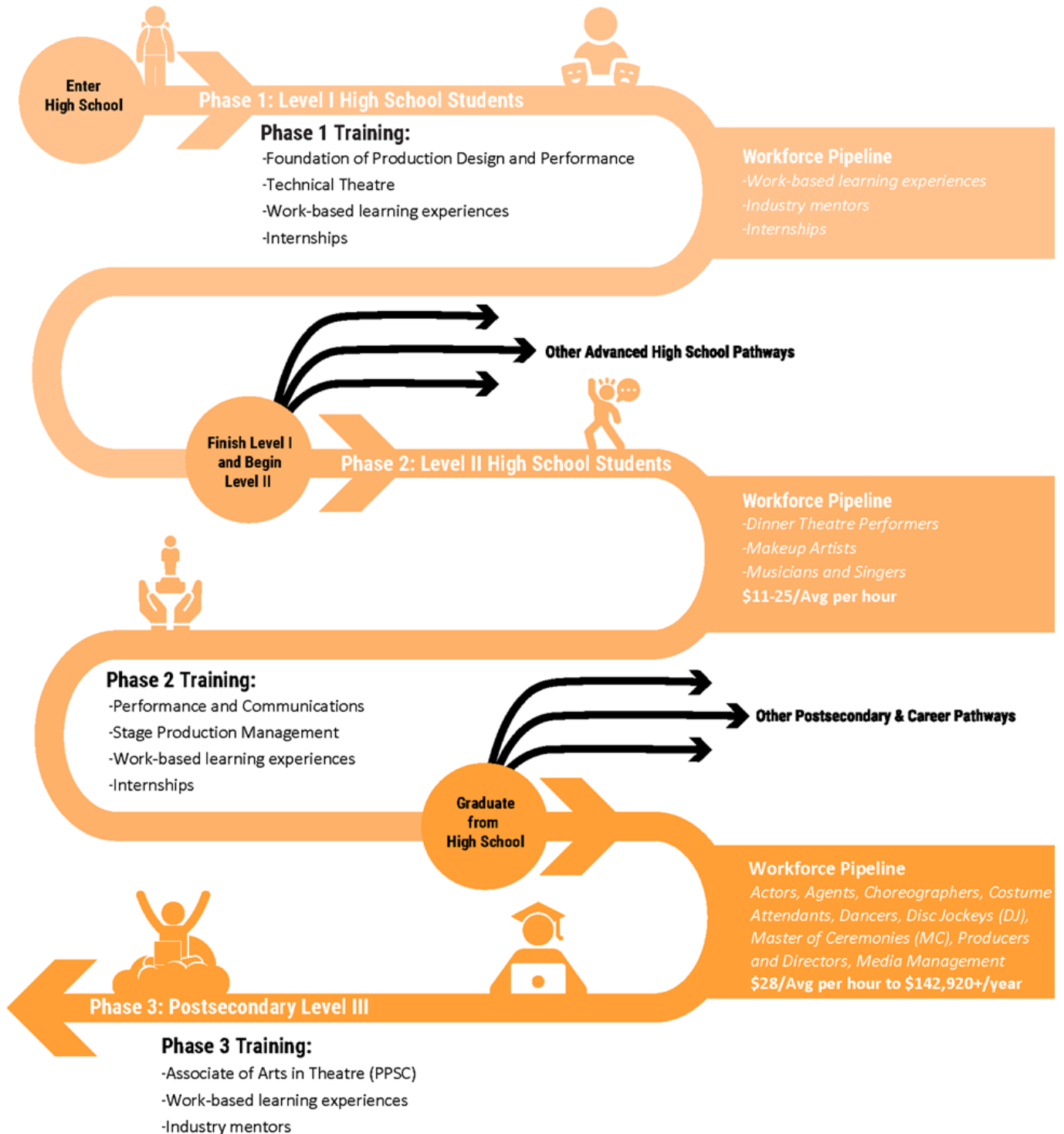
Commercial Photography focuses on studio-based photography. Students will learn basic DSLR camera operations, framing and the art of styling and lighting for professional photo shoots. Projects will include various print advertisements and studio work.

ADOBE ILLUSTRATOR and ADOBE PHOTOSHOP CTE
1209771 SCED 11154 and 1209772 SCED 11154

Adobe Illustrator concentrates on the high-end capabilities of Adobe Illustrator as an illustration, design and vector drawing tool. Adobe Photoshop concentrates on the high-end capabilities of Adobe Photoshop as an illustration, design and photo retouching tool. Industry certification focused courses.

D2 DESTINATIONS

Pathways to Theatre Technology



Pathway: Theatre Technology			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Foundation of Production Design and Performance	1208180	Year
Level 2	Technical Theatre	1208181	Year
Level 3	Performance and Communications	1208182	Year
Level 4	Stage Production Management	1208183	Year
Career and Technical Student Organizations (CTSOs)/Clubs: *SkillsUSA			

FOUNDATION OF PRODUCTION DESIGN & PERFORMANCE (A/B) CTE

1208180 SCED 05061

This year-long course introduces students to the variety of programs and occupations in the arts, audio/video technology, and production. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

TECHNICAL THEATRE (A/B) CTE

1208181 SCED 05061

This year-long course introduces methods of constructing and painting scenery and properties, operating stage lighting and sound equipment, and implementing costumes and multimedia. This course explores the proper procedures of serving on stage crews.

PERFORMANCE & COMMUNICATIONS (A/B) CTE

1208182 SCED 05055

This year-long course introduces students to methods of performance and performance-dependent careers. Though performance is a significant part of this course, further topics include financial awareness, promotion and marketing, and management and leadership.

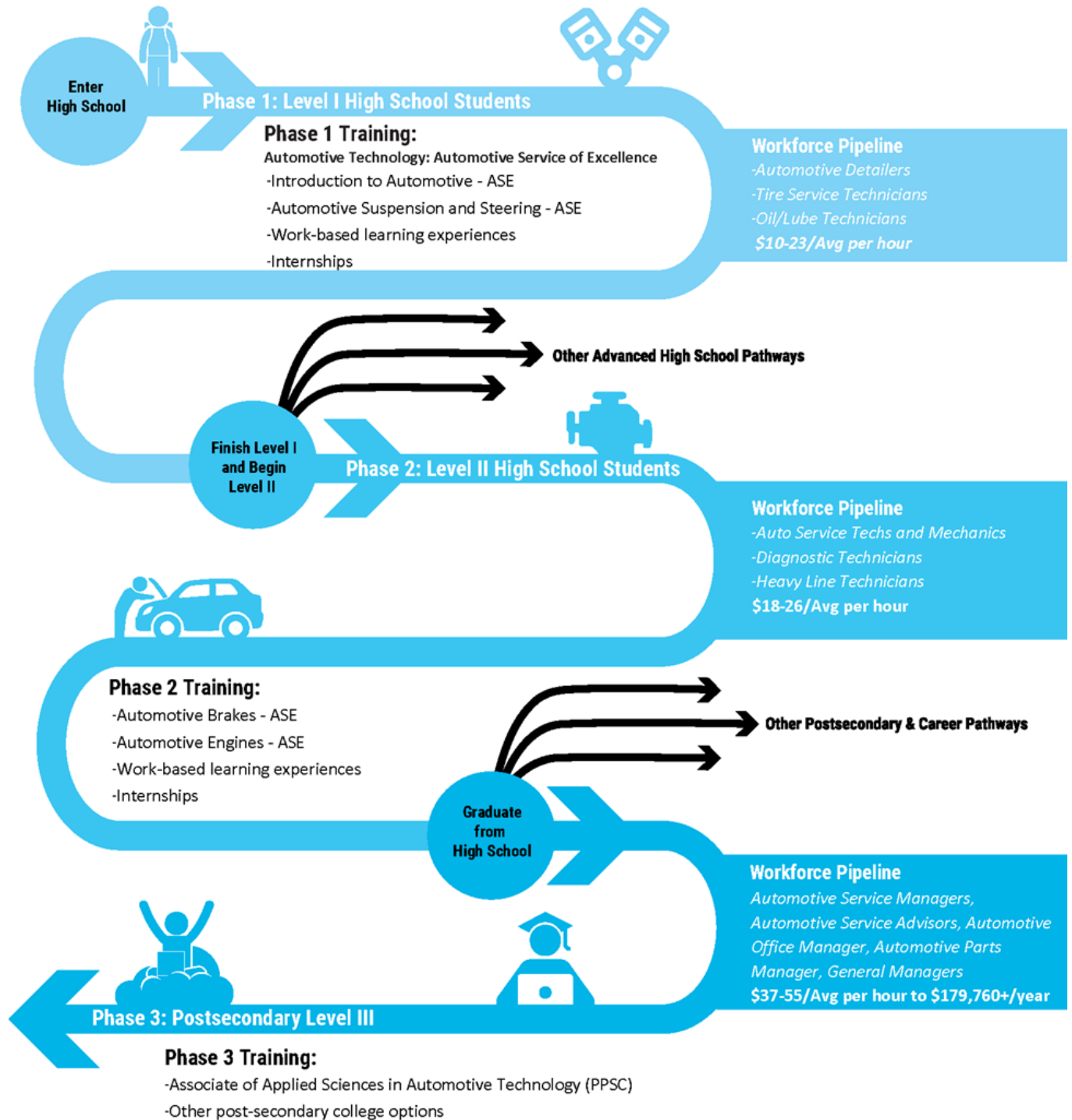
STAGE PRODUCTION MANAGEMENT (A/B) CTE

1208183 SCED 05056

This year-long course introduces students to various areas of management within the stage production industry which include stage manager (working with assistants, actors, and directors), theater manager (advertising, box office sales, public relations), human resources (training, hiring, safety, compensation, law), and financial manager (payroll and budget).

D2 DESTINATIONS

Pathways to Vehicle Maintenance and Repair Technologies



Pathway: Vehicle Maintenance and Repair Technologies			
Rigor Level	Course Name	Course ID	Commitment
Level 1	Introduction to Automotive	1202027	Semester (Double Block)
Level 2	Automotive Suspension and Steering – ASE	1209766	Semester (Double Block)
Level 3	Automotive Brakes – ASE	1209765	Semester (Double Block)
Level 4	Automotive Engines – ASE	1209767	Semester (Double Block)
Level 4	Work Study	9909460	Semester
Level 4	Internship	9909461	Semester
Career and Technical Student Organizations (CTSOs)/Clubs: *SkillsUSA			

INTRO TO AUTOMOTIVE ^{CTE}

1202027 SCED 20103

Prepares the incoming automotive student to work in the shop safely and gain familiarity with the shop and common equipment.

