


2026-2027

# Sierra High School

# Planning and Course Guide

Rev. 1.12.2026

# 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 Administration & Counseling

| | |
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| Aimee Cantrell, Registrar | acantrell@hsd2.org |

**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.

## 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:**

- Course request 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 Request

School counselors provide course request materials and offer advice on the course request 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 request 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. Students should talk to their 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 mat be made outside of this timeframe for the following reasons:

1. There has been a computer or clerical error, such as an 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 before school starts or during the first five days of the Fall semester, if any of the above are applicable for the correction. It is the responsibility of the student to make up all missed work after their schedule.

## 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 | Mya Galvan | mgalvan@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 see Menu of options on page 9.

**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 6 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.

| 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 coursework and elective areas of interest.

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

**Qualifications of Graduation** (Credits Needed and Demonstrated Proficiency)
A total of twenty-six (26) high school credits plus 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 6 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.

# Plans of Study
# Class of 2029 and Beyond

| **College Focus**<br>**Plan of Study**<br>Course choices are based on university admission recommendations and student ICAP | **Exploration Focus**<br>**Plan of Study**<br>Courses choices are based on university admission recommendations OR PWR goals listed in student ICAP |
|---|---|
| 4 Credits English Language Arts | 4 Credits English Language Arts |
| 4 Credits Math | 3 Credits Math |
| 3 Credits Social Studies<br>•Government<br>•Personal Financial Literacy I or II<br>•World History or US History | 2 Credits Social Studies<br>•Government<br>•Personal Financial Literacy I or II<br>•World History or US History |
| 3 Credits Science *(2 lab-based)* | 2 Credits Science |
| .5 Credit Physical Education | .5 Credit Physical Education |
| .5 Credit Health | .5 Credit Health |
| 2 Credits World Language | 1 Credit World Language |
| 9 Credits Electives<br>•To include Career Connected Learning credits (i.e. Freshman Seminar) | 13 Credits Electives<br>•To include Career Connected Learning credits (i.e. Freshman Seminar) |
| Capstone (to satisfy Menu of Options) | Capstone (to satisfy Menu of Options) |
| 20 hours {or 5 hours per year} of work-based learning/ internship/ service learning | 20 hours {or 5 hours per year} of work-based learning/ internship/ service learning |
| **26 Total Credits Required for Graduation** | **26 Total Credits Required for Graduation** |

* 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.

## Course Load Requirements

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

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

Students should review their transcripts regularly for errors and report suspected errors to the registrar, Aimee Cantrell: acantrell@hsd2.org

Course request 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 course request 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)<br>***Some 4-Year universities may require 2 or 3 years of a foreign language.** |

**For more information on HEAR follow the QR code below:**

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## 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 GPA and where to find your credits for a course on your transcript.

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 ) |
|---|---|---|
| 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 above 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. Recognition will be based on the cumulative weighted GPA. These recognitions are noted on the graduation commencement guide and may be announced at graduation ceremonies.

## Valedictorian and Salutatorian

After grade point averages (GPAs) are calculated for all students, the students in each graduating class are ranked in order and assigned their class rank. The student with the highest weighted GPA in a class is ranked number one in the class (valedictorian), the student with the next highest weighted GPA is ranked number two (salutatorian), and so on. Students with identical GPAs receive the same rank. GPA and class ranking (valedictorian/salutatorian) will be determined at the end of the student's 7th semester of Harrison High School (first semester, senior year). Please note, to be eligible, students must have attended at least their 6th and 7th semesters full-time at Harrison High School. Early graduates are ineligible to receive valedictorian/salutatorian ranking and forfeit their right for valedictorian/salutatorian rankings.

# 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

<table>
<tr><th>Type of Diploma</th><th>Credits Needed</th><th>Min. GPA Unweighted</th><th>Additional Requirements</th></tr>
<tr><td>College and Career Ready</td><td>23</td><td>N/A</td><td>All Students earning any diploma must meet one of the following options for Math and English.<br><br>
<table>
<tr>
<td>CLASSIC ACCUPLACER<br>English:<br>62 on Reading Comprehension or<br>70 in Sentence Skills<br>Math: 61 on Elementary Algebra<br><br>NEXT GENERATION ACCUPLACER<br>English:<br>241 on Reading or<br>236 on Writing<br>Math:<br>255 on Arithmetic (AR) or<br>230 on Quantitative Reasoning, Algebra, and Statistics (QAS)<br><br>ACT<br>English:<br>18 pr ACT English<br>Math:<br>19 on ACT Math<br><br>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE<br>English: Bronze or higher<br>Math Bronze or higher<br><br>ADVANCED PLACEMENT (AP)<br>2 on English Language & Composition, Literature & Composition, Psychology, US or World History, US or Comparative Government, or Human Geography<br>Math:<br>2 on Calculus AB, Calculus BC, the Calculus BC: AB sub-score, Precalculus, Physics, Chemistry, Statistics or Computer Science<br>ASVAB<br>English: 31 on the AFQT<br>Math: 31 on the AFQT</td>
<td>Concurrent Enrollment<br>Minimum of a “C” in any one (not remedial level) of the Concurrent Enrollment College Courses<br><br>DISTRICT CAPSTONE<br>Minimum of “Pass” score on District Capstone Project<br><br>INDUSTRY CERTIFICATE<br>Minimum of “Met/Pass” score on any one of the Industry Certificate examinations<br><br>International Baccalaureate (IB)<br>English: 4<br>Math: 4<br><br>SAT: SCORES UPDATED FOR NEW SAT (2016)<br>English: 470<br>Math: 480<br><br>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT<br>English:<br>State-wide scoring criteria<br>Math:<br>State-wide Scoring criteria</td>
</tr>
</table>
</td></tr>
</table>

# Graduating Class of 2029 and Beyond

<table>
<tr><th>Type of Diploma</th><th>Credits Needed</th><th>Additional Requirements</th></tr>
<tr><td>College and Career Ready</td><td>26</td><td>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.<br><br>
<table>
<tr>
<td><u>CLASSIC ACCUPLACER</u><br>English:<br>62 on Reading Comprehension or<br>70 in Sentence Skills<br>Math: 61 on Elementary Algebra<br><br><u>NEXT GENERATION ACCUPLACER</u><br>English:<br>241 on Reading or<br>236 on Writing<br>Math:<br>255 on Arithmetic (AR) or<br>230 on Quantitative Reasoning, Algebra, and Statistics (QAS)<br><br><u>ACT</u><br>English:<br>18 pr ACT English<br>Math:<br>19 on ACT Math<br><br><u>ACT WORKKEYS-NATIONAL CAREER READINESS CERTIFICATE</u><br>English: Bronze or higher<br>Math Bronze or higher<br><br><u>ADVANCED PLACEMENT (AP)</u><br>2 on English Language & Composition, Literature & Composition, Psychology, US or World History, US or Comparative Government, or Human Geography<br>Math:<br>2 on Calculus AB, Calculus BC, the Calculus BC: AB sub-score, Precalculus, Physics, Chemistry, Statistics or Computer Science<br>ASVAB<br>English: 31 on the AFQT<br>Math: 31 on the AFQT</td>
<td><u>Concurrent Enrollment</u><br>Minimum of a "C" in any one (not remedial level) of the Concurrent Enrollment College Courses<br><br><u>DISTRICT CAPSTONE</u><br>Minimum of "Pass" score on District Capstone Project<br><br><u>INDUSTRY CERTIFICATE</u><br>Minimum of "Met/Pass" score on any one of the Industry Certificate examinations<br><br><u>International Baccalaureate (IB)</u><br>English: 4<br>Math: 4<br><br><u>SAT: SCORES UPDATED FOR NEW SAT (2016)</u><br>English: 470<br>Math: 480<br><br><u>COLLABORATIVELY DEVELOPED STANDARDS-BASED PERFORMANCE ASSESSMENT</u><br>English:<br>State-wide scoring criteria<br>Math:<br>State-wide Scoring criteria</td>
</tr>
</table>
</td></tr>
<tr><td>Competency Based Diploma</td><td>N/A</td><td>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.</td></tr>
</table>

# Capstone

**Capstone Overview:** Students will synthesize and apply the knowledge and skills they have acquired throughout their high school careers to a significant, long-term project, under the guidance of a mentor.

