



Dutch Clark

DIGITAL ONLINE LEARNING

AT PARAGON LEARNING CENTER

2026-2027

Course Description Guide



Mission Statement

To engage and empower students
through customized education that leads to a life of purpose and impact.

PUEBLO SCHOOL DISTRICT 60

315 W. 11th Street
Pueblo, Colorado 81003

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January 2026

ACKNOWLEDGMENTS

The efforts of all the individuals involved in the preparation of this document are greatly appreciated. Thanks to the high school counselors, teachers, department heads, principals, and directors who contributed.

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DUTCH CLARK

DIGITAL ONLINE LEARNING

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Academic Information

Academic Achievement and Graduation from High School

It is a Pueblo School District 60 expectation that all students meet or exceed academic standards before they transition from level to level and before they are eligible to graduate. Each student is expected to study and learn to the best of his/her ability. To fulfill this expectation, all students will be provided challenging instructional programs and will be continuously monitored against the standards through the use of valid and reliable measures.

The Individual Career and Academic Plan (File: IHBK)

An Individual Career and Academic Plan (ICAP) is a multi-year process that intentionally guides students and families through career, academic, and postsecondary opportunities. Each student, beginning in 6th grade, will build an Individual Career and Academic Plan (ICAP). An ICAP is a plan that provides students with an academic framework which helps with making connections between school coursework and activities to future career and postsecondary goals. Each high school will provide information to the parents/guardians and students transitioning into high school about their ICAP and the graduation guidelines put forth by Pueblo School District 60 to earn a high school diploma. The ICAP:

- connects student strengths, interests, passions, and goals for their future.
- provides postsecondary exploration to include information about military career options, trade and technical educational opportunities, and a variety of two-year and four-year educational programs at collegiate institutions.
- develops independent students who create a vision for their future.

Students will update and monitor their ICAPs annually and information will be stored in an electronic portfolio on the Major Clarity website. Each ICAP is designed to assist the student and their parents/guardians with the following:

- course scheduling aligned to postsecondary goals
- academic progress
- coursework completion
- performance expectations
- academic and career goals
- college applications
- scholarship opportunities
- financial aid
- career exploration
- postsecondary career and educational opportunities available to the student
- demonstration of postsecondary and workforce readiness prior to/upon high school graduation

Graduation from a Pueblo School District No. 60 high school requires a completion of a minimum of twenty-four credits. All prescribed requirements set forth by the State of Colorado Department of Education and Pueblo School District No. 60 Board of Education must be completed prior to the student participating in a graduation exercise. Graduation requirements are designed to give each student a well-balanced and comprehensive high school education. Classes, when carefully selected, will help students explore their own interests and develop their abilities. In planning a sequence of course study, students, parents/guardians, and counselors should:

1. read the course description to be sure it aligns with a student's individual needs, interests, and abilities and supports plans after high school as indicated by the ICAP.
2. know college entrance requirements and/or career and technical plans for the future to align coursework and schedule.