AUTO SUSP & STEER – ASE ^{CTE}

1209766 SCED 20106

Prerequisite Intro to Automotive

Automotive Suspension and Steering focuses on lecture and related experiences in the diagnosis and service of suspensions and steering systems and their components.

AUTO BRAKES – ASE ^{CTE}

1209765 SCED 20106

Prerequisite Intro to Automotive

Automotive Brakes focuses on basic operation of automotive braking systems. Includes operation, diagnosis, and basic repair of disc brakes, drum brakes, and basic hydraulic systems.

AUTO ENGINES – ASE ^{CTE}

1209767 SCED 20104

Prerequisite Intro to Automotive

Automotive Engines focuses on lecture and laboratory experiences in the service of cylinder head, valve-train components, and components of the cooling system. Includes engine removal, installation, and mounting systems.

Work Study

9909460

Work Study is provided for high school students with a 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 where they utilize workforce readiness skills each semester (a maximum of two total elective credits toward graduation).

Internships

9909461 SCED 22998

Students may apply for internships with industry partners and schedule open blocks for this experiential learning for electives credit. Students may earn up to 1.0 credits/semester.

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	Credit
		9	10	11	12				
0121460	AP LANG COMP		✓	✓	✓	✓	✓	Year	1.00
0121430	AP LIT COMP			✓	✓	✓	✓	Year	1.00
9909870	AP SEMINAR-ENGLISH		✓	✓	✓		✓	Year	1.00
0101010	CREATIVE WRITING			✓	✓	✓		Sem	.50
0101320	ENGLISH III		✓	✓		✓	✓	Year	1.00
0101420	ENGLISH IV			✓	✓	✓	✓	Year	1.00
0111130	PRE-AP ENGLISH I	✓				✓		Year	1.00
0111230	PRE-AP ENGLISH II	✓	✓			✓	✓	Year	1.00
0101013	PROFESSIONAL & DIGITAL COMMUNICATION		✓	✓	✓			Sem	.50

AP LANG COMP



0121460 SCED 01005

Prerequisite English II

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

**AP LIT COMP****0121430 SCED 01006****Prerequisite English III or AP Seminar**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

AP SEMINAR - ENGLISH**9909870 SCED 22110****Prerequisite English II**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**CREATIVE WRITING****0101010 SCED 01104**

This course invites students to explore writing as both a powerful tool for communication and a form of artistic expression. In this course, students will analyze traditional and contemporary authors, explore a variety of writing techniques and genres, and craft their own writing style.

**ENGLISH III****0101320 SCED 01003****Prerequisite English II**

This year-long course focuses on all components of literacy to include but not limited to reading, speaking, and writing. Students will read a variety of texts from the canon of American Literature, spanning from the 17th century to the postmodern era, as they continue to develop key literacy skills. A comprehensive approach to literacy is included in this course as students experience all state and national expectations associated with the third level of high school English.

**ENGLISH IV****0101420 SCED 01004****Prerequisite English III**

This year-long course focuses on all components of literacy to include but not limited to reading, speaking, and writing. Students will read a variety of texts from the canon of British Literature, spanning from the medieval period to the postmodern and era, as they continue to develop key literacy skills. A comprehensive approach to literacy is included in this course as students experience the highest level of all state and national expectations associated with high school English.

PRE-AP ENGLISH I
0111130 SCED 01001



Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.

PRE-AP ENGLISH II
0111230 SCED 01002



Prerequisite PRE-AP English I

Pre-AP English 2 builds on the foundations of Pre-AP English 1. While English 1 introduces the fundamentals of close observation, critical analysis, and the appreciation of author's craft, English 2 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion.

PROFESSIONAL & DIGITAL COMMUNICATION
0101013 SCED 01151

The Professional and Digital Communication course develops essential communication skills for academic, professional, and digital settings. Students will learn to create and deliver effective presentations, facilitate discussions, and adapt their message for diverse audiences and purposes. Emphasis is placed on building confidence, crafting persuasive messages, and leveraging digital tools to communicate in modern contexts.

Social Science

Social Science Courses									
Course No.	Course Title	Grade levels				NCAA	Prereq.	Course length	Credit
		9	10	11	12				
0222375	AP COMPARATIVE GOV & POLITICS				✓	✓		Year	1.00
0222110	AP HUMAN GEOGRAPHY	✓	✓	✓	✓	✓		Year	1.00
0222361	AP PSYCHOLOGY		✓	✓	✓	✓		Year	1.00
0222374	AP US GOVERNMENT			✓	✓	✓		Year	1.00
0222340	AP US HISTORY			✓	✓	✓		Year	1.00
0222115	AP WORLD HISTORY		✓	✓	✓	✓		Year	1.00
0201204	CONTEMPORARY GLOBAL ISSUES				✓	✓		Sem	.50
0200901	ECONOMICS			✓	✓	✓		Sem	.50
0200900	GOVERNMENT			✓	✓	✓		Sem	.50
0201205	PEER MEDIATION		✓	✓	✓		✓	Year	1.00
0200904	PERSONAL FINANCE		✓	✓	✓			Sem	.50
	PERSONAL FINANCE II								
0212198	PRE-AP WORLD HISTORY	✓	✓	✓	✓	✓		Year	1.00
0202360	PSYCHOLOGY	✓	✓	✓	✓	✓		Year	1.00
0202365	SOCIOLOGY	✓	✓	✓	✓	✓		Sem	.50
0202370	STREET LAW	✓	✓	✓	✓	✓		Sem	.50
0202322	US HISTORY		✓	✓	✓	✓		Year	1.00

AP COMPARATIVE GOV & POLITICS



0222375 SCED 04158

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia.

AP HUMAN GEOGRAPHY**0222110 SCED 04004**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

AP PSYCHOLOGY**0222361 SCED 04256**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

AP US GOVERNMENT**0222374 SCED 04157**

AP US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. Topics to be covered will include the constitution pinning's, political beliefs and behaviors, political parties, interest groups, and mass media, public policy, civil rights and liberties. Students are REQUIRED to take the AP Exam in May.

AP US HISTORY**0222340 SCED 04104**

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP WORLD HISTORY
0222115 SCED 04057



AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills. Five themes of equal importance focusing on the environment, cultures, state-building, economic systems, and social structures provide areas of historical inquiry for investigation across different periods and regions. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

CONTEMPORARY GLOBAL ISSUES
0201204 SCED 04064



Contemporary Issues introduces students to various issues facing the world today. Students will explore comparative and international politics, global economic systems, human rights, world health, environmental issues, global identities and social cleavages, and the role of the United States and the United Nations in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives. The course will end in a cumulative senior thesis, which will require students to take and develop a stance on an issue covered during the year. The thesis component will allow students to develop writing skills crucial for success in college.

ECONOMICS
0200901 SCED 04201



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

GOVERNMENT
0200900 SCED 04151



Government courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

PEER MEDIATION
0201205 SCED 04162

Prerequisite Application and Interview

Peer Mediators are students eager to intervene, represent, and be agents of positive cultural change in our school and community. As a Peer Mediator, you represent student voice and choice, and will be trained to effectively use the techniques of Restorative Practices to facilitate restorative conferences with students and staff, and work to build overall wellness in our school through a variety of campaigns focused on Hope, Help, and Strength.

PERSONAL FINANCE
0200904 SCED 19262

Personal Finance provides students with an understanding of the concepts and principles involved in managing one's personal finances. These courses emphasize lifespan goal-setting, individual and family decision making, and consumer rights as well as topics that are commonly associated with personal finance so that one can become a financially responsible consumer. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also investigate the effects of the global economy on consumers and the family.

PERSONAL FINANCE II
"COMING SOON"

PRE-AP WORLD HISTORY
0212198 SCED 04051



The Pre-AP World History and Geography areas of focus prioritize the skills fundamental to the study of history and geography in high school, AP, and beyond. This gives students multiple opportunities to think and work like historians and geographers as they develop and strengthen these disciplinary reasoning skills throughout their education in history and the social sciences.

PSYCHOLOGY



0202360 SCED 04254

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

SOCIOLOGY



0202365 SCED 04258

Sociology looks at the scientific study of human interaction. It is about the action, reaction, and interaction of people, both in their everyday lives and under extraordinary circumstances. It differs from psychology in that sociology deals with analysis of the whole and of groupings of people rather than scientific behaviors exhibited by individual subjects. This course seeks to further students' casual observations of society by looking both at the methods/procedures employed by sociologists and the results of their research.

STREET LAW



0202370 SCED 04166

In this course students will examine case law and review how it impacts real-world issues. Through a study of the 1st and 4th amendments, students will gain a greater recognition of due process of law and rights of citizenship.

US HISTORY



0202322 SCED 04101

This course focuses on United States history from the Age of Industrialization to the development of the United States as a military and economic power in the world arena will be studied. The course will also address social and political issues on the domestic front.

MATH

Math Courses									
Course No.	Course Title	Grade levels				NCAA	Prereq.	Course length	Credit
		9	10	11	12				
0323440	AP CALCULUS AB			✓	✓	✓	✓	Year	1.00
0323445	AP CALCULUS BC			✓	✓	✓	✓	Year	1.00
0313335	AP PRE-CALCULUS			✓	✓			Year	1.00
323560	AP STATISTICS			✓	✓	✓	✓	Year	1.00
0303152	BUSINESS FINANCE				✓			Sem	.50
0303151	CONSUMER MATH				✓			Sem	.50
0303160	MATHEMATICAL MODELING & REASONING			✓			✓	Year	1.00
0313332	PRE-AP ALGEBRA I	✓				✓		Year	1.00
0313333	PRE-AP ALGEBRA II		✓	✓		✓	✓	Year	1.00
0313334	PRE-AP GEOMETRY	✓	✓			✓		Year	1.00

AP CALCULUS AB



0323440 SCED 02124

Prerequisite Algebra II

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP CALCULUS BC



0323445 SCED 02125

Prerequisite Algebra II

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP PRE-CALCULUS
0313335 SCED 02110

Prerequisite PRE-AP Algebra II

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP STATISTICS



323560 SCED 02203

Prerequisite Teacher Recommendation

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

BUSINESS FINANCE

0303152 SCED 19262

Students will build on and expand the personal finance lessons. Topics include: How many employees do I need? What are my profits? How do I do my taxes? The Business Finance course will take the student through these basic questions that each small business owner needs to answer.

CONSUMER MATH

0303151 SCED 19262

Students learn about math by applying the principles being taught in real life. Success means you stay out/manage debt. Topics include: How do I get a job? How much money are my skills worth? How do I pay my bills?