**Core Skills:** Students will develop and refine essential 21st-century skills, including critical thinking, problem-solving, effective communication, and self-directed research.

**Key Learning Objectives:**
Students who successfully complete this course will be able to demonstrate mastery of the following competencies:

**Personal and Professional Skills**
o **Relationships:** Collaborate effectively and communicate respectfully with diverse peers, staff, and community members to achieve shared goals
o **Personal Responsibility:** Demonstrate self-awareness, accountability, and effective management of time and priorities
o **Empathy & Integrity:** Act with honesty, ethics, and responsibility, showing understanding and compassion toward others while valuing diverse perspectives
o **Initiative:** Set goals, demonstrate self-motivation, and take proactive steps toward growth without prompting

**Cognitive Skills**
o **Critical Thinking:** Analyze information, solve problems creatively, evaluate sources for credibility, and make reasoned decisions using evidence and logic
o **Literacy:** Communicate effectively through reading, writing, speaking, and research, using clear organization and credible evidence from multiple sources
o **Numeracy:** Apply mathematical reasoning and financial literacy to analyze and make responsible, informed decisions in real-world contexts

**Key Components & Outcomes:**
The course typically involves:

- **Proposal:** Identifying a core question and developing a research plan.
- **Portfolio:** Maintaining a record of artifacts, reflections, and milestones.
- **Final Product:** A research paper, creative performance, or physical prototype.
- **Public Presentation:** A final showcase of findings and products to a panel of experts and community members.

# 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 109**

# Differentiated Programs and Services
## Concurrent Enrollments Options

## 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 )

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 110 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 110 - 111.**

# 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 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.

### 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 can be reviewed by the OMI teacher or the student's counselor. To enroll in this opportunity, the counselor will place students in an OMI class. This class is monitored by a teacher and is a blended learning course where direct instruction takes place in-person on-site and the curriculum is digitally delivered asynchronously.

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

## 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 (AOA) 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. 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** | ***Theme: Self Awareness & Academic Planning***<br><br>***High School 101***<br>• Who is your counselor?<br>• Review Graduation Requirements<br>• Understanding your Transcript<br>• 4-Year Plan<br>• Getting Involved<br>• Interest Inventory<br>• Goal writing<br>• Xello platform training (log in and introduction) | ***High School 101:***<br>• Study Skills and Habits<br>• Getting Experience<br>• Transition to High School*<br>• School Subjects at Work*<br>• Time Management*<br>• Self-Advocacy*<br><br>***Interest Inventory:***<br>• Interests – Explore Career Matches (revisit Matchmaker assessment from 8th)<br>• Exploring Career Factors<br>*Xello Lessons: Decision Making & Personality Styles*<br><br>*Lessons with asterisks (*) should be done in middle school (MS), but should be completed during the start of 9th grade if not in MS.* | • Part of the High School 101 lesson to complement the Xello lessons.<br>• Goal Writing<br>• Xello Platform Training (log in and introduction) |
| **10th** | ***Theme: Career Awareness and Post-Secondary Aspirations***<br><br>• Plan for graduation requirements<br>  ▫ Discussion about menu of options/PSAT<br>• Career Exploration<br>• Explore and understand the pathways<br>• 4-year, community colleges, apprenticeships, certificates, tech schools and military<br>• Revisit goal writing<br>• Update portfolio\Storyboard (Building Your resume) | • Career Exploration: Career and lifestyle costs lesson<br>• Explore and Understand Pathways: Program prospects<br>• Updating Storyboard (Building Your Resume)<br>• Getting Experience | • Graduation Requirements & Menu of Options<br>• Goal Writing<br>• Professionalism 101 certificate and creating a sign-in for PPBEA site |

| | | | |
|---|---|---|---|
| **11th** | ***Theme: Post-Secondary Options and Employability Skills***<br>• Plan for graduation requirements<br>• Testing plan SAT, ACT, AP, etc.<br>• Explore and save:<br>  ▫ 3 careers<br>  ▫ 3 colleges<br>• Revisit goal writing and updating portfolio/Storyboard<br>• Additional activities based on group:<br>  ▫ 4-year<br>  ▫ 2-year<br>  ▫ Certificate/apprenticeships/technical/workforce<br>  ▫ Military groups. | • Save 3 careers on Xello + Career Demand Lesson<br>• Save 3 colleges on Xello + Choosing a College Lesson<br>• Workplace Skills & Attitudes Lesson<br>• Financial Aid Application (FAFSA/CASFA) | Testing Plan<br>Additional Activities based on post-secondary group (supported by college and career counselor):<br>• 4-year: learn about FAFSA, college applications, scholarships, interviewing and essay writing<br>• 2-year: learn about FAFSA, college applications, scholarships<br>• Certificates/apprenticeships/technical/workforce: Career Resume, applications, interviewing, career pathways.<br>• Military: Military pathways, ASVAB, ROTC options, NROTC scholarships<br>• Professionalism 101 certificate and creating a sign-in for PPBEA site |
| **12th** | ***Theme: Post-Secondary Options and Financial Literacy***<br>• Plan for graduation requirements/test retakes (menu of options)<br>• Financial literacy work (relevant to group student is in)<br>• Create and execute senior action plan (college/career counselor)<br>• District/Senior Exit Survey* | Lessons could be assigned based on the post-secondary plan group.<br><br>Defining Success, Career Backup Plans, Career Path Choices, Job Interviews. | Most activities, tasks, events and presentations will be led by college and career counselor with support from other school counselors<br>• 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)**

# 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 a social security number 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 a social security number 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 CAFSA. 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

- Expected Your Family Contribution (EFC)
- 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 of 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, but can make payments any 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 2025-2026 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. As a CSU Alliance partner, graduating seniors can apply for an Alliance award to CSU, up to $3,000 a year.

# D2 Promise Scholarship Program

If you graduate from a Harrison School District 2 high school, you can attend Pikes Peak State College (PPSC) with your tuition and fees fully covered through the D2 Promise Scholarship Program.

D2 Promise is a first-dollar scholarship, which means your tuition and required fees are paid before financial aid is applied. That allows grants like Pell and Colorado Student Grants to help with books, transportation, housing, and other college costs.

**What D2 Promise Covers**

- 100% of tuition and mandatory fees at Pikes Peak State College
- Coverage for up to three years or 60 credit hours
- Access to Promise Coaches who help you stay on track academically and personally

**Who Is Eligible**

You qualify if you:

- Graduate from a District 2 or eligible charter high school
- Attended a D2 high school for at least one year
- Enroll at PPSC within 16 months of graduation
- Complete the FAFSA or CASFA each year
- Apply for and use the College Opportunity Fund (COF)

**Why Students Choose D2 Promise**

- Start college debt-free
- Earn a certificate or degree faster
- Prepare for a good-paying career or transfer to a four-year university
- Stay local while getting strong academic and personal support

D2 Promise makes college possible—without the price tag.

Please visit https://d2promise.org/ for more information.

DISTRICT TWO HARRISON SCHOOLS

# Direct Admission

## Simple Path to College — No Applications Required

Direct Admission lets colleges offer admission and scholarships based on students' academic records — no essays, applications, or recommendation letters required. Eligible high school seniors create a Match profile and receive real college offers automatically.

### Eligibility

- Colorado high school seniors
- At least 3 years of high school grades on record
- Completion of a Match profile

### How It Works

1. Create a free Match profile.
2. Upload your transcript (counselor assistance available).
3. No applications or fees required.
4. Participating colleges review profiles and send admission offers and scholarship packages.
5. Students choose which offers to accept.