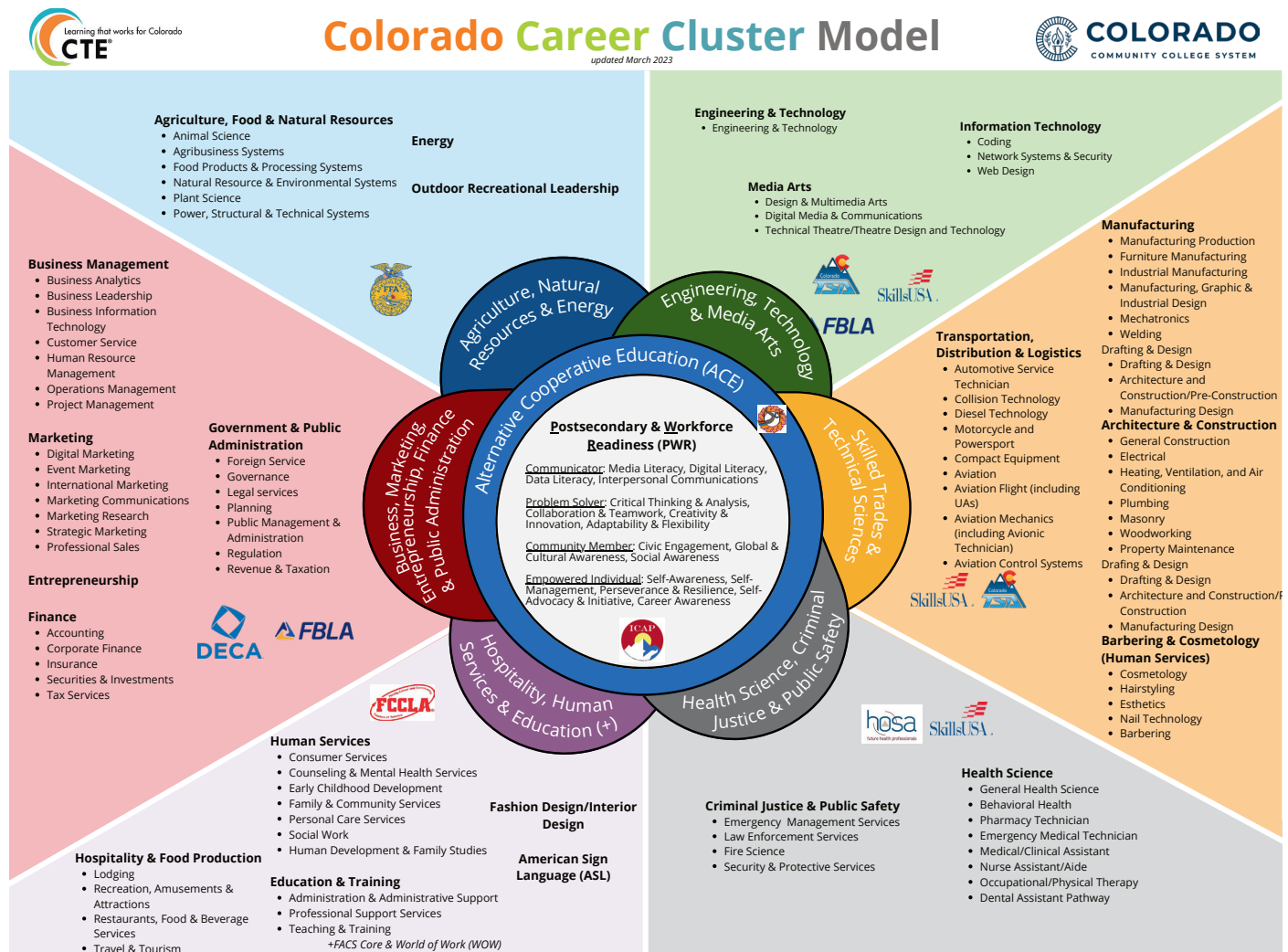
The Colorado Career Cluster Model

Within each of the industries are specific clusters (i.e., Hospitality & Food Production; Media Arts; etc.); and within each cluster are numerous pathways (i.e. Animal Science; Pharmacy Technician; etc.).

- Business, Marketing, Entrepreneurship, Finance & Public Administration
- Agriculture, Natural Resources & Energy
- Engineering, Technology & Media Arts
- Skilled Trades & Technical Sciences
- Health Science, Criminal Justice & Public Safety
- Hospitality, Human Services & Education

Within each of the industries are specific clusters (i.e., Hospitality & Tourism; Law, Public Safety, Corrections & Security; etc.); and within each cluster are numerous pathways (i.e., Animal Science, Audio/Video Technology & Film, etc.). Each industry, cluster, and pathway revolve around the Postsecondary & Workforce Readiness Standards (PWR) which are found in the center of the model. The PWR Standards are standards that help students demonstrate the knowledge and skills or competencies needed to succeed in a career and/or college setting as well as to help them advance in future career pathways.

When a student begins the ICAP process, they will complete interest surveys regarding the types of subjects, activities, and interests they have. Once the surveys are completed, students will be able to see which industries, clusters, and pathways fit their interests and talents. This information will help guide the course work students will complete during their high school career.



Career and Technical Education (CTE)

Career and Technical Education (CTE) in Pueblo School District 60 provides students with hands-on, real-world learning experiences that prepare them for success in college, careers, and beyond. Our CTE programs offer a blend of academic knowledge, technical skills, and industry-recognized credentials to ensure students are career-ready upon graduation. Through partnerships with local businesses, industry professionals, and higher education institutions, students gain valuable opportunities for internships, apprenticeships, and dual enrollment courses.