MATHEMATICAL MODELING & REASONING

0303160 SCED 02138

Prerequisite Geometry

The Mathematical Modeling and Reasoning (MMR) course is designed to promote reasoning, problem-solving, and mathematical modeling through thematic units focused on the Standards for Mathematical Practice, reinforcing and extending content from Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. This yearlong course is intended for students who need a third or fourth credit in mathematics and are not planning to pursue a career that requires calculus, especially appropriate for students anticipating careers in the arts, and behavioral sciences, as it prepares students to enter directly into a credit-bearing math course at the postsecondary level or go directly into a career field. The MMR course is taught using student-centered pedagogy and can be considered an Algebra 2 equivalent, focusing on developing students' critical thinking, reasoning, and modeling skills through the application of mathematical concepts in real-world contexts.

PRE-AP ALGEBRA I**0313332 SCED 02052**

In Pre-AP Algebra 1, students develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide powerful conceptual tools that students can use to make sense of their world through mathematics.

PRE-AP ALGEBRA II**0313333 SCED 02056****Prerequisite PRE-AP Algebra I**

In Pre-AP Algebra 2, students solidify and extend the understanding of functions and data analysis developed in prior courses. Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course.

PRE-AP GEOMETRY**0313334 SCED 02072****Prerequisite PRE-AP Algebra I**

Pre-AP Geometry with Statistics provides students with a conceptual bridge between algebra and geometry that deepens their understanding of mathematics. The course includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. Throughout the course, students solve problems across the domains of algebra, geometry, and statistics.

Natural/ Physical Science

Science Courses										
Course No.	Course Title	Grade levels				NCAA	LAB	Prereq.	Course length	Credit
		9	10	11	12					
0414530	ANATOMY & PHYSIOLOGY		✓	✓	✓	✓		✓	Year	1.00
0424570	AP BIOLOGY		✓	✓	✓	✓	✓	✓	Year	1.00
0424325	AP CHEMISTRY			✓	✓	✓	✓	✓	Year	1.00
0424901	AP ENVIRONMENTAL SCIENCE		✓	✓	✓	✓	✓	✓	Year	1.00
0424630	AP PHYSICS 1				✓	✓	✓	✓	Year	1.00
0404120	EARTH SCIENCE			✓	✓	✓	✓		Year	1.00
0404128	METEOROLOGY	✓	✓	✓	✓				Sem	.50
0404121	PHYSICAL SCIENCE			✓	✓	✓	✓		Year	1.00
0404630	PHYSICS			✓	✓	✓	✓	✓	Year	1.00
0414001	PRE-AP BIOLOGY	✓	✓	✓	✓	✓	✓		Year	1.00
0404321	PRE-AP CHEMISTRY		✓	✓	✓	✓	✓	✓	Year	1.00
0404111	ZOOLOGY			✓	✓			✓	Year	1.00

ANATOMY & PHYSIOLOGY



0414530 SCED 03053

Prerequisite Biology

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

AP BIOLOGY



0424570 SCED 03056

Prerequisite Biology and Chemistry or Teacher Approval

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, gene expression and regulation, natural selection, and ecology.

AP CHEMISTRY



0424325 SCED 03106

Prerequisite Chemistry and Algebra II

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP ENVIRONMENTAL SCIENCE



0424901 SCED 03207

Prerequisite 2 years Lab Science & Algebra or Teacher Approval

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP PHYSICS 1



0424630 SCED 03155

Prerequisite Algebra II

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

EARTH SCIENCE



0404120 SCED 03001

This inquiry laboratory-based course covers topics in astronomy, geology, oceanography, meteorology, and environmental science. Students will learn to interact in a world filled with natural disasters, changing climate, and new discoveries.

METEOROLOGY

0404128 SCED 03006

Meteorology courses examine the properties of the earth's atmosphere. Topics usually include atmospheric layering, changing pressures, winds, water vapor, air masses, fronts, temperature changes and weather forecasting.

PHYSICAL SCIENCE



0404121 SCED 03159

This laboratory-based course covers principles in chemistry and physics. Students will learn properties of matter, energy, forces, structures of atoms, and chemical reactions.

PHYSICS



0404630 SCED 03151

Prerequisite Algebra I

Physics courses involve the study of the forces and laws of nature affecting matter, such as: motion, momentum, and the relationships between matter and energy (sound, light, and magnetic).

PRE-AP BIOLOGY



0414001 SCED 03051

In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college.

PRE-AP CHEMISTRY



0404321 SCED 03101

Prerequisite Pre-AP Biology

In Pre-AP Chemistry, students develop a deep conceptual understanding of matter and energy at the molecular level as they learn to explain their macroscopic observations using particulate-level reasoning. As students engage in grade-level content, they utilize scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college.

ZOOLOGY

0404111 SCED 03061

Prerequisite Biology

This course surveys the animal kingdom. Initially, the emphasis is on the organic evolution of the Radiata and Protostome branches of life. The course delves into the theories of evolution, classification, and major invertebrate phyla. The course continues discussing the Deuterostomes with a focus on phylum Chordata and special attention given to subphylum Vertebrata. Further study into the evolution of anatomical structures, biome adaptations, and population dynamic's role in animal evolution. This course provides the opportunity for observation and comparison through the use of microscopes, specimen observation, and laboratory dissection.

World Languages

World Languages Courses									
Course No.	Course Title	Grade levels				NCAA	Prereq.	Course length	Credit
		9	10	11	12				
0505410	SPANISH I	✓	✓	✓	✓	✓		Year	1.00
0505420	SPANISH II	✓	✓	✓	✓	✓	✓	Year	1.00
0505530	SPANISH III		✓	✓	✓	✓	✓	Year	1.00
0525430	AP SPANISH LANG & CULTURE		✓	✓	✓	✓		Year	1.00

SPANISH I

0505410 SCED 06101

This year-long course provides an introduction to the development of Spanish language and knowledge of Spanish cultures. The goal of this course is for students to engage with the target language using simple sentences through listening, speaking, reading, and writing. Students will interpret cultural nuances as they deepen their understanding of the target culture in comparison to one’s own culture. Students will be immersed in developing language skills in the three modes of language development: interpersonal, presentational, and interpretive. This level of language development can be described as using a target language at a survival level.

SPANISH II

0505420 SCED 06102

Prerequisite Spanish I

This year-long course provides continued development of the Spanish language and knowledge of Spanish cultures. The goal of this course is for students to engage with the target language by creating simple sentences to ask and answer a variety of questions through listening, speaking, reading, and writing. Students will investigate and compare cultural nuances as they deepen their understanding of the target culture in comparison to one’s own culture. Students will be immersed in developing their skills in the three modes of language development: interpersonal, presentational, and interpretive. This level of language development can be described as using a target language at a functional level.

SPANISH III

0505530 SCED 06103

Prerequisite Spanish II

This year-long course provides extended development of the Spanish language and knowledge of Spanish cultures. The goal of this course is for students to engage with the target language by creating sentences and some series of connected sentences to ask and answer a variety of questions through listening, speaking, reading, and writing. Students will examine and compare cultural nuances as they deepen their understanding of the target culture in comparison to one’s own culture. Students will be immersed in developing their skills in the three modes of language development: interpersonal, presentational, and interpretive. This level of language development can be described as using a target language at an extended functional level.

AP SPANISH LANGUAGE CULTURE
0525430 SCED 06112



Develop your Spanish language proficiency and your ability to understand the products, practices and perspectives of the cultures where Spanish is spoken. Use authentic materials and sources in Spanish to demonstrate your language proficiencies in multiple modes of communication, including Interpersonal Communication (two-way written interactions and conversations), Interpretive Communication, (interpretation of written, audio, and audio-visual materials), and Presentational Communication (oral and written presentations of information, opinions, and ideas).

Health & Physical Education

Health & PE Courses									
Course No.	Course Title	Grade levels				NCAA	Prereq	Course length	Credit
		9	10	11	12				
0707113	HEALTH	✓	✓	✓	✓			Sem	.50
0707110	PE I	✓	✓	✓	✓			Sem	.50
0707112	PE II		✓	✓	✓		✓	Sem	.50
0707250	WEIGHTS & COND		✓	✓	✓		✓	Sem	.50

HEALTH

0707113 SCED 08051

Students will comprehend concepts related to health promotion and disease prevention. Topics to be covered will include the interrelationship of mental, emotional, social, and physical health, the reproductive system, tobacco use, street and prescription drug abuse, and mental and emotional health. Other topics related to health may be added if time permits.

PE I

0707110 SCED 08001

PE I is a required class for graduation. In this class students will experience a wide variety of activities. Students will have team and individual sports. Students will also have circuit training and fitness testing. **Please refer to page 28 for more details.**

PE II

0707112 SCED 08001

Prerequisite PE I

PE II is revisiting all the team and individual activities you completed in PE I. Students will play volleyball, basketball, flag football, ultimate Frisbee, soccer, team games, badminton, tennis, and weights and conditioning. Class MAY be repeated for credit.

WEIGHTS & COND

0707250 SCED 08009

Prerequisite PE I

In Weights and Conditioning, students learn to incorporate machines and free weights into a workout program. There will be weekly circuits, jumping exercises, running, and lifting. Class MAY be repeated for credit.

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.