### Timeline

- Profiles reviewed on the 1st of each month
- Admission offers released about two weeks after review
- Students have 60 days to respond to offers
- Direct Admission runs throughout the academic year

### Accepting Offers

- Offers are non-binding.
- Students may accept multiple offers.
- Official enrollment occurs only after a student accepts an offer and completes the college's enrollment steps.
- Accepting an offer keeps options open — it does not lock students in.

### Scholarships

Many colleges attach merit-based scholarships to their offers. Award amounts vary; the program's goal is to make college more affordable from the outset.

### Participating College Partners

- University of Colorado, Colorado Springs
- Pikes Peak State College
- University of Northern Colorado
- Colorado State University Pueblo
- Western Colorado University
- Colorado Mesa University
- Fort Lewis College
- Adams State University

### Bottom Line

Streamlined, low-stress pathway to compare offers and make informed choices — Match Direct Admission is a free, no-risk opportunity for Colorado seniors to receive college admission and scholarship offers without applications. Create your Match profile and start reviewing offers. Talk to your school counselor for more details!

## 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.

**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. Students 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.

## 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 an administrator. Requests for teacher letters of recommendation for college applications must be done through Xello. All recommenders, regardless of reason for request, must be provided a completed BRAG sheet (available on Xello) and a copy of a student's resume. Recommenders should be given, at minimum, 2 weeks notice to complete the recommendation. Recommenders may decline recommendation requests from students based on personal discretion.

## 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 OFFICAL TRANSCRIPT can make their request through Xello or contact Stephanie Mijo (Career & College Counselor) at smijo@hsd2.org . UNOFFICAL TRANSCRIPTS can be accessed through Infinite Campus.

**District Name: Harrison 2**
**SIERRA HIGH SCHOOL Official Transcript**
School Code: 7882 Tel: (719)579-2090 Fax: (719)579-2506
2250 JET WING DR, COLORADO SPRINGS, CO 80916

**John Doe**
Student Number: xxxxxx Grade: 12
1060 Harrison RD , COLORADO SPRINGS, CO 80906
Generated on 01/13/2023 02:31:12 PM Page 1 of 1

**Student Information**

**Student Number:** xxxxxx **Grade:** 12
**Birthdate:** **Gender:**
**State ID:**
**Diploma Type:** Regular Diploma
**Diploma Date:**

**GPA Summary**

**Cumulative GPA** (Weighted) 3.666
**Class Rank** 20 of 225
**Cumulative GPA** (Unweighted) 3.666
**Class Rank** 20 of 225

1

**#3806 SIERRA HS**

| Course | Mark | Weight | Credit |
|---|---|---|---|
| **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 |

**#3806 SIERRA HS**

| Course | Mark | Weight | Credit |
|---|---|---|---|
| **2020-2021 Grade 11 Term 2** | | | |
| GEOMETRY | B | 0.5000 | 0.5 |
| PHYSICAL SCIENCE | A | 0.5000 | 0.5 |
| US HISTORY | B | 0.5000 | 0.5 |
| ZOOLOGY | A | 0.5000 | 0.5 |
| **Credit: 3.000 GPA: 3.57 U/W GPA: 3.57** | | | |
| **2021-2022 Grade 12 Term 1** | | | |
| ENGLISH IV | A | 0.5000 | 0.5 |
| INTRO CULINARY ARTS | A | 0.5000 | 0.5 |
| 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** | | | |
| **2021-2022 Grade 12 Term 2** | | | |
| CERAMICS | A | 0.5000 | 0.5 |
| ENGLISH IV | A | 0.5000 | 0.5 |
| PHOTOGRAPHY | A | 0.5000 | 0.5 |
| SAFETY & SANITATION | A | 0.5000 | 0.5 |
| STUDENT GOVN/LEADERSHIP | B | 0.5000 | 0.5 |
| STUDY SKILLS | A | 0.5000 | 0.5 |
| **Credit: 3.000 GPA: 3.83 U/W GPA: 3.83** | | | |

**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** |

3

**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:

**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**

Credit Received
GPA for Semester
Course Name
Grade for Class
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**_____

# CAREER AND TECHNICAL EDUCATION

## 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 CTE 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 (Digital Arts, Communications, and Theatre Technologies)
- 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 create viable lanes from high school, to workforce, to college, to careers.

| 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 2 | Accounting Principles I (A/B) | 1203011 | Year |
| Level 3 | Principles of Advertising (A) | 1203012 | Year |
| Level 3 | Principles of Management (B) | 1203013 | Year |
| Level 4 | Business Work Study | 9909460 | Semester |
| Level 4 | Business Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs: ***DECA (Marketing) or *FBLA (Finance)** | | | |

**INTRO TO BUSINESS** CTE STEM
**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 STEM
**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.

**ACCOUNTING PRINCIPLES I** CTE
**1203011 SCED 12104**
**Prerequisite: Intro to Business**
Introduces accounting principles for understanding the theory and logic that underlie procedures and practices for business organizations. Major topics include the accounting cycle for service and merchandising companies, internal control principles and practices, notes and interest, inventory systems and costing, and plant and intangible asset accounting.

**PRINCIPLES OF ADVERTISING** CTE
**1203012 SCED 12165**
**Prerequisite: Principles of Marketing or Accounting Principles 1**
Examines the principles and practices of advertising and its relationship to business in order to promote a business or organization. Areas of major emphasis include advertising principles, strategies, media, copy and layout, and ethical considerations.

**PRINCIPLES OF MANAGEMENT** CTE
**1203013 SCED 12055**
**Prerequisite: Principles of Advertising**
Provides an overview of the principles of management. Emphasis is on the primary functions of planning, organizing, staffing, leading and controlling with a balance between the behavioral and operational approaches.

| Pathway: Construction Trades | | | |
|---|---|---|---|
| **Rigor Level** | **Course Name** | **Course ID** | **Commitment** |
| Level 1A | Principles of Construction (A) (CORE) | 1201704 | Semester (Double Block) |
| Level 2B | Construction Technology (B) (Carpentry) | 1201705 | Semester (Double Block) |
| Level 2B | Mechanical, Electrical & Plumbing Systems (B) | 1201706 | Semester (Double Block) |
| Level 3 | Construction Systems (A) | 1201707 | Semester (Double Block) |
| Level 4 | Construction Technology II (B) | 1201708 | Semester (Double Block) |
| Level 4 | Construction Work Study | 9909460 | Semester |
| Level 4 | Construction Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs: ***SkillsUSA** | | | |

**PRINCIPLES OF CONSTRUCTION – CORE** CTE STEM
**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 I** CTE STEM
**1201705 SCED 17999**
**Prerequisite Principles of Construction**
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.

**MECHANICAL, ELECTRICAL, AND PLUMBING SYSTEMS** CTE STEM
**1201706 SCED 17057**
**Prerequisite: Principles of Construction (CORE)**
Prepares students for electrical, plumbing, and HVAC careers by introducing students to the physical principles of these systems and the fundamental skills needed to work with them. Upon completion of this course, proficient students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits, as well as demonstrate understanding in fundamental concepts of electricity theory (i.e. Ohm's Law). Students will be able to apply proper tools and procedures to perform basic operations with plastic piping, including measuring, cutting, and joining pipe. Furthermore, students will be able to apply mathematics concepts to solve HVAC, electrical, and plumbing problems. This course is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

**CONSTRUCTION SYSTEMS** 

**1201707 SCED 17017**
**Prerequisite: Construction – Construction Technology or Mechanical, Electrical, and Plumbing Systems**
Prepares students in this class will learn about various facets of construction in both a classroom and hands-on setting. This program of study is intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, framing systems, and electrical systems.