Each high school in Pueblo School District 60 offers unique CTE programming tailored to meet the diverse interests and career aspirations of students. Programs are designed to align with high-demand industries and provide pathways in fields such as healthcare, engineering, business, information technology, skilled trades, and more. These programs equip students with the skills needed for immediate workforce entry, advanced training, or college coursework.

CTE and the Colorado Career Cluster Model

Pueblo School District 60's CTE programs are organized within the Colorado Career Cluster Model, which helps students explore career opportunities based on their interests and strengths. The model groups careers into 17 career clusters that represent major industries in Colorado and the nation. CTE courses align with these clusters, providing students with a clear pathway from high school to postsecondary education or the workforce. Whether students are interested in Health Science, STEM, Business, Agriculture, Skilled Trades, or Hospitality, our CTE pathways offer relevant coursework and hands-on experiences to prepare them for future success.

To explore the specific CTE pathways available at each high school, please refer to page xx of this guide for a detailed listing of programs offered at each campus. Whether students aspire to enter the workforce immediately after graduation or continue their education, Pueblo School District 60's CTE programs provide a strong foundation for future success.

High School Graduation Requirements (Policy: IKF-R)

A total of 24 credits earned during grades nine through twelve are required for graduation.

To receive a Pueblo School District 60 high school diploma, students must meet the minimum course requirements:

Content	Requirement
English Language Arts	4 credits
Math	3 credits
Social Studies	2 credits
Science	2 credits
Physical Education/Health	1 credit
Electives	11 credits
Demonstration of Competency (see page 6)	1 credit
Community Involvement Hours	5 hours/year for 20 hours total for graduation

The chart below illustrates the minimum amount of total credits a student may earn per academic year to be on track for graduation; Freshmen must take a full course load. Quarter credits are only considered for graduation for credit-deficient seniors who have prior **approval from the principal**.

Freshman Year 9th Grade	Sophomore Year 10th Grade	Junior Year 11th Grade	Senior Year 12th Grade	Graduation
2 semesters in one year 1 English Language Arts 1 Mathematics 1 Social Studies 1 Science 1 PE/Health* 2 Electives**	2 semesters in one year 1 English Language Arts 1 Mathematics 1 Social Studies 1 Science 2 Electives**	2 semesters in one year 1 English Language Arts 1 Mathematics 3 Electives**	2 semesters in one year 1 English Language Arts 4 Electives**	24 total credits
1 Credit Demonstration of Competency+				

* PE/Health can be taken during any one of the four years. If students participate in athletics, one-half PE/Health credit may be waived for participation in an entire season of any interscholastic sport included in the district athletic program.

** Electives include courses in the Performing Arts, Visual Arts, World Languages, P.E./Health, Career & Technical Education, as well as any other English Language Arts, Mathematics, Social Studies, or Science courses taken beyond the required credit amount.

+ Demonstration of Competency credit information can be found on pages 6–8.

Students entering from outside of Pueblo School District 60 must meet the district graduation requirements. The principal shall determine whether credit toward graduation requirements shall be granted for courses taken outside of Pueblo School District 60. The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with Pueblo School District 60's graduation requirements and academic standards, students will need to submit work or other proof of academic performance for each course. Pueblo School District 60 may administer testing to the student to verify the accuracy of the student's transcripts. Pueblo School District 60 may reject any transcript that cannot be verified.

Independent study, work experience, and experience-based programs approved in advance by the principal may be taken for high school credit. Students must submit a request for approval that includes a summary of the educational objectives to be achieved and monitored by a faculty member. Programs administered through and paid for by the district, such as Concurrent Enrollment, shall be part of the regular school day. Students who are currently enrolled in Pueblo School District 60 and wish to obtain credit from outside institutions or through "online" programs must have prior **approval from the principal**.

Career Avenues of Study (Policy: IKF-R)

The ultimate goal is to allow students the opportunity to earn a high school diploma using multiple equally-valued avenues to demonstrate competency, knowledge, and skills necessary for post-secondary education and meaningful careers. The educational process is to provide a well-rounded education while strengthening student learning and supporting their ability to succeed. High school options include different avenues that have two purposes:

- 1) To articulate a shared belief about the value and meaning of a high school diploma
- 2) To outline the components, expectations, and responsibilities to obtain a high school diploma

By utilizing these suggested plans of course study, students will be able to explore and navigate between the avenues as they cultivate and accommodate their career goals indicated through their ICAP. The avenue opportunities to earn a Pueblo School District 60 high school diploma consists of a Career Plus, Career Options, and a Career Now avenue. All avenues will provide students courses, programs, and opportunities to explore meaningful learning experiences. The avenues are as follows.