Electives Courses									
Course No.	Course Title	Grade levels				NCAA	Prereq	Course length	Credit
		9	10	11	12				
AVID									
1209625	AVID 9	✓					✓	Year	1.00
1209635	AVID 10		✓				✓	Year	1.00
1209636	AVID 11			✓			✓	Year	1.00
1209645	AVID 12				✓		✓	Year	1.00
FINE ARTS									
0828130	AP DRAWING		✓	✓	✓			Year	1.00
0828132	AP 2-D ART AND DESIGN		✓	✓	✓			Year	1.00
0828133	AP 3-D ART AND DESIGN		✓	✓	✓			Year	1.00
0828131	AP STUDIO ART: PORTFOLIO		✓	✓	✓			Year	1.00
0808110	ART	✓	✓	✓	✓			Year	1.00
0808131	CERAMICS		✓	✓	✓		✓	Sem	.50
0808152	DRAWING I		✓	✓	✓		✓	Sem	.50
0808135	PAINTING		✓	✓	✓		✓	Sem	.50
0808115	SCULPTURE		✓	✓	✓		✓	Sem	.50
PERFORMING ARTS									
0808500	AP MUSIC THEORY		✓	✓	✓			Year	1.00
0808432	BAND I	✓	✓	✓	✓			Year	1.00
0808431	BAND II		✓	✓	✓		✓	Year	1.00
0808321	CHOIR I	✓	✓	✓	✓			Year	1.00
0808320	CHOIR II		✓	✓	✓		✓	Year	1.00
0808322	CHOIR III			✓	✓		✓	Year	1.00
0808211	DRAMA	✓	✓	✓	✓			Year	1.00
0808444	GENERAL MUSIC	✓	✓	✓	✓			Sem	.50
0808421	JAZZ I	✓	✓	✓	✓			Year	1.00
0808404	JAZZ II		✓	✓	✓		✓	Year	1.00
0808510	ORCHESTRA I	✓	✓	✓	✓			Year	1.00
0808443	PIANO I	✓	✓	✓	✓			Sem	.50
0808445	PIANO II		✓	✓	✓		✓	Sem	.50
0808530	MUSIC PRODUCTION I		✓	✓	✓			Sem	.50
0808531	MUSIC PRODUCTION II		✓	✓	✓		✓	Sem	.50
0808240	MUSICAL THEATRE		✓	✓	✓			Year	1.00

ROTC									
Course No.	Course Title	Grade levels				NCAA	Prereq	Course length	Credit
		9	10	11	12				
0707511	AFJROTC 100	✓	✓	✓	✓		✓	Year	1.00
0707521	AFJROTC 200		✓	✓	✓		✓	Year	1.00
0707523	AFJROTC 300			✓	✓		✓	Year	1.00
0707531	AFJROTC 400				✓		✓	Year	1.00
ELECTIVES/OTHER									
0994000	EDUCATION AND HUMAN SERVICES	✓	✓	✓	✓			Sem	.50
0101009	FILM LITERATURE		✓	✓	✓			Sem	.50
9908900	FRESHMAN SEMINAR	✓						Year	1.00
0404122	FORENSIC SCIENCE		✓	✓	✓			Sem	.50
	JUNIOR SEMINAR								
0101012	LITERACY FOR LIFE			✓	✓			Year	1.00
0101011	MYTHOLOGY & FOLKLORE	✓	✓	✓	✓			Sem	.50
	SENIOR SEMINAR								
9908500	PEER PARTNERS		✓	✓	✓			Year	1.00
9908100	SOPHMORE SEMINAR		✓					Sem	.50
0201207	D2 HOPE (D2 – HARRISON OUTREACH AND PEER ENGAGEMENT)			✓	✓			Year	1.00
0202390	STUDENT GOVN/LEADERSHIP	✓	✓	✓	✓		✓	Year	1.00
1201610	YEARBOOK		✓	✓	✓		✓	Year	1.00

AVID

AVID 9

1209625 SCED 72999

Prerequisite Application, Interview & 2.0 GPA

Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

AVID 10**1209635 SCED 72999****Prerequisite Application, Interview & 2.0 GPA**

Students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 11**1209636 SCED 72999****Prerequisite Application, Interview & 2.0 GPA**

This is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their post-secondary plans.

AVID 12**1209645 SCED 72999****Prerequisite Application, Interview & 2.0 GPA**

This the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their post-secondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID system, as well as complete the requirements for the seminar course.

FINE ARTS**AP DRAWING****0828130 SCED 05172****Prerequisite Art**

Explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media.

AP 2-D ART AND DESIGN**0828132 SCED 05174****Prerequisite Art**

This course teaches students a variety of concepts and approaches to 2D art so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media.

AP 3-D ART AND DESIGN**0828133 SCED 05175****Prerequisite Art**

This course teaches students a variety of concepts and approaches to 3D art so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media.

AP STUDIO ART: PORTFOLIO**0828131 SCED 05171****Prerequisite Art**

Students will complete a college level portfolio in Drawing and Painting, Two-Dimensional Design, and Three-Dimensional Design (sculpture).

ART**0808110 SCED 05154**

This is an introductory art course which serves as a prerequisite for all other art classes. In other words, you must take this class before you can proceed to art studio classes such as drawing and painting. During this class, you will create some works of art, but the primary emphasis will be on art history, art critique, and the principles and elements of art. This class will teach you the fundamentals of art that are necessary to continue on in art.

CERAMICS**0808131 SCED 05159****Prerequisite Art I**

Students in ceramics will explore different hand building techniques. While this course focuses on 3D design and processes, students will continue to be exposed to various artists through history, criticism, and aesthetics.

DRAWING I**0808152 SCED 05156****Prerequisite Art I**

Visual Arts—Drawing courses provide a foundation in drawing using a variety of techniques and media (such as pen-and-ink, pencil, chalk, and so on) in both black and white and color, emphasizing observation and interpretation of the visual environment, life drawing, and imaginative drawing. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions.

PAINTING**0808135 SCED 05157****Prerequisite Art I**

Students who have passed Art who want to further explore and create in the watercolor and acrylic mediums should enroll in this class. We will create studies from various cultures and movements as well as original works based on your individual interests and ideas. An emphasis will be placed on production, participation, and theory. Students will continue to be exposed to art history and critiques.

SCULPTURE**0808115 SCED 05158****Prerequisite Art I**

Sculpture is designed for students who want to further explore and create in different sculpture mediums and techniques that may include wire, plaster, and paper maché. While this course focuses on 3D design and processes, students will continue to be exposed to various artists through history, criticism, and aesthetics. Drawing and painting could also be incorporated, but advanced skill is not necessary.

PERFORMING ARTS**AP MUSIC THEORY****0808500 SCED 05114**

Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand and describe basic materials and processes of music that are heard or presented in a score.

Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

BAND I**0808432 SCED 05101**

This is an introductory band course where students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.

BAND II**0808431 SCED 05101****Prerequisite Band I**

This course is designed to develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances and also include experiences in creating and responding to music.

CHOIR I**0808321 SCED 05110**

This is an entry level choir in which students will learn to sing in a choir by singing a variety of old and new music. Students will learn music theory, sight reading, performance techniques and prepare for performances throughout the year. Performances are mandatory for all students in this class.

CHOIR II**0808320 SCED 05110****Prerequisite Choir I**

This course is for sophomores, juniors, and seniors only by teacher recommendation. Admission is limited by singing ability, music reading ability and the number of voice parts needed to have a balanced SATB Choir. This course performs a variety of music. Students attend concerts, festivals and have the ability to attend choir performance trips. Performances are mandatory for all students in this class.

CHOIR III**0808322 SCED 05111****Prerequisite Choir II**

Choir III is designed for students who have a strong foundation in choral singing who would like to further develop their vocal skills and musicianship. Through a diverse selection of choral literature, students will refine their vocal technique, expand their vocal range, and enhance their understanding of advanced musical concepts. Emphasis will be placed on developing ensemble singing, sight-reading, and musical interpretation. Students will have the opportunity to perform in various concerts, competitions, and community events, showcasing their musical talents and dedication to the art of choral music. Students will also continue their study of music theory, music history, and vocal health practices that were established in earlier courses. This advanced course aims to challenge students to reach new heights in their musical journey and contribute to the rich tradition of choral excellence in our school.

DRAMA**0808211 SCED 05055**

Students will learn about drama and theatre in all of its aspects. Through improvisation, memorized scenes, and creative performances, students will learn about concentration, observation, sensory recall, and emotional responses. Students will hone their creativity through performance, writing, and critique. They will also study stage directions and terms, movement, acting techniques, and theories.

GENERAL MUSIC**0808444 SCED 05117**

This music course provides students with an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create an expressive or aesthetic impact. Students also have the ability for informal music performance and creation within the classroom.

JAZZ I

0808421 SCED 05106

This course helps students perform a variety of musical styles (e.g., traditional chamber music, jazz, and rock). At the same time, these courses help cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic and provide experiences in creating and responding to music. Courses typically range in size from 2 to 20 performers.

JAZZ II

0808404 SCED 05105

Prerequisite Jazz I

Students are expected to develop advanced skills through jazz performance technique and knowledge of jazz music theory and history. Students will be able to perform jazz music of simple to advanced difficulty and understand the fundamentals of jazz music from different cultures, periods and styles.

MUSICAL THEATRE

0808240 SCED 05060

Auditions Only

Through exploration, direction, and collaboration, students will develop and refine their skills as musical theatre performers in regard to voice, dance, and performance. Students will build a repertoire of at least 6 contrasting 16 - 32 bar pieces, 3 contrasting audition monologues, and be able to complete basic choreography. By the end of the course, students will be able to confidently audition for various opportunities, including the school play, musical, or college musical theatre auditions.

ORCHESTRA I

0808510 SCED 05104

Orchestra offers students the opportunity to learn how to play a string instrument, including violin, viola, cello, and bass. Students will develop their musical talents through the study and performance of a wide range of orchestral repertoire. Emphasis will be placed on developing technical proficiency, musical interpretation, and ensemble skills. Students will have the opportunity to perform in various concerts and events throughout the academic year, fostering a sense of teamwork and musical expression. Students will also gain an understanding of music theory, music history, and the role of orchestral music in various cultural contexts. This course provides an enriching experience for students to grow as musicians and contribute to the vibrant musical community at our school.

PIANO I

0808443 SCED 05107

Through applied piano practice, technique-building, and performance, students will learn musical notation and vocabulary while examining music history and culture. Cross-curricular connections with musical study will be emphasized and explored based on student inquiry. The class will provide students with a variety of instructional methods and ways to demonstrate learning. Group instruction, small group work, partner work, and ample one-on-one guidance from the teacher will build a collaborative learning space.

PIANO II**0808445 SCED 05107****Prerequisite Piano I**

Students will develop a better understanding of keys, and accompanying 2-octave scales and arpeggios of keys up to 3 sharps and 2 flats. Fluidity in changing hand positions for pieces written in multiple hand positions. Application of chords and arpeggios of keys discussed, to some well-known melodies. Intermediate level understanding of note values and rhythm will be developed throughout this course.

MUSIC PRODUCTION I**0808530 SCED 05119**

This course is designed to give students a chance to explore songwriting and music production. Using the computer as a virtual recording studio, students will combine software-based sound production with recorded audio from their original compositions. Students will write at least one full song and present their work at a showcase at the end of the semester, as well as record their compositions.

MUSIC PRODUCTION II**0808531 SCED 05119****Prerequisite Music Production I**

Students will explore advanced music production techniques and experiment with multiple digital audio workstations to get a further and deeper understanding with songwriting and the field of music production. Students will write and produce at least one full song and present their work at a showcase at the end of the semester, as well as record their compositions.