**CONSTRUCTION TECHNOLOGY II** 

**1201706 SCED 17999**
**Prerequisite: Construction – Construction Systems**
Prepares students to gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

| 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 2351 – Multilingual Learners | 1275198 | Semester |
| Level 3B | CE: EDU 2611 – Teaching, Learning, and Tech | 1275196 | Semester |
| Level 3 | Work Study | 9909460 | Semester |
| Level 4 | Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs:<br>***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.

| Pathway: Engineering | | | |
|---|---|---|---|
| **Rigor Level** | **Course Name** | **Course ID** | **Commitment** |
| Level 1 | PLTW: Introduction to Engineering Design (A/B) | 0404123 | Year |
| Level 1 | Junior Space Entrepreneur Program (JSEP) (A/B) | 0490000 | Year |
| Level 2 | PLTW: Principles of Engineering (A/B) | 0404124 | Year |
| Level 3 | PLTW: Aerospace Engineering (A/B) | 0404126 | Year |
| Level 3 | PLTW: Computer Integrated Manufacturing (A/B) | 0404129 | 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 (IED)** 


**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.

**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 PRINCIPLES OF ENGINEERING (POE)** 


**0404124 SCED 21017**

**Prerequisite: IED or JSEP**

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 (AE)**   
**0404126 SCED 21019**
**Prerequisite: POE**
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 COMPUTER INTEGRATED MANUFACTURING (CIM)**  
**0404129 SCED 21022**
**Prerequisite: POE**
Following Project Lead the Way's suggested curriculum, PLTW Computer Integrated Manufacturing (CIM) course focuses on students building upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems.

**PLTW ENGINEERING DESIGN AND DEVELOPMENT**   
**0404127 SCED 21025**
**Prerequisite: AE or CIM**
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.

| Pathway: Fashion and Interior Design | | | |
|---|---|---|---|
| **Rigor Level** | **Course Name** | **Course ID** | **Commitment** |
| Level 1 | Design Seminar I (A) | 1209800 | Year |
| Level 1 | Design Seminar II (B) | 1209801 | Year |
| Level 2 | Fashion Design and Merchandising I | 1209769 | Year |
| Level 2 | Fashion Design and Merchandising II | 1209770 | Year |
| Level 2 | Interior Design I (A) (Residential) | 1209712 | Year |
| Level 2 | Interior Design II (B) (Commercial/Industrial) | 1209725 | Year |
| Level 3 | FACS Leadership (A/B) | 1209774 | Year |
| Level 4 | Work Study | 9909460 | Semester |
| Level 4 | Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs:<br>***Family, Career, and Community Leaders of America (FCCLA)** | | | |

**DESIGN SEMINAR I** 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.

**DESIGN SEMINAR II** CTE
**1209801 SCED 05193**
**Prerequisite: Design Seminar** I
This course expands upon the foundational skills introduced in Design Seminar 1. Students continue to explore design applications in fashion, interiors, and visual communication through more advanced, hands-on, and career-connected projects. Emphasis is placed on fashion construction, interior design problem-solving, sustainability, marketing, and professional preparation. Students apply design principles in real-world contexts and develop employability skills through career exploration, résumé writing, and portfolio creation. FCCLA integration provides leadership and competition opportunities.

**FASHION DESIGN AND MERCHANDISING I** CTE
**1209769 SCED 05190**
**Prerequisite Design Seminar II**
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: Fashion Design and Merchandising I**
Fashion Design and Merchandising 2 is designed 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.

**INTERIOR DESIGN I** CTE
**1209712 SCED 05193**
**Prerequisite: Design Seminar II**
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.

**INTERIOR DESIGN II** CTE
**1209725 SCED 05193**
**Prerequisite: Interior Design 1**
Interior Design 2 is designed 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 on commercial design. Students integrate knowledge, skills and practices to evaluate potential career opportunities. Areas of focus include: Introduction to Residential and Commercial Design; Design Drawings; Professional Practices/Education; Design Elements and Principles; and the Design Process.

**FACS LEADERSHIP** CTE
**1209774 SCED 19299**
**Prerequisite: Interior Design 2, Fashion Design and Merchandising 2, or ProStart 1**
FACS Leadership focuses on leadership skills for contemporary organizations. Covers development and communication for a shared vision to motivate and empower employees to manage conflict, negotiate, and develop teams.

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

**INTRO TO HEALTH SCIENCES**  

**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**  

**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**  

**1209762 SCED 14002**

**Prerequisite: Anatomy and Physiology**

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**  

**1209763 SCED 14062**

**Prerequisite: Anatomy and Physiology**

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.

| Pathway: Hospitality and Food Production | | | |
|---|---|---|---|
| **Rigor Level** | **Course Name** | **Course ID** | **Commitment** |
| Level 1 | Culinary Essentials 1 (A) | 1206116 | Year |
| Level 2 | Culinary Essentials 2 (B) | 1206117 | Year |
| Level 2 | ProStart 1 (A/B) | 1209776 | Year |
| Level 3 | Baking & Pastry Arts (A/B) | 1209777 | Year |
| Level 3 | FACS Leadership (A/B) | 1209774 | Year |
| Level 4 | Work Study | 9909460 | Semester |
| Level 4 | Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs:<br>***Family, Career, and Community Leaders of America (FCCLA)** | | | |

**CULINARY ESSENTIALS I** 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.

**CULINARY ESSENTIALS II** CTE STEM
**1209775 SCED 16056**
**Prerequisite: Culinary Essentials 1**
Designed for students interested in exploring culinary careers, and to advance them to the next level of food preparation. The students will have the opportunity to prepare menu items that involve more detailed procedures, and practice techniques used in the culinary field. They will: Classify pasta types and create fresh pasta dishes. Prepare and evaluate nutritional value of various types of meats. Select herbs and spices to enhance flavors of foods. Apply techniques used in cake and cookie decorating. Develop skills in preparing advanced yeast breads and pastries. Identify the origins and prepare foods from different regions and cultures. Emphasize presentation throughout the course.

**PROSTART I** CTE STEM
**1209776 SCED 16056**
**Prerequisite: Culinary Essentials 2**
Introduces students to a competency-based foodservice and hospitality management curriculum. Students will study culinary arts, restaurant and lodging management, employability skills, and business entrepreneurship coupled with paid mentored work internships in a broad spectrum of industry restaurant, foodservice, and lodging operations.

**BAKING AND PASTRY ARTS** CTE
**1209777 SCED 16056**
**Prerequisite: ProStart 1**
Introduces students to the fundamental techniques, creativity, and precision involved in the art of baking and pastry creation. Designed for high school students with an interest in culinary arts, this hands-on course covers everything from basic baking skills to advanced pastry techniques. Throughout the year, students will explore the science behind baking, learn to prepare a variety of baked goods such as breads, cakes, cookies, and pastries, and develop an understanding of ingredients, equipment, and safety practices. Emphasis will be placed on learning proper mixing, measuring, and baking methods while honing artistic presentation skills for pastries and desserts. Students will be expected to work both individually and in teams, building critical problem-solving and collaboration skills. By the end of the course, students will have gained the expertise and confidence to produce a wide range of delicious and visually appealing baked goods, while also having the opportunity to showcase their creations in a final class baking showcase. Whether pursuing a career in the culinary field or simply enhancing baking skills for personal enjoyment, students will leave this class with a deep appreciation for the art of baking and pastry.

**FACS LEADERSHIP** CTE
**1209774 SCED 19299**
**Prerequisite: Interior Design 2, Fashion Design and Merchandising 2, or ProStart 1**
FACS Leadership focuses on leadership skills for contemporary organizations. Covers development and communication for a shared vision to motivate and empower employees to manage conflict, negotiate, and develop teams.

| Pathway: Information Technology | | | |
|---|---|---|---|
| **Rigor Level** | **Course Name** | **Course ID** | **Commitment** |
| Level 1 | Computer Science Foundations | 1209761 | Year |
| Level 2 | Cybersecurity I | 0405712 | Year |
| Level 2 | Coding I (A/B) | 1207978 | Year |
| Level 2 | Web Design Foundations (A/B) | 1207979 | Year |
| Level 3 | Cyber Security II (A/B) | 1207980 | Year |
| Level 3 | Mobile App Development (A/B) | 1207981 | Year |
| Level 3 | Networking (A/B) | 1209768 | Year |
| Level 4 | Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs:<br>***Technology Student Association (Robotics); *CyberPatriot (CP Optional)** | | | |

**COMPUTER SCIENCE FOUNDATIONS** CTE STEM
**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 I** CTE STEM
**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.