- **Career Plus** - intended for students with goals and plans to obtain a 4-year or advanced degree
- **Career Options** - intended for students with goals and plans to obtain a 2- or 4-year degree or professional certification
- **Career Now** - intended for students who have specific academic requirements and need additional guidance for their course of study; students may earn a professional certificate upon graduation

The goals of the avenues are to prepare students to enter post-secondary educational choices and to provide the flexibility and opportunity to participate in any of the avenues as determined by their ICAP. The table below illustrates a suggested plan of course study for each of the avenues. Students should explore their career interests and specific university requirements in order to solidify a plan of course study that will support their post-secondary goals.

Career Plus Avenue Suggested Plan of Course Study <i>Course choices should be based on specific university admission requirements and goals listed in student ICAP</i>	Career Options Avenue Suggested Plan of Course Study <i>Course choices should be based on specific university admission requirements and/or Post-Secondary Workforce Readiness goals listed in student ICAP</i>	Career Now Avenue Suggested Plan of Course Study <i>Course choices are based on Post-Secondary Workforce Readiness goals listed in student ICAP</i>
4 Credits English Language Arts - Freshmen Literature & Composition - Sophomore Literature & Composition 2 English Language Arts – Choice 3 Credits Math - Algebra I - Geometry - Algebra II or Trigonometry/Statistics 3 Credits Social Studies - U.S. History II or comparable approved course - American Gov't/Economics or comparable approved course - Social Studies Choice 3 Credits Science (2 lab-based) - Physical science content - Earth science content - Life science content 1 Credit Physical Education/Health* 2 Credits World Language* 7 Credits Electives** 1 Credit Demonstration of Competency*** - Assessment Option OR Performance Option Community Involvement Hours <i>5 hours per year = 20 hours total for graduation – hours relevant to Career Cluster in ICAP</i>	4 Credits English Language Arts - Freshmen Literature & Composition - Sophomore Literature & Composition 2 English Language Arts – Choice 3 Credits Math - Algebra content - Geometry content - Math Choice 2 Credits Social Studies - U.S. History II or comparable approved course - American Gov't/Economics or comparable approved course 2 Credits Science - Science – Choice - o credits to include physical, earth and life sciences 1 Credit Physical Education/Health* 11 Credits Electives** 1 Credit Demonstration of Competency**** - Assessment Option OR Performance Option Community Involvement Hours <i>5 hours per year = 20 hours total for graduation – hours relevant to Career Cluster in ICAP</i>	4 Credits English Language Arts - Freshmen Literature & Composition 3 Language Arts – Choice 3 Credits Math - Math – Choice - o 2 credits to include algebra and geometry content 2 Credits Social Studies - U.S. History II - American Gov't/Economics 2 Credits Science - Science – Choice - o credits to include physical, earth and life sciences 1 Credit Physical Education/Health* 11 Credits Electives** 1 Credit Demonstration of Competency*** - Assessment Option OR Performance Option Community Involvement Hours <i>5 hours per year = 20 hours total for graduation – hours relevant to Career Cluster in ICAP</i>
24 Total Credits Required for Graduation		

Career Now Avenue is by team recommendation only. Specific aspects of this avenue must be approved by a school support team, parents and/or guardians, and students

* **Waiver of Requirements:** one-half PE credit may be waived for participation in an entire season of any interscholastic sport included in the district athletic program; the designated one-half credit would then be added to the Elective credits. One World Language credit may be waived based on specific university admission requirements.

** **Elective Credits:** Specific credits may be necessary for college/university admission requirements; please talk to counselors. Any course taken beyond the recommended number of credits in each Plan of Course Study will count toward Elective credit.

*** **Demonstration of Competency:** Please see the Menu of Options for Demonstration of Competency for specifications, explanations, and examples.

Demonstration of Competency (File: IKF)

Students graduating with a Pueblo School District 60 diploma must earn one graduation credit based on a Demonstration of Competency in Math and English Language Arts as required by the state of Colorado. A Menu of Options for Demonstration of Competency has been developed and explains the choices students have for earning this credit. Students will have multiple opportunities to exhibit college or career readiness and competency in Math and English Language Arts based on a variety of demonstrations. Students must demonstrate competency based on **ONE** of the options listed on the Menu of Options for Demonstration of Competency in order to receive a Pueblo School District 60 high school diploma. Students may complete the selected Demonstration of Competency at any time during high school enrollment.