ROTC**AFJROTC 100 - Aerospace Science and Leadership Level 1****0707511 SCED 09151****Prerequisite: Application**

Air Force Junior Reserve Officer Training Corps (JROTC) 1 courses include both aerospace studies and leadership/life skills education. In addition, students are expected to wear a provided uniform once each week, participate in weekly wellness activities, and complete community service. Students will receive PE credit per the "Special Credits" guidelines. Students will be introduced to military customs, courtesies, and organization, and will begin practicing leadership in the classroom. Although this course will prepare a student for a career in any military branch, there is no military commitment and instructors are not recruiters. Leadership lessons taught and practiced are valuable for any career. Enrollment is voluntary.

AFJROTC 200 - Aerospace Science and Leadership Level 2**0707521 SCED 09152****Prerequisite AFJROTC 100**

Air Force Junior Reserve Officer Training Corps (JROTC) 2 courses include both aerospace studies and leadership/life skills education. In addition, students are expected to wear a provided uniform once each week, participate in weekly wellness activities, and complete community service. Students will receive PE credit per the "Special Credits" guidelines. Students will continue to practice leadership and mentorship with AFJROTC level 1 students in class and may be selected for leadership positions in the

Cadet Corps. Although this course will prepare a student for a career in any military branch, there is no military commitment and instructors are not recruiters. Leadership lessons taught and practiced are valuable for any career. Successful completion may allow a student to enlist in the military as an E-2. Enrollment is voluntary.

AFJROTC 300 - Aerospace Science and Leadership Level 3

0707523 SCED 09152

Prerequisite AFJROTC 200

Air Force Junior Reserve Officer Training Corps (JROTC) 3 courses include both aerospace studies and leadership/life skills education. In addition, students are expected to wear a provided uniform once each week, participate in weekly wellness activities, and complete community service. Students will receive PE credit per the "Special Credits" guidelines. Students will refine leadership and mentorship with AFJROTC level 1 and 2 students in class and may be selected for advanced leadership positions in the Cadet Corps. Although this course will prepare a student for a career in any military branch, there is no military commitment and instructors are not recruiters. Leadership lessons taught and practiced are valuable for any career. Enrollment in JROTC may make students eligible for scholarships or flight training programs and competitive for ROTC and military academies. Successful completion may allow a student to enlist in the military as an E-3. Enrollment is voluntary.

AFJROTC 400 - Aerospace Science and Leadership Level 4

0707531 SCED 09153

Prerequisite AFJROTC 300

Air Force Junior Reserve Officer Training Corps (JROTC) 3 courses include both aerospace studies and leadership/life skills education. In addition, students are expected to wear a provided uniform once each week, participate in weekly wellness activities, and complete community service. Students will receive PE credit per the "Special Credits" guidelines. Students will be senior classroom leaders and may be selected for advanced leadership positions in the Cadet Corps. Although this course will prepare a student for a career in any military branch, there is no military commitment and instructors are not recruiters. Leadership lessons taught and practiced are valuable for any career. Enrollment in JROTC may make students eligible for scholarships or flight training programs and competitive for ROTC and military academies. Enrollment is voluntary.

ELECTIVES/OTHER

EDUCATION AND HUMAN SERVICES

0994000 SCED 19199

This course is a college-preparatory course for students who want to pursue careers in education, training and human services. This year-long course will cover foundational topics to help students understand what it takes to become a teacher in pre-school, elementary, middle school, high school, college and graduate school. Furthermore, this course will introduce the students to a career in human resources and training. They will also learn more about human service careers, such as social work, community organizer, non-profit leader, etc. By the end of this course, students must be able to understand the admission process for these related careers and must have assessed their interests align with the field.

FILM LITERATURE



0101009 SCED 05168

The focus of this course is to provide literary instruction and analysis in comparison and in contrast to film. Both versions of the concepts are explored where students are able to articulate and describe the use of "single story" and how both film and literature are largely based upon societal shifts and norms.

FORENSIC SCIENCE

0404122 SCED 03214

This class will be a real-world application of all things science (biology, chemistry, and physics) to the criminal and civil laws that are enforced by agencies in the U.S. and other countries. It will include fingerprinting, creation of molds (for tires and shoes), fiber analysis, trace evidence, blood splatters, and DNA evidence. Students will learn proper collection, preservation, and laboratory analysis techniques that have real-world applications.

FRESHMAN SEMINAR

9908900 SCED 19258

This year-long course is structured around key components designed to support 9th grade students during their transition to high school. In addition to addressing essential elements of high school success such as organization, study skills, and community engagement, the course offers students the opportunity to develop foundational Microsoft Office skills in alignment with the school's one-to-one initiative. An exciting addition to the course is the introduction of basic Artificial Intelligence concepts and tools. The course also includes Social Emotional Learning to support students' emotional well-being, which is essential for academic achievement. Students will engage in career exploration activities to help them make informed decisions about future coursework and career pathways. Throughout the course, a variety of resources including peer mentors, school counselors, administrators, and community speakers contribute to a well-rounded and supportive learning experience.

JUNIOR SEMINAR

"COMING SOON"

LITERACY FOR LIFE

0101012 SCED 22209

Communicating effectively, thinking critically, reading competently, and utilizing professional/ethical judgment are universal skills needed to successfully navigate the expectations of a contributing US citizen. In this year long course, students will explore a variety of legal documents and "life" situations where they would need to employ reading, writing, speaking, and judgment skills. This course will cover understanding and responding to life situations such as (but not limited to): email etiquette, resumes, contracts, college applications, job interviews, rental/lease agreements, educational/professional assessments, and so much more through project-based learning.

MYTHOLOGY & FOLKLORE

0101011 SCED 01069

This course provides an opportunity to explore the history and oral traditions of mythology and folklore. Students will become familiar with and be able to recognize various forms of mythology and folklore and will develop ability to critically analyze and interpret myths and folklore from different historical periods and cultures. Through analysis and critical reading, students will become aware of the cultural contexts of myth, folklore, and oral tradition while gaining an understanding of the creation and production of the genre of texts.

PEER PARTNERS

9908500 SCED 22107

Prerequisite Application and Teacher Approval

The Partners in Education Internship Special Education is designed to provide reciprocal academic and social benefits to Student(s) with disabilities and their peers, without disabilities (Interns). The Intern would be assigned to one or more Student(s) in the Special Education program (the Student(s) they are assigned to may periodically change). The Intern would be in class with the Student(s) to help the Student(s) complete the classwork assignments. The Intern does not do the assignments but monitors the Student(s) and helps the Student(s) to keep up in class and finish their classwork. The Intern socializes with their Student(s) and the other Student(s) of the Special Education Program. The Intern will also try to get the Student(s) to participate in the class by answering the Teachers' question even if they have to give the answer to the Student(s).

SENIOR SEMINAR

"COMING SOON"

SOPHMORE SEMINAR

9908100 SCED 19258

This semester-long course focuses on career exploration and preparation, helping students gain a deeper understanding of their interests, strengths, and future goals. Through activities such as interest assessments and career pathway exploration, students will develop a better understanding of compensation, benefits, and workplace expectations across various industries. Students will also have opportunities to participate in job shadowing experiences to gain hands-on exposure to potential career fields. By the end of the course, students will draft a preliminary Capstone proposal, laying the foundation for their senior-year project. The course emphasizes connecting academic coursework to long-term career aspirations.

D2 HOPE (D2 – HARRISON OUTREACH AND PEER ENGAGEMENT)

0201207 SCED 22104

Empathy, collaboration, community involvement, reflection, leadership, adaptability, and initiative are all necessary attributes of a successful, well-rounded, young adult. In this course, students will collaborate with D2 staff and students, as well as a variety of community members, to work towards the mission of giving back to the D2 community and building relationships/mentorships across grade levels (K-12) to foster educational roots and motivation.

STUDENT GOVN/LEADERSHIP**0202390 SCED 22101****Prerequisite Application and Teacher Approval**

Student Body officers MUST have taken Student Leadership Class prior to being elected an officer for the school. The purpose of the student leadership/Student Council course is to provide opportunities for students to acquire knowledge to practice fundamental skills in leadership including goal setting and evaluation, meeting skills and communication, planning, marketing, publicity, diversity and issue awareness, spirit and sportsmanship, community and school service.

YEARBOOK**1201610 SCED 11104****Prerequisite Photography or Foundations of Multimedia or Journalism**

The yearbook staff masters the skills needed to produce the yearbook, including information-gathering, photography, darkroom, layout design, copy writing, proofreading, and desktop publishing on computer. The staff finances the book through yearbook sales and by soliciting advertisements which is a requirement for grades in the class. Extensive out of class work is also a requirement of yearbook. Students who sign up for the class will be required to complete an application to be turned into the yearbook advisor during the registration process.

CAREER AND TECHNICAL EDUCATION

CAREER AND TECHNICAL EDUCATION										
Course No.	Course Title	Grade levels				NCAA	Prereq	Course length	Credit	School Offered
		9	10	11	12					
1209771	ADOBE ILLUSTRATOR			✓	✓			1 Year	1.00	HHS
1209772	ADOBE PHOTOSHOP			✓	✓			1 Year	1.00	HHS
0420158	ADVANCE COMPUTER SCIENCE PRINCIPLES		✓	✓	✓			Year	1.00	SHS
0414530	ANATOMY AND PHYSIOLOGY			✓	✓		✓	1 Year	1.00	HHS & SHS
1208130	ANIMATION I	✓	✓	✓	✓			1 Year	1.00	HHS & SHS
1209750	AUDIO/VISUAL PRODUCTION		✓	✓	✓		✓	1 Year	1.00	HHS & SHS
1209773	AUDIO/VISUAL PRODUCTION II			✓	✓		✓	Year	1.00	HHS & SHS
1209765	AUTO BRAKES – ASE (DOUBLE BLOCKED)			✓	✓		✓	Sem	1.00	HHS & SHS
1209766	AUTO SUSP & STEER – ASE (DOUBLE BLOCKED)		✓	✓	✓		✓	Sem	1.00	HHS & SHS
1209767	AUTO ENGINES – ASE (DOUBLE BLOCKED)			✓	✓		✓	Sem	1.00	HHS & SHS
1206115	CATERING		✓	✓	✓		✓	1 Year	1.00	HHS & SHS
1206117	CATERING II			✓	✓		✓	1 Year	1.00	HHS & SHS
1208160	COMMERCIAL PHOTOGRAPHY I	✓	✓	✓	✓			1 Year	1.00	SHS
1208161	COMMERCIAL PHOTOGRAPHY II		✓	✓	✓		✓	1 Year	1.00	SHS
1209761	COMPUTER SCIENCE FOUNDATIONS	✓	✓	✓	✓			1 Year	1.00	HHS & SHS
1201705	CONSTRUCTION TECHNOLOGY (DOUBLE BLOCKED)		✓	✓	✓		✓	Sem	1.00	HHS & SHS
1206116	CULINARY ESSENTIALS	✓	✓	✓	✓			1 Year	1.00	HHS & SHS
0405712	CYBERSECURITY	✓	✓	✓	✓		✓	1 Year	1.00	SHS
1209800	DESIGN SEMINAR	✓	✓	✓	✓			Sem	.50	HHS
0994000	EDUCATION EXPLORATION		✓					Sem	.50	HHS & SHS
1209769	FASHION DESIGN AND MERCHANDISING I	✓	✓	✓	✓		✓	Sem	.50	HHS
1209770	FASHION DESIGN AND MERCHANDISING II		✓	✓	✓		✓	Sem	.50	HHS
1208180	FOUNDATION OF PRODUCTION DESIGN & PERFORMANCE	✓	✓	✓	✓			1 Year	1.00	SHS

CAREER AND TECHNICAL EDUCATION Cont.