**CODING I** CTE
**1207978 SCED 10011**
**Prerequisite: Computer Science Foundations**
Coding 1 is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into

coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

**WEB DESIGN FOUNDATIONS** CTE
**1207979 SCED 05254**
**Prerequisite: Computer Science Foundations**
Web Design Foundations allows students to utilize design software to develop skills in the creation of website designs and content. Students will learn the basic concepts of digital citizenship, client relations, site mapping, copyright/licensing, design and layout composition, branding, coding, file management, problem solving, and publishing content for the web.

**CYBER SECURITY II** CTE 

**1207980 SCED 10020**
**Prerequisite: Cyber Security 1**
Cyber Security 2 challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

**MOBILE APP DEVELOPMENT** CTE
**1207981 SCED 10206**
**Prerequisite: Coding 1**
Mobile App Development is a course intended to teach students the basic concepts and skills of mobile app design. The course places an emphasis on the history of mobile technologies, design and development methodologies, code for mobile applications, application lifecycles, APIs, mobile device controls, user interfaces, deployment, publishing for mobile devices, developer tools, and career development. Upon completion of this course, proficient students will demonstrate an understanding of mobile app development concepts.

**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.

| Pathway: Design and Multimedia Arts (Media Arts) | | | |
|---|---|---|---|
| **Rigor Level** | **Course Name** | **Course ID** | **Commitment** |
| Level 1 | Multimedia Design and Communications | 1209749 | Year |
| Level 2 | Graphic Design I | 1209810 | Year |
| Level 2 | Commercial Photography I | 1208160 | Year |
| Level 3 | Graphic Design II | 1207982 | Year |
| Level 3 | Commercial Photography II | 1208161 | Year |
| Level 4 | Work Study | 9909460 | Semester |
| Level 4 | Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs: ***SkillsUSA or *TSA** | | | |

**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 I** CTE
**1209810 SCED 11154**
**Prerequisite: Multimedia Design and Communications**
Graphic Design students are introduced to the variety of programs and occupations in the arts, audio/video technology, and communication 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.

**COMMERICIAL PHOTOGRAPHY I** CTE STEM
**1208160 SCED 05167**
**Prerequisite: Multimedia Design and Communications**
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.

**GRAPHIC DESIGN II** CTE STEM
**1207982 SCED 11154**
**Prerequisite: Graphic Design 1**
Design portfolios are expanded upon and improved in this second year of Graphic Design and Illustration. There is study of college art and media programs. More time is spent learning advanced concepts in illustration and the advertising and media business as well as new software programs while continuing to hone skills in image editing and digital photography. Large format printing of projects is common in this class.

**COMMERICIAL PHOTOGRAPHY II** 


**1208161 SCED 05167**

**Prerequisite: Commercial Photography 1**

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.

| Pathway: Digital Media and Communications (Media Arts) | | | |
|---|---|---|---|
| **Rigor Level** | **Course Name** | **Course ID** | **Commitment** |
| Level 1 | Multimedia Design and Communications | 1209749 | Year/Semester |
| Level 2 | Audio/Video Production I | 1209750 | Year |
| Level 2 | Television Production | 1207983 | Year |
| Level 3 | Audio/Video Production II | 1209773 | Year |
| Level 3 | Adobe Illustrator | 1209771 | Year |
| Level 3 | Adobe Photoshop | 1209772 | Year |
| Level 4 | Work Study | 9909460 | Semester |
| Level 4 | Internship | 9909461 | Semester |
| Career and Technical Student Organizations (CTSOs)/Clubs: ***SkillsUSA or *TSA** | | | |

**MULTIMEDIA DESIGN AND COMMUNICATION** CTE STEM
**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.

**AUDIO/VIDEO PRODUCTION I** CTE STEM
**1209750 SCED 11051**
**Prerequisite: Multimedia Design and Communications**
Audio/Video 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.

**TELEVISION PRODUCTION** CTE
**1207983 SCED 11103**
Television Production introduces students to the essential components of TV broadcast production, including the use of microphones, cameras, video tape recorder-editors, switchers and lighting equipment. The basics of editing and chroma key (blue screen) techniques are also introduced. Students gain practical experience producing their own video projects in the studio.

**AUDIO/VIDEO PRODUCTION II** CTE STEM
**1209773 SCED 11051**
**Prerequisite: A/V Pro 1 or Television Pro**
Audio/Video Production 2 students will explore the Audio and Video production industry and its 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.

**ADOBE ILLUSTRATOR**  
**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**  
**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.

| Pathway: Theatre Technology (Media Arts) | | | |
|---|---|---|---|
| **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 STEM
**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 STEM
**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 STEM
**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).

| 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 STEM
**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 STEM
**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 STEM
**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 STEM
**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.

# Course Offerings/Description

## Symbol Key:

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

**NCAA Approved Course:** NCAA

**STEM Endorsement Approved Course:** STEM

**Career Technical Classes:** CTE

**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** NCAA

**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 |
| 0200905 | PERSONAL FINANCE II | | ✓ | ✓ | ✓ | | | Sem | .50 |
| 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** NCAA
**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**
**0200905 SCED 19262**
This course emphasizes strategic savings, credit management, investment planning, and risk evaluation to prepare students for long-term financial success. Students will engage in deeper analysis of money management practices and apply financial principles to real-world scenarios, including planning for future goals and financial security. Topics may include advanced savings strategies, creditworthiness and debt management, investment portfolios, risk assessment, and long-term financial planning. These courses may also explore the impact of economic trends and global markets on personal financial decisions.

**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 |
| 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 |

| College Math Courses | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Course No. | Course Title | Grade Levels | | | | College | | Prereq. | Course length | HS Credit |
| | | 9 | 10 | 11 | 12 | Y1 | Y2 | | | |
| 1262157 | MAT 1140 – CAREER MATH (PPSC) | | | ✓ | ✓ | ✓ | ✓ | | Sem | 1.50 |
| 1263500 | MAT 1160 – FINANCIAL MATHEMATICS (PPSC) | | | ✓ | ✓ | ✓ | ✓ | | Sem | 1.50 |
| 1262152 | MAT 1240 – MATH FOR THE LIBERAL ARTS MA1 (PPSC) | | | ✓ | ✓ | ✓ | ✓ | | Sem | 1.50 |
| 1262201 | MAT 1260 – INTRODUCTION TO STATISTICS MA1 (PPSC) | | | ✓ | ✓ | ✓ | ✓ | | Sem | 1.50 |

**AP CALCULUS AB** NCAA STEM
**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** NCAA STEM
**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.

**MATHEMATICAL MODELING & REASONING** 

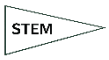
**0303160 SCED 02138**
**Prerequisite Geometry**
The Mathematical Modeling and Reasoning (MMR) course is designed to promote reasoning, problem-solving, and mathematical modeling through thematic units focused on the Standards for Mathematical Practice, reinforcing and extending content from Number and 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.

## COLLEGE MATH COURSES

**MAT 1140 – CAREER MATH** 
**1262157 SCED 02152**
**3 Credit Hour(s) – 45 Contact Hours (Lecture)**
**Prerequisite College Readiness in Career Math**
Covers material designed for career and technical students who need to study particular mathematical topics. Topics include measurement, algebra, geometry, statistics, and graphs. These are presented at an introductory level and the emphasis is on applications.

**MAT 1160 – FINANCIAL MATHEMATICS** 
**1263500 SCED 12103**
**3 Credit Hour(s) – 45 Contact Hours (Lecture)**
**Prerequisite College Readiness in Career Math**
Covers the fundamentals of financial mathematics. Topics include pricing, taxes, insurance, interest, annuities, amortization, and investments.