Students and their parents/guardians need to meet with counselors to discuss details regarding the Menu of Options. Parents/Guardians, students, and staff can reference the Demonstration of Competency Handbook for specific details regarding each menu option listed. Please contact the counselors or visit the D60 website to view this handbook. Below is the Pueblo School District 60 Demonstration of Competency Menu of Options.

Menu of Options for Demonstration of Competency <i>Students need to meet the qualifying score on one assessment option OR complete the requirements for one performance option.</i>	
Assessment Options with Minimum Score Requirements for Demonstration of Competency	Performance Options for Demonstration of Competency
SAT ≥ 470 Reading/Writing, and Language ≥ 480 Math	Industry Certification <i>(Receipt of the industry certification)</i>
ACT ≥ 18 English ≥ 19 Math	
ACT WorkKeys – National Career Readiness Certificate Bronze or higher Reading, Writing, Communicating (ELA) Bronze or higher Mathematics (Math)	
Advanced Placement ≥ 2 on an ELA or Math exam	Concurrent Enrollment <i>(Passing Grade of C or higher)</i>
International Baccalaureate ≥ 4 on an ELA or Math exam	
ASVAB ≥ 31 English ≥ 31 Math	District Capstone Project <i>(Completion of the Capstone project)</i>
ACCUPLACER ≥ 62 Reading or > 70 Sentence Skills ≥ 61 Elementary Algebra	
NEXT GENERATION ACCUPLACER ≥ 241 Reading or > 236 Writing ≥ 255 Arithmetic or > 230 Quantitative Reasoning, Algebra and Statistics	

Assessment Options for Demonstration of Competency

SAT and ACT Assessments

All Colorado 11th graders are expected to take the SAT, which is aligned to the high school Colorado Academic Standards. The SAT is free to all 11th graders enrolled in a public high school who take it during the state testing window in the spring semester. There is an SAT test fee outside of state assessment window, and the test is administered on a national test date. Financial assistance may be provided to students who take the SAT outside of the state assessment window. Students who qualify for free/reduced lunch must complete an application and return it to the school each year to qualify for the financial assistance. Please speak with the high school counselor for further details regarding the SAT exam.

The ACT is another option for students to demonstrate competency in English Language Arts and Mathematics. Students who choose to take the ACT must register with ACT and take the test on a national test day. There is an ACT test fee. Financial assistance may be provided to students who take the ACT. Students who qualify for free/reduced lunch must complete an application and return it to the school each year to qualify for the financial assistance. Please speak with the high school counselor for further details regarding the ACT exam.

≥ means greater than or equal to that score

Assessment	Minimum Score	Description
SAT <i>Reading, Writing & Language Assessment</i>	≥ 470	Students are expected to read and interpret a variety of texts similar to the type of text and reading expected in a college class setting. Students will also be asked to edit and improve reading passages that were written especially for the test and include deliberate errors. Questions are multiple choice.
SAT <i>Mathematics Assessment</i>	≥ 480	A range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure is tested. Most questions are multiple choice and some require students to solve the problem and write the answer.
ACT <i>English Language Arts Assessment</i>	≥ 18	Students' reading comprehension and understanding of the conventions of Standard English (punctuation, usage, sentence structure) and production of writing is tested. Questions are multiple choice. See counselor for details or visit the school's website.
ACT <i>Mathematics Assessment</i>	≥ 19	The major content areas that are prerequisites to successful performance in entry-level courses in college mathematics are emphasized. Knowledge of basic formulas and computational skills are assumed as background for the problems. Questions are multiple choice. See counselor for details or visit the school's website.

AP and IB Examinations

Advanced Placement (AP) and International Baccalaureate (IB) Exam scores are accepted as a Demonstration of Competency credit in English Language Arts and Mathematics. Students must earn a score greater than or equal to a 2 on an AP exam or a score greater than or equal to a 4 on an IB exam. Each AP and IB exam is administered in the spring and has a testing fee attached to it. Financial assistance may be provided to students who take an AP or IB exam. Students who qualify for free/reduced lunch must complete an application and return it to the school each year to qualify for the financial assistance. Please speak with the high school counselor for exam details.