Course No.	Course Title	Grade levels				NCAA	Prereq	Course Length	Credit	School Offered
		9	10	11	12					
1209810	GRAPHIC DESIGN	✓	✓	✓	✓		✓	Sem	.50	SHS
1209712	INTERIOR DESIGN		✓	✓	✓		✓	Sem	.50	HHS
1202027	INTRO TO AUTOMOTIVE (DOUBLE BLOCKED)		✓	✓	✓			Sem	1.00	HHS & SHS
1203010	INTRO TO BUSINESS	✓	✓	✓	✓			1 Year	1.00	SHS
1209751	INTRO TO HEALTH SCIENCES		✓	✓	✓			1 Year	1.00	HHS & SHS
0490000	JUNIOR SPACE ENTREPRENEUR PROGRAM (JSEP)		✓	✓	✓			1 Year	1.00	HHS
1209749	MULTIMEDIA DESIGN AND COMMUNICATION	✓	✓	✓	✓			1 Year	1.00	HHS & SHS
1209768	NETWORKING (COMPUTERS)		✓	✓	✓			1 Year	1.00	SHS
1209762	PATIENT CARE TECHNICIAN			✓	✓			1 Year	1.00	SHS
1208182	PERFORMANCE & COMMUNICATIONS		✓	✓	✓			1 Year	1.00	SHS
0404123	PLTW INTRO TO ENGINEERING DESIGN	✓	✓	✓	✓			1 Year	1.00	HHS & SHS
0404124	PLTW PRINCIPLES OF ENGINEERING		✓	✓	✓			1 Year	1.00	HHS
0404126	PLTW AEROSPACE ENGINEERING			✓	✓		✓	1 Year	1.00	HHS
0404127	PLTW ENGINEERING DESIGN AND DEVELOPMENT				✓		✓	1 Year	1.00	HHS
1201704	PRINCIPLES OF CONSTRUCTION - CORE		✓	✓	✓		✓	1 Year	1.00	HHS & SHS
1106900	PRINCIPLES OF MARKETING		✓	✓	✓		✓	1 Year	1.00	SHS
1209763	SPORTS MEDICINE			✓	✓			1 Year	1.00	SHS
1208183	STAGE PRODUCTION MANAGEMENT		✓	✓	✓			1 Year	1.00	SHS
1208181	TECHNICAL THEATRE		✓	✓	✓			1 Year	1.00	SHS

CAREER & TECHNICAL EDUCATION CTE

ADOBE ILLUSTRATOR CTE

1209771 SCED 11154

Adobe Illustrator concentrates on the high-end capabilities of Adobe Illustrator as an illustration, design and vector drawing tool. Students learn how to use the tools to create digital artwork that can be used in web design, print media, and digital screen design. The course competencies and outline follow those set out by the Adobe Certified Associate exam in Graphic Design & Illustration Using Adobe Illustrator.

ADOBE PHOTOSHOP CTE

1209772 SCED 11154

Adobe Photoshop concentrates on the high-end capabilities of Adobe Photoshop as an illustration, design and photo retouching tool. Students explore a wide range of selection and manipulation techniques that can be applied to photos, graphics, and videos. The course competencies and outline follow those set out by the Adobe Certified Associate exam in Visual Communication Using Adobe Photoshop.

ADVANCED COMPUTER SCIENCE PRINCIPLES CTE

0420158 SCED 10157

Advanced Computer Science Principles introduces students to the fundamental ideas of computer science and how to apply computational thinking across multiple disciplines. The course teaches students to apply creative designs and innovative solutions when developing computational artifacts. The course emphasizes topics such as abstraction, communication of information using data, algorithms, programming, the Internet, and global impact.

ANAT/PHYSIOLOGY CTE

0414530 SCED 03053

Prerequisite Biology and Intro to Health Science

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

ANIMATION I CTE

1208130 SCED 05256

This year-long Animation course provides students with an introduction to traditional animation. This course covers essential knowledge, skills, and concepts required for postsecondary fields of study. Upon completion of this course, students are able to describe various careers within animation, as well as admission requirements for postsecondary fields of study in Colorado. Students will digitally create both 2D animations and 3D computer-generated animations. The basic principles of design and animation will be covered that have been used by professionals. Students will have drawing assignments to help them in character design, layout, and story development. With the approval of the instructor, students may have the choice to complete major projects in either 2D or 3D.

AUDIO/VISUAL PRODUCTION ^{CTE}

1209750 SCED 11051

Prerequisite not required but recommended to take Multimedia Design and Comm.

Audio/Visual Production students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several classes and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. Students will also be encouraged to participate as studio crew for school and district productions outside of school hours.

AUDIO/VISUAL PRODUCTION II ^{CTE}

1209773 SCED 11051

Prerequisite Audio/Visual Production

Explores the Audio and Video production industry and post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. Students will also be encouraged to participate as studio crew for district productions outside of school hours.

AUTO BRAKES – ASE ^{CTE}

1209765 SCED 20106

Prerequisite Intro to Automotive

Automotive Brakes focuses on basic operation of automotive braking systems. Includes operation, diagnosis, and basic repair of disc brakes, drum brakes, and basic hydraulic systems.

AUTO SUSP & STEER – ASE ^{CTE}

1209766 SCED 20106

Prerequisite Intro to Automotive

Automotive Suspension and Steering focuses on lecture and related experiences in the diagnosis and service of suspensions and steering systems and their components.

AUTO ENGINES – ASE ^{CTE}

1209767 SCED 20104

Prerequisite Intro to Automotive

Automotive Engines focuses on lecture and laboratory experiences in the service of cylinder head, valve-train components, and components of the cooling system. Includes engine removal, installation, and mounting systems.

CATERING ^{CTE}

1206115 SCED 16099

Prerequisite Intro to Culinary Arts, Safety & Sanitation, and ServSafe Food Handler Certification

Students in this class will learn job skills needed for success in the food service industry including sanitation and safety, customer service, and food presentation. Develop entrepreneurial skills as you

learn how to run a catering business. Students will plan, prepare, and execute actual catered events for different groups around the school.

CATERING II CTE

1206117 SCED 16057

Prerequisite: Catering I (Preferred - ServSafe Manager Certification)

Designed for students with career interests in the food industry as well as owning their own catering business. The purpose of this course is to develop skills in quantity food preparation, safety and sanitation, planning, customer service, business plans and entrepreneurship.

COMMERCIAL PHOTOGRAPHY I CTE

1208160 SCED 05167

Commercial Photography I students focus on studio-based photography. Students will learn basic DSLR camera operations, framing and the art of styling and lighting for professional photo shoots. Projects will include various print advertisements and studio work. Students will learn about careers related to commercial photography and postsecondary programs requirements within Colorado. Some examples of jobs in this area are photographer, graphic designer, and stylist. Students will complete several projects and design pieces to be added to personal portfolios.

COMMERCIAL PHOTOGRAPHY II CTE

1208161 SCED 05167

Prerequisite Commercial Photography I

Commercial Photography II emphasizes the needs of commercial photographers with regard to technical expertise, creativity, and professional equipment. Technical aspects include film to digital transfer, lighting, digital image manipulation, alternative processes, large format camera work and stock photography. Creative exploration of subject matter, lighting, color theory and other psychological characteristics in the development of images are studied. A variety of photographic equipment is utilized for the studio and on location. Students are expected to create a portfolio of work for both print and electronic formats.

COMPUTER SCIENCE FOUNDATIONS CTE

1209761 SCED 10011

Computer Science Foundations is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. Upon completing this course, proficient students will describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

CONSTRUCTION TECHNOLOGY – CARPENTRY CTE

1201705 SCED 17999

Prerequisite Construction – CORE

Introduces foundational level carpentry skills, basic residential construction systems, the importance of personal and workplace safety, and the role of carpenters within the construction industry. Students can

earn the National Center for Construction Education and Research (NCCER Carpentry I) and Home Build Institute (HBI Carpentry) certifications.

CULINARY ESSENTIALS CTE

1206116 SCED 16056

Designed to introduce students to a variety of culinary skills, food preparation, and culinary careers. Through instruction and culinary lab practice, this class will provide an opportunity for students to learn food preparation and demonstrate food safety. Students will demonstrate the correct procedures and techniques in introductory culinary labs. Analyze nutritional guidelines and plan menus that are nutritionally balanced. Demonstrate food safety standards. Identify the origins and prepare foods from different regions and cultures, while emphasizing food presentation throughout the course.

CYBERSECURITY CTE

0405712 SCED 10004

Prerequisite Computer Science Foundations

Cyber Security provides students with the basic concepts of cyber security and focuses on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in-house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

DESIGN SEMINAR CTE

1209800 SCED 05193

This course will give students an introduction to the elements and principles of design as seen in Interior Design and Fashion Design. In addition, it will introduce students to the many careers that require design. Students will begin creating their own designs in fashion and in interior design as well as analyze designs from current professionals in the field.

EDUCATION EXPLORATION CTE

0994000 SCED 19199

Education Exploration is a college-preparatory course for students who want to pursue careers in education, training and human services. This course will cover foundational topics to help students understand what it takes to become a teacher in pre-school, elementary, middle school, high school, college and graduate school. Furthermore, this course will introduce the students to a career in human resources and training. They will also learn more about human service careers, such as social work, community organizer, non-profit leader, etc. By the end of this course, students must be able to understand the admission process for these related careers and must have assessed their interests align with the field.