**MAT 1240 – MATHEMATICS FOR THE LIBERAL ARTS MA1** 
**1262152 SCED 02002**
**4 Credit Hour(s) – 60 Contact Hours (Lecture)**
**Prerequisite College Readiness in Quantitative Literacy Math**
Highlights connections between mathematics and the society in which we live and is intended for liberal arts majors. Topics include set theory and logic, mathematical modeling, probability and statistical methods, and consumer mathematics.

**MAT 1260 – INTRODUCTION TO STATISTICS MA1**


**1262201 SCED 02201**
**3 Credit Hour(s) – 45 Contact Hours (Lecture)**
**Prerequisite College Readiness in Quantitative Literacy Math**
Introduces descriptive and inferential statistics, with an emphasis on critical thinking and statistical literacy. Topics include methods of data collection, presentation and summarization, introduction to probability concepts and distributions, and statistical inference of one and two populations. This course uses real world data to illustrate applications of a practical nature.

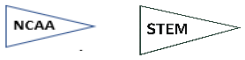
# Natural/ Physical Science

| 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 |

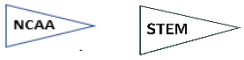
**ANATOMY & PHYSIOLOGY** NCAA STEM
**0414530 SCED 03053**
**Prerequisite Biology**
Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its 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** NCAA STEM
**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** NCAA STEM
**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** 

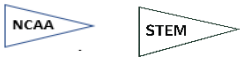
**0424630 SCED 03155**
**Prerequisite Algebra II**
AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through 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** 

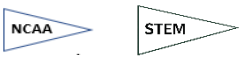
**0404128 SCED 03006**
Meteorology courses examine the properties of the earth's atmosphere. Topics usually include atmospheric layering, changing pressures, winds, water vapor, air masses, fronts, temperature changes and weather forecasting.

**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** NCAA

**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** NCAA

**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** NCAA

**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** NCAA
**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 | INTRODUCTION TO PHYSICAL EDUCATION | ✓ | ✓ | ✓ | ✓ | | | Sem | .50 |
| 0707112 | LIFELONG FITNESS | ✓ | ✓ | ✓ | ✓ | | | Sem | .50 |
| 0707116 | TEAM SPORTS | ✓ | ✓ | ✓ | ✓ | | | 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.

**INTRODUCTION TO PHYSICAL EDUCATION**
**0707110 SCED 08001**
Intro to PE is designed to give students a well-rounded physical education experience that builds skill, fitness, and lifelong healthy habits. Through a balanced mix of team sports, individual and dual activities, lifelong fitness practices, and rhythmic/dance units, students will develop motor skills, teamwork, sportsmanship, and personal fitness.

**LIFELONG FITNESS**
**0707112 SCED 08001**
Lifelong Fitness is a 0.5 credit course focused on building sustainable habits for lifelong health through a variety of activity-based units. Students learn practical skills, movement techniques, and wellness strategies to support ongoing physical activity and well-being. The units covered are racket sports, group fitness, individual sports, and yard games.

**TEAM SPORTS**
**0707116 SCED 08002**
Team Sports is a semester long course that introduces students to a diverse range of team-based activities, including traditional, non-traditional, and international sports. Through skill development, strategy, and game play, students build teamwork, communication, sportsmanship, and leadership.

**WEIGHTS & COND**
**0707250 SCED 08009**
**Prerequisite Introduction to Physical Education**
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 | | | | |
| **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** | | | | | | | | | |
| 0808220 | ADVANCE THEATRE | | ✓ | ✓ | ✓ | | | Year | 1.00 |
| 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 |

| 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 |
| 0707532 | AFJROTC DRILL & CEREMONIES | ✓ | ✓ | ✓ | ✓ | | ✓ | Year | 1.00 |
| ELECTIVES/OTHER | | | | | | | | | |
| 0994000 | EDUCATION AND HUMAN SERVICES | ✓ | ✓ | ✓ | ✓ | | | Sem | .50 |
| 0101009 | FILM LITERATURE | | ✓ | ✓ | ✓ | | | Sem | .50 |
| 9908900 | FRESHMAN SEMINAR | ✓ | | | | | | Year | .50 |
| 0404122 | FORENSIC SCIENCE | | ✓ | ✓ | ✓ | | | Sem | .50 |
| 9908101 | JUNIOR SEMINAR | | | ✓ | | | | Year | .50 |
| 0101012 | LITERACY FOR LIFE | | | ✓ | ✓ | | | Year | 1.00 |
| 0101011 | MYTHOLOGY & FOLKLORE | ✓ | ✓ | ✓ | ✓ | | | Sem | .50 |
| 9922106 | SENIOR SEMINAR | | | | ✓ | | | Year | .50 |
| 9908500 | PEER PARTNERS | | ✓ | ✓ | ✓ | | | Year | 1.00 |
| 9908100 | SOPHMORE SEMINAR | | ✓ | | | | | Year | .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 |

## 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 paining, 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

**ADVANCE THEATRE**
**0808220 SCED 05052**
This course is an in-depth study of all phases of the acting process. Students will learn to analyze characters, analyze plays and do dramatic criticism. Students will have a chance to work on playwriting, directing, experimental theatre, dialects, and more. Students will also work on all aspects of a full-length production, which may require some after-school time commitment.

**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.

**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 and Teacher Recommendation**
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.

**AFJROTC Drill & Ceremonies**
**0707532 SCED 09003**
**Prerequisite Concurrent Enrollment in AFJROTC 1, 2, 3 or 4**
AFJROTC Drill and Ceremonies is a Drill-only AFJROTC course. The Drill and Ceremonies manual is used to teach the Drill Curriculum course by providing an in-depth introduction to drill and ceremonies. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice. Cadets are provided detailed instruction on ceremonial performances and protocol for civilian and military events. Cadets participate in the performance of Armed Drill, Unarmed Drill (including Sabre Drill), and Color Guard. Cadets are placed on performance teams for each of these areas and exhibit their skill at multiple performances and competitions throughout the year including school pep rallies, athletic events, and national competitions.

## 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 seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.
At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.
Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.

**JUNIOR SEMINAR**
**9908101 SCED 19258**
This year-long seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.
At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.
Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.
**A specific component of Junior Seminar is Capstone. The Capstone project is the culminating learning project which highlights how the student has grown in and applied the transferable skills to their learning in order to plan for the life they are striving to achieve. Capstone is a required component for graduation.

**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)s with disabilities and their peers, without disabilities (Interns). The Intern would be assigned to one or more Student(s)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)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**
**9922106 SCED 22106**
This year-long seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.
At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.
Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.

**SOPHMORE SEMINAR**
**9908100 SCED 19258**
This year-long seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.
At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include

exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.

Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.