Below is a list of the exams that can count toward earning the Demonstration of Competency credit in English Language Arts and Mathematics. This list may be updated as necessary. Please contact the school counselor for further information regarding AP and IB Exams.

Advanced Placement Exams (Available at Centennial, Central, & South High Schools)		International Baccalaureate Exams (Available at East High School only)	
Mathematics	English Language Arts	Mathematics	English Language Arts
Statistics	Literature	IB Math: Applications & Interpretation	Language A: Language & Literature
Calculus AB/BC	Language	Pre-Calculus	History of the Americas
Computer Science	Comparative Government and Politics	IB Math: Analysis and Approaches	World History
Biology	U.S. History	Biology	Psychology
Chemistry	Psychology	Physics	Language B: French
Environmental Science	Human Geography	Economics	Language B: Spanish
Physics	World History	Business Management	Visual Arts
Economics	French Language/Culture		Geography Sports, Exercise, and Health Science
	German Language/Culture		
	Italian Language/Culture		
	Spanish Language/Culture		
	Drawing 3D Art and Design		
	Seminar		
	Research		

ASVAB Assessment

The Armed Services Vocational Aptitude Battery (ASVAB) is comprehensive test that helps determine students' eligibility and suitability for careers in the military. The ASVAB measures students' knowledge and abilities in reading comprehension, word knowledge, mathematics knowledge, arithmetic reasoning, and general science. Students who **score at least a 31** are eligible for military service (along with other standards that include physical condition and person conduct) and have earned their Demonstration of Competency credit for English Language Arts and Mathematics. Students who take the ASVAB are not required to enlist in the military. The ASVAB is free for students to take. Please contact the school counselor for further details regarding the ASVAB assessment.

ACCUPLACER Assessments

The ACCUPLACER is a computerized test that assesses reading, writing, math, and computer skills. The results of the assessment, in conjunction with a student's academic background, goals, and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels. On the Accuplacer, students who **score at least a 62 in Reading Comprehension or at least 70 in Sentence Skills (English Language Arts), and 61 on Elementary Algebra (Math)** will have met the Demonstration of Competency credit for English Language Arts and Mathematics. On the Next Generation Accuplacer, students who **score at least a 241 in Reading or at least 236 in writing (English Language Arts), and at least 255 in Arithmetic or at least 230 in Quantitative Reasoning, Algebra, and Statistics (Math)** will have met the Demonstration of Competency credit for English Language Arts and Mathematics. A fee is associated with the ACCUPLACER assessments. For details regarding the fees and assessments, please contact the school counselor.

Performance Options for Demonstration of Competency

Industry Certification

An industry certification is a credential recognized by businesses and industries at the local, state or national level. It could be an assessment, an examination, or a license that is administered and recognized by an industry third-party or governing board. Industry certificates measure competency in an occupation and they validate the knowledge base and skills that show mastery in a particular industry. The following are guidelines for how students can obtain the Demonstration of Competency credit by earning an industry certificate:

- Students must earn an Industry Certificate before graduation in order to be considered for the Demonstration of Competency credit
- Current certificates recognized by Pueblo School District 60:
 - Microsoft Office Specialist, Adobe Certified User, American Welding Society, Certified Nurse Aides, ProStart, Cosmetologist, Phlebotomy, Pharmacy Technician Certification, SolidWorks, Autodesk
- All other Industry/Professional Certificates must be reviewed and approved by the Executive Director of Secondary Education (or designee) in order to be considered for Demonstration of Competency credit

Concurrent Enrollment

Pueblo School District 60 Concurrent Enrollment program provides the opportunity for qualified high school students to enroll simultaneously in Pueblo School District 60 and in one or more post-secondary courses at a college or university. All concurrent enrollment classes provide students the opportunity to demonstrate proficiency in English Language Arts, Mathematics, and Postsecondary Workforce Readiness. In order to receive the Demonstration of Competency credit through Concurrent Enrollment, the following requirements must be met:

- Students are accepted into Pueblo School District 60 Concurrent Enrollment program.
- Students must complete concurrent enrollment class with a passing grade of C or higher.
- Concurrent Enrollment credit must be equal to 1 high school credit in order to be considered for the Demonstration of Competency credit.

Please see the high school counselor for more information and specific details regarding Concurrent Enrollment courses and options or reference the Concurrent Enrollment handbook.