FASHION DESIGN AND MERCHANDISING I CTE

1209769 SCED 05190

Prerequisite Design Seminar

Fashion Design and Merchandising 1 is to expose students to various aspects of the fashion design and merchandising industry. Students integrate knowledge, skills, and practices to evaluate potential career opportunities. Emphasis is placed on an introduction to fashion, fashion and textile selection, product construction and fashion merchandising.

FASHION DESIGN AND MERCHANDISING II ^{CTE}

1209770 SCED 05190

Prerequisite Interior Design

Fashion Design and Merchandising 2 is to expose students to various aspects of the fashion design and merchandising industry. Students integrate knowledge, skills, and practices to evaluate potential career opportunities. Emphasis is placed on an introduction to fashion, fashion and textile selection, product construction and fashion merchandising. This course compared to Fashion Merchandising 1 focuses more on promotion and marketing, global perspectives, technological advances, product creation, and retail sale.

FOUNDATION OF PRODUCTION DESIGN & PERFORMANCE ^{CTE}

1208180 SCED 05061

This year-long course introduces students to the variety of programs and occupations in the arts, audio/video technology, and production. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

GRAPHIC DESIGN ^{CTE}

1209810 SCED 11154

Prerequisite Multimedia Design and Communication

Graphic Design students will learn to use a variety of Adobe products to create marketable designs for clients, such as Adobe Photoshop and Adobe Illustrator to design shirts, create product packaging, develop a logo for a client, and create posters for groups around the school.

INTERIOR DESIGN ^{CTE}

1209712 SCED 05193

Prerequisite Fashion Design and Merchandising 1

Interior Design is to expose students to various aspects of the interior design industry and is based on the industry's professional standards (Council of Interior Design Accreditation- CIDA). This course focuses predominantly on residential design. Students integrate knowledge, skills, and practices to evaluate career opportunities. Areas of focus include: residential vs commercial design, careers, design drawings, professional practices, design elements and principles, and the design process.

INTRO TO AUTOMOTIVE ^{CTE}

1202027 SCED 20103

Prepares the incoming automotive student to work in the shop safely and gain familiarity with the shop and common equipment.

INTRO TO BUSINESS ^{CTE}

1203010 SCED 12051

Introduces the application of fundamental business principles to local, national, and international forums. This course examines the relationship of economic systems, governance, regulations, and law upon business operations. It surveys the concepts of career development, business ownership, finance and accounting, economics, marketing, management, operations, human resources, regulations, and business ethics.

INTRO TO HEALTH SCIENCES CTE

1209751 SCED 14251

Introduction to Health Science provides an overview of the challenging environments and occupations in the healthcare field. This course introduces students to the pathways that make up the health science cluster. Students are provided with a hands-on application of the foundational knowledge and skills to include health maintenance, employability skills, teamwork, healthcare systems, communications, and legal issues in healthcare.

JUNIOR SPACE ENTREPRENEUR PROGRAM (JSEP) CTE

0490000 SCED 03201

Junior Space Entrepreneur Program (JSEP) better prepares today's youth to secure STEAM positions within aerospace companies while providing an immersive educational experience. Embark on a complete Mars mission encompassing all the challenges that come with sending astronauts to our neighboring planet and returning them safely to the Earth. During this mission, students will explore science and robotic technology and learn some basic coding skills. Participants will utilize newly gained knowledge of Mars and the skills taught through the Space Foundation Space Commerce to develop their own business. Students will learn the engineering design process, how to create technical drawings to communicate ideas, how to create using Computer Aided Design (CAD) software, and how to create a technical report and business plan.

MULTIMEDIA DESIGN AND COMMUNICATION CTE

1209749 SCED 05260

The goal of Foundations of Multimedia Art, Design, and Communications is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. Students are also introduced to the variety of programs and occupations in the arts, audio/video technology, and communication systems. Careers in the Arts, Audio/Video Technology, and Communications include video production, TV broadcasts, advertising, motion pictures, journalism publications, and debate. In addition to creative aptitude, these careers require a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

NETWORKING CTE

1209768 SCED 10102

Networking is an advanced course designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. Upon completion of this course, proficient students will identify types of networks, understand the layers of the open systems interconnection (OSI) model, prevent security risks, and apply troubleshooting theory to the successful execution of networking tasks. Course content covers transmission control protocol, internet protocol, wired and wireless topologies, switching and routing, network hardware, wireless networking, and network operating systems (NOS). Upon completion of this course, proficient students will be prepared to sit for the CompTIA Network+ exam.

PATIENT CARE TECHNICIAN

1209762 SCED 14002

The Patient Care Technician Certification (CPCT/A) course provides preparation for the National Health Career Association (NHA) CPCT/A certification exam. The course also instills the knowledge and standards needed for excellence in Patient Care Technician practice. The NHA CPCT/A certification is an approved certification found on the Career Development Incentive Program (CDIP) approved programs list.

PERFORMANCE & COMMUNICATIONS (A/B)

1208182 SCED 05055

This year-long course introduces students to methods of performance and performance-dependent careers. Though performance is a significant part of this course, further topics include financial awareness, promotion and marketing, and management and leadership.

PLTW INTRO TO ENGINEERING DESIGN

0404123 SCED 21017

Following Project Lead the Way's suggested curriculum, PLTW Introduction to Engineering Design course focuses on solving a wide range of engineering problems. Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions. Students develop skills in technical representation and documentation especially through 3D computer modeling using a Computer Aided Design (CAD) application.

PLTW PRINCIPLES OF ENGINEERING

0404124 SCED 21017

Following Project Lead the Way's suggested curriculum, PLTW Principles of Engineering course focuses on solving a wide range of engineering problems. This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development.

PLTW AEROSPACE ENGINEERING

0404126 SCED 21019

Prerequisite: Completion of either Introduction to Engineering, Principles of Engineering, or JSEP with a grade of C or higher.

Following Project Lead the Way's suggested curriculum, PLTW Aerospace Engineering course focuses on the of flight in air and space through software simulations and hands-on experiences. Students learn how these concepts apply to a career in aerospace engineering and to other engineering fields as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. Students will learn orbital mechanics concepts and apply these by creating models using industry-standard software.

PLTW ENGINEERING DESIGN AND DEVELOPMENT
0404127 SCED 21025




Prerequisite PLTW Aerospace Engineering

Following Project Lead the Way's suggested curriculum, PLTW Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

PRINCIPLES OF CONSTRUCTION – CORE 
1201704 SCED 17001

Not required to start with Construction – CORE (Sophomores Only; Upon Availability)

Introduces the fundamentals for all construction trades to include basic construction site safety, introduction to construction math, introduction to power tools, introduction to construction drawings, basic communication skills, basic employ-ability skills, and introduction to material handling. This course is designed as an entry level course for any of the building trades program specialties. Students can earn the National Center for Construction Education and Research (NCCER CORE), Home Build Institute (HBI Core), and Occupational Safety and Health Administration (OSHA 10) certifications.

PRINCIPLES OF MARKETING 
1106900 SCED 12164

Prerequisite Intro to Business

Principles of Marketing presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer.

SPORTS MEDICINE 
1209763 SCED 14062

This year-long course provides students with a general overview of the field of sports medicine. It includes introductory information about careers; scope of practice; legal and ethical responsibilities; injury prevention, treatment, and management; anatomy and physiology; nutrition; basic taping and wrapping techniques, and administrative functions. Students can earn the National Academy of Sports Medicine (NASM) Personal Trainer Certification.

STAGE PRODUCTION MANAGEMENT 
1208183 SCED 05056

This year-long course introduces students to various areas of management within the stage production industry which include stage manager (working with assistants, actors, and directors), theater manager (advertising, box office sales, public relations), human resources (training, hiring, safety, compensation, law), and financial manager (payroll and budget).

TECHNICAL THEATRE 
1208181 SCED 05061

This year-long course introduces methods of constructing and painting scenery and properties, operating stage lighting and sound equipment, and implementing costumes and multimedia. This course explores the proper procedures of serving on stage crews.

CONCURRENT ENROLLMENT

(SEE PAGE 18 FOR MORE DETAILS)

Concurrent Enrollment Courses Offered on the High School Campus											
Course No.	Course Title	Grade levels				NCAA	LAB	Course length	HS Credit	College Credit	Credit Type
		9	10	11	12						
English											
1261120	ENG 1021 - ENGLISH COMPOSITION I (PPSC)		✓					Sem	1.00	3.00	English
1261221	ENG 1022 – ENGLISH COMPOSITION II (PPSC)		✓					Sem	1.00	3.00	English
1271107	COM 1150 – PUBLIC SPEAKING (PPSC)			✓				Sem	1.00	3.00	English
Math											
1262152	MAT 1240 – MATHEMATICS FOR LIBERAL ARTS (PPSC)			✓				Sem	1.50	4.00	Math
Science											
1264251	ANT 1005 – BIOLOGICAL ANTHROPOLOGY (PPSC)			✓	✓			Sem	1.50	4.00	Science
1271428	MOT 1015 - BASIC MED SCI (PPSC)			✓	✓		✓	Sem	1.00	3.00	Science
Social Studies											
1262371	GEO 1005 – WORLD REGIONAL GEOGRAPHY (PPSC)				✓			Sem	1.00	3.00	Social Studies
1260913	HIS 1120 – THE WORLD: 1500 – PRESENT (PPSC)		✓					Sem	1.00	3.00	Elective
World Language											
1265050	ASL 1121 – AMERICAN SIGN LANGUAGE (PPSC)				✓			Sem	2.00	5.00	World Language
1265051	ASL 1122 – AMERICAN SIGN LANGUAGE II (PPSC)				✓			Sem	2.00	5.00	World Language
Elective											
1260501	ART 1110 - ART APPRECIATION (PPSC)		✓	✓	✓			Sem	1.00	3.00	Elective
1271506	CRJ 1010 – CRIMINAL JUSTICE (PPSC)	✓	✓					Sem	1.00	3.00	Elective
1275198	EDU 2351 - CMC			✓	✓			Sem	1.00	3.00	Elective
9909461	INTERNSHIPS			✓	✓					N/A	

✓ -denotes the grade level in which students typically take classes. Classes are decided on a case-by-case basis and students are not restricted from taking classes based on grade level.

*Students may take college courses on the PPSC campus that are not offered on the high school campus as long as the courses are in the students' career or academic pathway.

*PPSC = Pikes Peak State College

ENG 1021 – ENGLISH COMPOSITION I (PPSC)

1261120 SCED 01001

Prerequisite: English Placement (EdReady, Accuplacer)

Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing.