**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 | | | | | |
| 1203011 | ACCOUNTING PRINCIPLES I | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 1209771 | ADOBE ILLUSTRATOR | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS |
| 1209772 | ADOBE PHOTOSHOP | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS |
| 0414530 | ANATOMY AND PHYSIOLOGY | | ✓ | ✓ | ✓ | | ✓ | 1 Year | 1.00 | HHS & SHS |
| 1208130 | ANIMATION I | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS |
| 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 |
| 1209777 | BAKING AND PASTRY ARTS | | | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 1207978 | CODING I | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 1208160 | COMMERCIAL PHOTOGRAPHY I | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & SHS |
| 1208161 | COMMERCIAL PHOTOGRAPHY II | | | ✓ | ✓ | | ✓ | 1 Year | 1.00 | HHS & SHS |
| 1209761 | COMPUTER SCIENCE FOUNDATIONS | ✓ | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 1201707 | CONSTRUCTION SYSTEMS (DOUBLE BLOCKED) | | ✓ | ✓ | ✓ | | | Sem | 1.00 | *HHS & SHS |
| 1201705 | CONSTRUCTION TECHNOLOGY (DOUBLE BLOCKED) | | ✓ | ✓ | ✓ | | ✓ | Sem | 1.00 | *HHS & SHS |
| 1201708 | CONSTRUCTION TECHNOLOGY II (DOUBLE BLOCKED) | | ✓ | ✓ | ✓ | | ✓ | Sem | 1.00 | *HHS & SHS |
| 1206116 | CULINARY ESSENTIALS | ✓ | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & SHS |
| 1209775 | CULINARY ESSENTIALS II | ✓ | ✓ | ✓ | | | | Sem | .50 | HHS & SHS |
| 0405712 | CYBERSECURITY | | ✓ | ✓ | ✓ | | ✓ | 1 Year | 1.00 | SHS |
| 1207980 | CYBER SECURITY II | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 1209800 | DESIGN SEMINAR | ✓ | ✓ | ✓ | ✓ | | | Sem | .50 | *HHS & SHS |
| 1209801 | DESIGN SEMINAR II | ✓ | ✓ | ✓ | ✓ | | | Sem | .50 | *HHS & SHS |
| 0994000 | EDUCATION EXPLORATION | | ✓ | | | | | Sem | .50 | HHS & SHS |
| 1209774 | FACS LEADERSHIP | | | ✓ | ✓ | | | 1 Year | 1.00 | HHS & SHS |
| 1209769 | FASHION DESIGN AND MERCHANDISING I | | ✓ | ✓ | ✓ | | ✓ | Sem | .50 | HHS |
| 1209770 | FASHION DESIGN AND MERCHANDISING II | | ✓ | ✓ | ✓ | | ✓ | Sem | .50 | HHS |

| CAREER AND TECHNICAL EDUCATION Cont. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Course No. | Course Title | Grade levels | | | | NCAA | Prereq | Course Length | Credit | School Offered |
| | | 9 | 10 | 11 | 12 | | | | | |
| 1208180 | FOUNDATION OF PRODUCTION DESIGN & PERFORMANCE | ✓ | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 1209810 | GRAPHIC DESIGN | | ✓ | ✓ | ✓ | | ✓ | Sem | .50 | HHS & SHS |
| 1207982 | GRAPHIC DESIGN II | | | ✓ | ✓ | | | 1 Year | 1.00 | HHS & 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 |
| 1201706 | MECHANICAL, ELECTR, & PLUMBING (DOUBLE BLOCKED) | | ✓ | ✓ | ✓ | | | Sem | 1.00 | *HHS & SHS |
| 1207981 | MOBILE APP DEVELOPMENT | | | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 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 | HHS & *SHS |
| 1208182 | PERFORMANCE & COMMUNICATIONS | | | ✓ | ✓ | | | 1 Year | 1.00 | SHS |
| 0404129 | PLTW COMPUTER INTGRD MFG | | | ✓ | ✓ | | | 1 Year | 1.00 | HHS |
| 0404123 | PLTW INTRO TO ENGINEERING DESIGN | ✓ | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & SHS |
| 0404124 | PLTW PRINCIPLES OF ENGINEERING | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & SHS |
| 0404126 | PLTW AEROSPACE ENGINEERING | | | ✓ | ✓ | | ✓ | 1 Year | 1.00 | *HHS & SHS |
| 0404127 | PLTW ENGINEERING DESIGN AND DEVELOPMENT | | | | ✓ | | ✓ | 1 Year | 1.00 | HHS |
| 1203012 | PRINCIPLES OF ADVERTISING | | | ✓ | ✓ | | | Sem | .50 | SHS |
| 1201704 | PRINCIPLES OF CONSTRUCTION – CORE (DOUBLE BLOCKED) | | ✓ | ✓ | ✓ | | ✓ | Sem | 1.00 | *HHS & SHS |
| 1106900 | PRINCIPLES OF MARKETING | | ✓ | ✓ | ✓ | | ✓ | 1 Year | 1.00 | SHS |
| 1203013 | PRINCIPLES OF MANAGEMENT | | | ✓ | ✓ | | | Sem | .50 | SHS |
| 1209776 | PROSTART I | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & *SHS |
| 1209763 | SPORTS MEDICINE | | | ✓ | ✓ | | | 1 Year | 1.00 | HHS & *SHS |
| 1208183 | STAGE PRODUCTION MANAGEMENT | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & *SHS |
| 1208181 | TECHNICAL THEATRE | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & *SHS |
| 1207983 | TELEVISION PRODUCTION | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | HHS & SHS |
| 1207979 | WEB DESIGN FOUNDATIONS | | ✓ | ✓ | ✓ | | | 1 Year | 1.00 | SHS |

*** Host school for eligible students / bussing across campus**

# CAREER & TECHNICAL EDUCATION CTE

**ACCOUNTING PRINCIPLES I** CTE
**1203011 SCED 12104**
**Prerequisite: Intro to Business**
Introduces accounting principles for understanding the theory and logic that underlie procedures and practices for business organizations. Major topics include the accounting cycle for service and merchandising companies, internal control principles and practices, notes and interest, inventory systems and costing, and plant and intangible asset accounting.

**ADOBE ILLUSTRATOR** CTE STEM
**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 STEM
**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.

**ANAT/PHYSIOLOGY** CTE STEM
**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 STEM
**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** 

**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** 

**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** 

**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** 

**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** 

**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.

**BAKING AND PASTRY ARTS** 

**1209777 SCED 16056**
**Prerequisite: ProStart 1**
Introduces students to the fundamental techniques, creativity, and precision involved in the art of baking and pastry creation. Designed for high school students with an interest in culinary arts, this hands-on course covers everything from basic baking skills to advanced pastry techniques. Throughout the year, students will explore the science behind baking, learn to prepare a variety of baked goods such as breads, cakes, cookies, and pastries, and develop an understanding of ingredients, equipment, and

safety practices. Emphasis will be placed on learning proper mixing, measuring, and baking methods while honing artistic presentation skills for pastries and desserts. Students will be expected to work both individually and in teams, building critical problem-solving and collaboration skills. By the end of the course, students will have gained the expertise and confidence to produce a wide range of delicious and visually appealing baked goods, while also having the opportunity to showcase their creations in a final class baking showcase. Whether pursuing a career in the culinary field or simply enhancing baking skills for personal enjoyment, students will leave this class with a deep appreciation for the art of baking and pastry.

**CODING I** 

**1207978 SCED 10011**
**Prerequisite: Computer Science Foundations**
Coding 1 is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

**COMMERICIAL PHOTOGRAPHY I** 

**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.

**COMMERICIAL PHOTOGRAPHY II** 

**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** 

**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 SYSTEMS** 

**1201707 SCED 17017**
**Prerequisite: Construction – Construction Technology or Mechanical, Electrical, and Plumbing Systems**
Prepares students in this class will learn about various facets of construction in both a classroom and hands-on setting. This program of study is intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, framing systems, and electrical systems.

**CONSTRUCTION TECHNOLOGY I** 

**1201705 SCED 17999**
**Prerequisite: Principles of 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.

**CONSTRUCTION TECHNOLOGY II** 

**1201706 SCED 17999**
**Prerequisite: Construction – Construction Systems**
Prepares students to gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

**CULINARY ESSENTIALS** 

**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.

**CULINARY ESSENTIALS II** 

**1209775 SCED 16056**
**Prerequisite: Culinary Essentials 1**
Designed for students interested in exploring culinary careers, and to advance them to the next level of food preparation. The students will have the opportunity to prepare menu items that involve more detailed procedures, and practice techniques used in the culinary field. They will: Classify pasta types and create fresh pasta dishes. Prepare and evaluate nutritional value of various types of meats. Select herbs and spices to enhance flavors of foods. Apply techniques used in cake and cookie decorating. Develop skills in preparing advanced yeast breads and pastries. Identify the origins and prepare foods

from different regions and cultures. Emphasize presentation throughout the course.