District Capstone Project

The Capstone Project is one of three performance options to fulfill the Demonstration of Competency credit required to graduate. It provides students with support and structure to successfully complete the Demonstration of Competency in English and/or Math in a real-world application. The Capstone Project gives students a chance to choose an area of study, combine different disciplines, and explore new avenues in a creative and unique manner. Each student will identify a meaningful and challenging project that results in intellectual and personal growth. The Capstone Project includes the following requirements:

- **Project** — comprehensive project to include a demonstration of a learning through identifying a meaningful and challenging project, completing a minimum of 30 hours participation and collaboration with a mentor, and writing a reflective field work journal
- **Poster** — visual advertisement of the project on display in the school
- **Portfolio** — collection of artifacts reflecting the learning process and evidence of the Demonstration of Competency in English and/or math
- **Presentation** — reviewed by 3-5 people including faculty, staff, school board and community members

Students who are missing an English or Math credit as well as the Demonstration of Competency credit may take the English 12 or Math Modeling their senior year to receive both content credit and Demonstration of Competency credit. Students who have received the required amount of content credits to graduate but still need to earn the Demonstration of Competency credit, will have the option to enroll in the Capstone Project course their senior year. Students also have the option to complete the Capstone Project through an independent study. Please reference the Capstone Project Handbook or contact the counselor for information regarding the Capstone Project.

Laude Honor System & Grading Policy (IKC-R)

The Latin Laude Honors System, which grants students Summa Cum Laude, Magna Cum Laude, and Cum Laude titles based on their grade point average (GPA), allows students who are at or above a clearly defined cumulative GPA to be recognized for their academic achievement.

Research indicates that over the past ten years the impact of the Laude Honor System is more positive than the traditional class ranking practice. The following includes the primary rationale for using the Laude System for Pueblo School District 60 scholars:

- Less than 20% of colleges consider a class rank as a factor for admission.
 - Universities/Colleges place all students on a 4.0 grading scale for admission regardless of class rank
 - Universities/Colleges focus on rigor of courses taken, test scores, and student involvement in the school and community
- Over half of all high schools in the United States no longer use class rank.
- Pressures of class rank may have negative effects on students' social and emotional well-being.
- School districts that eliminated class rank found that more students were admitted to competitive and highly selective colleges.
- Students are encouraged and motivated to pursue their interests, talents, and passions to achieve post-secondary goals as indicated through their ICAP rather than taking courses solely to increase class rank.
- All high-achieving students have the opportunity to be recognized, regardless of the courses complete.
- Grade changes for one student and transfer students affect the entire class in the class rank system.
- Many schools that have transitioned to the Laude Honor System report higher standardized test scores.

Student course selection should have rigor, but should also include non-honors courses that match their interests and post-secondary goals as indicated by their ICAP. Pueblo School District 60 encourages students to enroll and excel in a balanced course-load that interests and prepares them for post-secondary pursuits.

Additional information regarding Grading Policy

- Students earning a 3.8 GPA for completing a full course load during a semester are awarded an academic letter. After the letter is earned, students can earn a bar by again earning a 3.8 or higher GPA each semester.
- Students earning a 3.4 or higher GPA and completing a full course load each semester are recognized on the Honor Roll.
- A letter grade is mandatory for all quarter grades and semester grades. Progress reports are distributed every 4 ½ weeks and report cards are distributed every quarter after 9 weeks and each semester after 18 weeks. In Progress (IP) grades can only be given to students **at the discretion of the principal**. It is essential for parents/ guardians to be fully informed of their student's academic progress and performance.
- Withdraw, Pass, and Satisfactory/Unsatisfactory grades are not factored into the student's GPA.
- Homeschool students are not eligible for the "With Honors" designations without 12+ credits attained through Pueblo School District 60.
- Transfers into a Pueblo School District 60 high school are eligible for the Honors Designations if documented transcripts are available, verified by the school registrar, and **approved by the principal or designee**.

Grade Point Average and the Laude Honor System

A student's grade point average (GPA) is determined by dividing the total number of points earned by the total number of classes taken. Students' overall GPA will be used to determine Honor Roll each semester and notable honors during graduation. Student transcripts will reflect the cumulative GPA earned each semester. The table illustrates the grading scale and points earned for each grade.