ENG 1022 – ENGLISH COMPOSITION II (PPSC)

1261221 SCED 01002

Prerequisite: ENG 121 (Grade of C or higher)

Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or argumentative compositions.

COM 1150 – PUBLIC SPEAKING (PPSC)

1271107 SCED 11003

Prerequisites: English Placement (EdReady, Accuplacer)

Combines the basic theory of speech communication with public speech performance skills. Emphasis is on speech delivery, preparation, organization, support, and audience analysis and delivery.

MAT 1240 – MATH FOR LIBERAL ARTS (PPSC)

1262152 SCED 02002

Prerequisite: Math Placement (EdReady, Accuplacer)

Develops mathematical and problem-solving skills. Appropriate technological skills are included. Content is selected to highlight connections between mathematics and the society in which we live. Topics include set theory and logic, mathematical modeling, probability and statistical methods, and consumer mathematics. Additional content will include one topic in geometry, numeration systems, decision theory, or management science.

ANT 1005: BIOLOGICAL ANTHROPOLOGY WITH LABORATORY (PPSC)

1264251 SCED 04251

Prerequisite: Math Placement (EdReady, Accuplacer)

Focuses on the study of the human species and related organisms, and examines principles of genetics, evolution, anatomy, classification, and ecology, including a survey of human variation and adaptation, living primate biology and behavior, and primate and human fossil evolutionary history.

MOT 1015: BASIC MED SCI (PPSC)

1271428 SCED 14157

Prerequisite: HPR 1039 and HPR 1045

Outlines the rules and principles of medical records in ambulatory care settings. Topics include hard copy and Electronic Medical/Health Records (EMR/EHR), data entry, records retention, Release of Information (ROI), Health Insurance & Portability Accountability Act (HIPAA), and other legal topics relating to patient records.

GEO 1005 – WORLD REGIONAL GEOGRAPHY (PPSC)

1262371 SCED 04001

Prerequisites: English Placement (EdReady, Accuplacer)

Examines the spatial distribution of environmental and societal phenomena in the world's regions. Environmental phenomena includes topography, climate, and natural resources. Societal phenomena includes patterns of population and settlement, religion, ethnicity, language, and economic development. This course also analyzes the characteristics that define world regions and distinguishes them from each other. This course examines the relationships between physical environments and human societies, and examines globalization, emphasizing the geopolitical and economic relationships between more developed and less developed regions.

HIS 1120 – THE WORLD: 1500 - PRESENT (PPSC)

1260913 SCED 04053

Prerequisite: English Placement (EdReady, Accuplacer)

Explores trends within events, peoples, groups, ideas, and institutions in World History since 1500 as well as on common cultural trends. This course focuses on developing, practicing, and strengthening skills historians use while constructing knowledge and studying a diverse set of narratives through the perspectives such as gender, class, religion, and ethnicity.

ASL 1121 – AMERICAN SIGN LANGUAGE (PPSC)

1265050 SCED 24852

Exposes the student to American Sign Language. Readiness activities are conducted focusing on visual/receptive skills and basic communication. Utilizes the direct experience method. Students must complete this course with a grade of B or higher or pass the ASL proficiency test with a score of at least 80% or better prior to registering for ASL 1122 if planning to enroll in the Interpreter Preparation Program.

ASL 1122 - AMERICAN SIGN LANGUAGE II (PPSC)

1265051 SCED 06802

Prerequisite: ASL 1121

Develops a basic syntactic knowledge of American Sign Language (ASL), basic vocabulary, and basic conversational skills. Incorporates vital aspects of deaf culture and community. The direct experience method is used to enhance the learning process.

ART 1110 – ART APPRECIATION (PPSC)

1260501 SCED 05151

Prerequisite: ASL 1121

Introduces the cultural significance of the visual arts, including media, processes, techniques, traditions, and terminology.

CRJ 1010: INTRODUCTION TO CRIMINAL JUSTICE (PPSC)

1271506 SCED 15051

Introduces the basic components of the criminal justice system in the United States. Concepts of crime, crime data, victimization, perspectives and views of crime, theory, and law are discussed. Particular attention to the criminal justice process, interaction and conflict between criminal justice agencies, and current criminal justice issues are examined.

EDU 2351 - CMC (PPSC)
1275198 SCED 19154

Prepares teachers who work with emerging multilingual students to learn strategies to develop students' social and academic proficiency in a language other than their native tongue. The strategies support students as they transition to a different culture and school. This course develops teacher competence in a variety of program models; mainstream, self-contained ESL/ELD classrooms, and in multilingual programs.

WORK STUDY

9909460

Work Study is provided for high school students with a 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 where they utilize workforce readiness skills each semester (a maximum of two total elective 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 communicated with the College & Career Counselor and Career-Connected Learning Coordinator.

INTERNSHIPS

9909461 SCED 22998

Student may apply for internships with industry partners and schedule open blocks (ideally this works for district-provided transportation with student schedules double-blocked for periods 2&3 OR 5&6) to participate in this experiential learning for electives credit. 60 hours = .5 credit, 120 hours = 1 credit; students may earn up to 1.0 credits/semester.

D2 CAREER CONNECTED LEARNING COURSES

Career Awareness							
Course No.	Course Title	Grade levels				Course length	Credit
		9	10	11	12		
9908900	FRESHMAN SEMINAR	✓				1 Year	1.00
9908100	SOPHMORE SEMINAR		✓			Sem	.50
0101013	PROFESSIONAL & DIGITAL COMMUNICATION		✓	✓	✓	Sem	.50
0200904	PERSONAL FINANCE		✓	✓	✓	Sem	.50
Career Planning							
9909461	INTERNSHIPS			✓	✓		
Coming Soon!	JUNIOR SEMINAR			✓			
	PERSONAL FINANCE II			✓	✓		
9922106	SENIOR SEMINAR				✓	Sem	.50

Career Awareness

9th – 10th Grade

FRESHMAN SEMINAR

9908900 SCED 19258

This year-long course is structured around key components designed to support 9th grade students during their transition to high school. In addition to addressing essential elements of high school success such as organization, study skills, and community engagement, the course offers students the opportunity to develop foundational Microsoft Office skills in alignment with the school's one-to-one initiative. An exciting addition to the course is the introduction of basic Artificial Intelligence concepts and tools. The course also includes Social Emotional Learning to support students' emotional well-being, which is essential for academic achievement. Students will engage in career exploration activities to help them make informed decisions about future coursework and career pathways. Throughout the course, a variety of resources including peer mentors, school counselors, administrators, and community speakers contribute to a well-rounded and supportive learning experience.

SOPHMORE SEMINAR

9908100 SCED 19258

This semester-long course focuses on career exploration and preparation, helping students gain a deeper understanding of their interests, strengths, and future goals. Through activities such as interest assessments and career pathway exploration, students will develop a better understanding of compensation, benefits, and workplace expectations across various industries. Students will also have opportunities to participate in job shadowing experiences to gain hands-on exposure to potential career fields. By the end of the course, students will draft a preliminary Capstone proposal, laying the foundation for their senior-year project. The course emphasizes connecting academic coursework to long-term career aspirations.

PROFESSIONAL & DIGITAL COMMUNICATION

0101013 SCED 01151

The Professional and Digital Communication course develops essential communication skills for academic, professional, and digital settings. Students will learn to create and deliver effective presentations, facilitate discussions, and adapt their message for diverse audiences and purposes. Emphasis is placed on building confidence, crafting persuasive messages, and leveraging digital tools to communicate in modern contexts.

PERSONAL FINANCE

0200904 SCED 19262

Personal Finance provides students with an understanding of the concepts and principles involved in managing one's personal finances. These courses emphasize lifespan goal-setting, individual and family decision making, and consumer rights as well as topics that are commonly associated with personal finance so that one can become a financially responsible consumer. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also investigate the effects of the global economy on consumers and the family.

Career Planning

11th – 12th Grade

INTERNSHIPS

9909461 SCED 22998

Student may apply for internships with industry partners and schedule open blocks (ideally this works for district-provided transportation with student schedules double-blocked for periods 2&3 OR 5&6) to participate in this experiential learning for electives credit. 60 hours = .5 credit, 120 hours = 1 credit; students may earn up to 1.0 credits/semester.

JUNIOR SEMINAR
"Coming Soon"

PERSONAL FINANCE II
"Coming Soon"

SENIOR SEMINAR
9922106 SCED 22106

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

FOUR-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		

College-bound recommendations

English: 4 credits
 Social Studies: 3 credits
 Mathematics: 3 credits
 Science: 3 credits
 World Language: 1 credit
 Physical Education: 0.5 credits
 Health: 0.5 credits
 Electives: 8 credits

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		

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

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

FOUR-YEAR GRADUATION PLAN – EXAMPLE

Grade 9 Courses		Credit
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	Earth Science Semester 1	0.5
8	Earth Science Semester 2	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

College-bound recommendations

English: 4 credits
 Social Studies: 3 credits
 Mathematics: 3 credits
 Science: 3 credits
 World Language: 1 credit
 Physical Education: 0.5 credits
 Health: 0.5 credits
 Electives: 8 credits

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	Advanced Theatre	0.5
13	Elective	0.5
14	Elective	0.5
15		
16		
Cumulative Total		14.0

Grade 11 Courses		Credit
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	English III Semester 1	0.5
15		
16		
Cumulative Total		21

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.

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		27.5

EXAMPLE

Work Study and Internship Experience Agreement

This agreement is established between Harrison School District 2 and

Student: _____ with permission from

Parent/Guardian: _____ and

Company/Organization: _____

Work Study (credit-for-work) and Internships in HSD2 provides students with opportunities to gain work experience, explore career options, and receive education through the workplace. Students will be held accountable to monthly reflections based on completed tasks and a summary of what they learned. Upon receiving feedback from the College & Career Counselor and making any necessary revisions, reflections contribute to an ICAP portfolio of Work-Based Learning experiences.

These programs are educational and school credit may be earned for the hours a student works for an employer or organization. Students will be held accountable for required contracts, timesheets, reflections, and communications with the Career & College Counselor.

- 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 HSD2, the above-named student, the Student’s Parent(s)/Guardian(s), and the Business Supervisor/Mentor.

Work-Based Learning Experience Information:

Business name and address where Student will be working:

Business/ Supervisor’s name: _____

Phone No: _____ E-mail Address: _____

This WBL Experience is: Paid Unpaid

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Business/Supervisor Signature _____ Date _____

Every student of the District shall have equal 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 service.

(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 / amattews@hsd2.org

APPENDIX B

NCAA TRACKING FORMS

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.

APPENDIX B

NCAA TRACKING FORMS

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					