**CYBERSECURITY** 

**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.

**CYBER SECURITY II** 

**1207980 SCED 10020**
**Prerequisite: Cyber Security 1**
Cyber Security 2 challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

**DESIGN SEMINAR** 

**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.

**DESIGN SEMINAR II** 

**1209801 SCED 05193**
**Prerequisite: Design Seminar** I
This course expands upon the foundational skills introduced in Design Seminar 1. Students continue to explore design applications in fashion, interiors, and visual communication through more advanced, hands-on, and career-connected projects. Emphasis is placed on fashion construction, interior design problem-solving, sustainability, marketing, and professional preparation. Students apply design principles in real-world contexts and develop employability skills through career exploration, résumé writing, and portfolio creation. FCCLA integration provides leadership and competition opportunities.

**EDUCATION EXPLORATION** 

**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.

**FACS LEADERSHIP** CTE
**1209774 SCED 19299**
**Prerequisite: Interior Design 2, Fashion Design and Merchandising 2, or ProStart 1**
FACS Leadership focuses on leadership skills for contemporary organizations. Covers development and communication for a shared vision to motivate and empower employees to manage conflict, negotiate, and develop teams.

**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.

**GRAPHIC DESIGN II** CTE
**1207982 SCED 11154**
**Prerequisite: Graphic Design 1**
Design portfolios are expanded upon and improved in this second year of Graphic Design and Illustration. There is study of college art and media programs. More time is spent learning advanced concepts in illustration and the advertising and media business as well as new software programs while continuing to hone skills in image editing and digital photography. Large format printing of projects is common in this class.

**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.

**MECHANICAL, ELECTRICAL, AND PLUMBING SYSTEMS** CTE STEM
**1201706 SCED 17057**
**Prerequisite: Principles of Construction (CORE)**
Prepares students for electrical, plumbing, and HVAC careers by introducing students to the physical principles of these systems and the fundamental skills needed to work with them. Upon completion of this course, proficient students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits, as well as demonstrate understanding in fundamental concepts of electricity theory (i.e. Ohm's Law). Students will be able to apply proper tools and procedures to perform basic operations with plastic piping, including measuring, cutting, and joining pipe. Furthermore, students will be able to apply mathematics concepts to solve HVAC, electrical, and plumbing problems. This course is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

**MOBILE APP DEVELOPMENT** CTE
**1207981 SCED 10206**
**Prerequisite: Coding 1**
Mobile App Development is a course intended to teach students the basic concepts and skills of mobile app design. The course places an emphasis on the history of mobile technologies, design and development methodologies, code for mobile applications, application lifecycles, APIs, mobile device controls, user interfaces, deployment, publishing for mobile devices, developer tools, and career development. Upon completion of this course, proficient students will demonstrate an understanding of mobile app development concepts.

**MULTIMEDIA DESIGN AND COMMUNICATION** CTE STEM
**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 STEM
**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 COMPUTER INTEGRATED MANUFACTURING (CIM)** CTE STEM
**0404129 SCED 21022**
**Prerequisite: POE**
Following Project Lead the Way's suggested curriculum, PLTW Computer Integrated Manufacturing (CIM) course focuses on students building upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems.

**PLTW ENGINEERING DESIGN AND DEVELOPMENT** NCAA CTE STEM
**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 ADVERTISING** CTE STEM
**1203012 SCED 12165**
**Prerequisite: Principles of Marketing or Accounting Principles 1**
Examines the principles and practices of advertising and its relationship to business in order to promote a business or organization. Areas of major emphasis include advertising principles, strategies, media, copy and layout, and ethical considerations.

**PRINCIPLES OF CONSTRUCTION – CORE** CTE STEM
**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** CTE STEM
**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.

**PRINCIPLES OF MANAGEMENT** CTE STEM
**1203013 SCED 12055**
**Prerequisite: Principles of Advertising**
Provides an overview of the principles of management. Emphasis is on the primary functions of planning, organizing, staffing, leading and controlling with a balance between the behavioral and operational approaches.

**PROSTART I**  
**1209776 SCED 16056**
**Prerequisite: Culinary Essentials 2**
Introduces students to a competency-based foodservice and hospitality management curriculum. Students will study culinary arts, restaurant and lodging management, employability skills, and business entrepreneurship coupled with paid mentored work internships in a broad spectrum of industry restaurant, foodservice, and lodging operations.

**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.

**TELEVISION PRODUCTION** 
**1207983 SCED 11103**
Television Production introduces students to the essential components of TV broadcast production, including the use of microphones, cameras, video tape recorder-editors, switchers and lighting equipment. The basics of editing and chroma key (blue screen) techniques are also introduced. Students gain practical experience producing their own video projects in the studio.

**WEB DESIGN FOUNDATIONS** 
**1207979 SCED 05254**
**Prerequisite: Computer Science Foundations**
Web Design Foundations allows students to utilize design software to develop skills in the creation of website designs and content. Students will learn the basic concepts of digital citizenship, client relations, site mapping, copyright/licensing, design and layout composition, branding, coding, file management, problem solving, and publishing content for the web.

# 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 |
| **World Language** | | | | | | | | | | | |
| **1265050** | **ASL 1121 – AMERICAN SIGN LANGUAGUE (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 |
| **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**
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.

**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.

**EDU 2351 - CMC**
**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 | .50 |
| 9908100 | SOPHMORE SEMINAR | | ✓ | | | 1 Year | .50 |
| 0101013 | PROFESSIONAL & DIGITAL COMMUNICATION | | ✓ | ✓ | ✓ | Sem | .50 |
| 0200904 | PERSONAL FINANCE | | ✓ | ✓ | ✓ | Sem | .50 |
| **Career Planning** | | | | | | | |
| 9909461 | INTERNSHIPS | | | ✓ | ✓ | | |
| 9908101 | JUNIOR SEMINAR | | | ✓ | | 1 Year | .50 |
| 0200905 | PERSONAL FINANCE II | | | ✓ | ✓ | Sem | .50 |
| 9922106 | SENIOR SEMINAR | | | | ✓ | 1 Year | .50 |

## Career Awareness

9th – 10th Grade

**FRESHMAN SEMINAR**
**9908900 SCED 19258**

This year-long seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.

At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.

Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.

**SOPHMORE SEMINAR**
**9908100 SCED 19258**
This year-long seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.
At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.
Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.

**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**
**9908101 SCED 19258**
This year-long seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.
At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.
Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.
**A specific component of Junior Seminar is Capstone. The Capstone project is the culminating learning project which highlights how the student has grown in and applied the transferable skills to their learning in order to plan for the life they are striving to achieve. Capstone is a required component for graduation.

**PERSONAL FINANCE II**
**0200905 SCED 19262**
This course emphasizes strategic savings, credit management, investment planning, and risk evaluation to prepare students for long-term financial success. Students will engage in deeper analysis of money management practices and apply financial principles to real-world scenarios, including planning for future goals and financial security. Topics may include advanced savings strategies, creditworthiness and debt management, investment portfolios, risk assessment, and long-term financial planning. These courses may also explore the impact of economic trends and global markets on personal financial decisions.

**SENIOR SEMINAR**
**9922106 SCED 22106**
This year-long seminar course empowers students to develop essential, transferable skills such as personal responsibility, initiative, critical thinking, collaboration, empathy, and integrity. Students explore how these skills contribute to success across multiple avenues, including high school achievement, postsecondary education, career readiness, and lifelong personal growth.
At each grade level, the course is intentionally designed to build progressively through career and college exploration, work-based learning experiences, social-emotional learning focused on overall well-being, community engagement, and the intentional application of practical skills. These skills include exploring personal interests; the use of technology (e.g., AI and Microsoft Office); financial literacy; communication and presentation skills; time management; and job and college application processes. This intentional progression supports students in developing skills they need for immediate success while also preparing them for future academic, career, and life goals.
Throughout the course, students benefit from a variety of additional supports and perspectives, including peer mentors, school counselors, administrators, and community speakers. Together, these experiences create a well-rounded, supportive learning environment that equips students with the knowledge, skills, and confidence needed to navigate their future successfully.

DISTRICT TWO HARRISON SCHOOLS

# 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 / amatthews@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 |