Grade	Points Earned	Honors Courses	AP, IB, College Credited Courses	Percent Range
A	4.0	4.5	5.0	100-90%
B	3.0	3.5	4.0	89-80%
C	2.0	2.5	3.0	79-70%
D	1.0	1.5	2.0	69-60%
F	0	0	0	Below 60%
S	Satisfactory earns credit but no points			
U	Unsatisfactory earns no credit and no points			

Graduating senior transcripts will reflect the cumulative GPA and Laude Honor earned. Students can earn one of three Laude Honors by meeting the following requirements on a 4.0 scale:

- **Summa Cum Laude** ("with the highest honor") – students earning a 3.8 GPA or higher to graduate Summa Cum Laude
- **Magna Cum Laude** ("with great honor") – students earning a 3.6–3.79 GPA to graduate Magna Cum Laude
- **Cum Laude** ("with honor") – students earning a 3.4–3.59 GPA to graduate Cum Laude

Honors Designations

The following "With honors" additions to the Latin Laude Honor System recognition levels are to honor those students who have excelled in Advanced Placement (AP), International Baccalaureate (IB), and/or college credit curricula. Honors Designations are added based on the number of Laude honor points a student earns through the end of his or her senior year. The table illustrates honors designations. Students must earn 4 or more of their Laude points in English, Math, Social Studies, and/or Science for the Laude with Distinction designation. In addition, the table above indicates the total number of Laude points a student must earn in order to be designated "Distinction," "Honors," or "Merit".

Honors Designation	Number of Honors Points Earned by End of Senior Year
with "Distinction"	9 or more honor points
with "Honors"	6 to 8.5 honor points
with "Merit"	3 to 5.5 honor points

A student may graduate at the end of the 6th semester during 11th grade or at the end of the 7th semester during 12th grade provided that the student has met the graduation requirements established by the Pueblo School District 60 Board of Education. Students who wish to graduate early are eligible to graduate with a Laude honor achievement with or without honors designation. Early graduates must have prior **approval of the principal**.

Courses Earning Laude Points

Laude points are indicated in the course description guide for each high school and content area. School Board policy IKC-R also provides guidance on which courses are eligible for Laude honor points. Please reference the course description guide or contact the high school counselor for information regarding courses earning a Laude point.

Courses Earning Dual Credit

Grades earned for dual credit courses – *high school and college credit* – will be included when determining a student's GPA, eligibility, and Laude Honor. All college courses taken must be 100 level courses or above courses and courses earning a minimum of three college credit hours will receive 1.0 Laude point. Any course that does not meet Pueblo School District 60 graduation requirements will not be approved. Credit for college courses is as follows:

- 1-2 credit college course earns 0.5 high school credit
- 3-5 credit college course earns 1 high school credit
- 6-8 credit college course earns 2 high school credits
- 9 credit college course earns 3 high school credits

Graduation Ceremonies

All students graduating with a Laude Honor shall be recognized at graduation. The method for selecting the top scholar student commencement speaker(s) shall be determined based upon the following factors in priority order: 1) the student's Laude Designation level earned; 2) the highest state administered SAT test score; 3) cumulative grade point average.

Seal of Biliteracy

The Seal of Biliteracy is an official recognition awarded to graduating high school students who demonstrate proficiency in English and at least one additional language. Students who earn the Seal will have it affixed to their high school diploma, noted on their official transcript, and accompanied by a certificate of achievement. This distinction highlights students' dedication to language study and their ability to communicate effectively in multiple languages.

Purpose and Benefits

The Seal of Biliteracy provides students with a meaningful recognition of their academic and linguistic accomplishments. Benefits include:

- **Recognition of Academic Achievement:** Honors students who have successfully developed proficiency in English and another language.
- **College and Career Readiness:** Supports opportunities for college scholarships, college credit, and strengthens applications to higher education institutions.
- **Enhanced Employability:** Demonstrates valuable language and communication skills that are increasingly sought after by employers in a global workforce.
- **Cultural and Linguistic Acknowledgment:** Celebrates students' ability to engage with multiple cultures and languages, promoting global competence and cultural awareness.

Eligibility

To earn the Seal of Biliteracy, students must meet the following requirements in both English Language Arts (ELA) and world language proficiency.

- English Proficiency:
 - Earn a GPA of 3.0 or higher in English Language Arts courses AND one of the following:
 - SAT Evidence-Based Reading & Writing score of 470 or higher
 - AP English Language or Literature score of 3 or higher
 - IB English A or Literature A score of 4 or higher
- World Language Proficiency (one of the following):
 - AP World Language exam score of 3 or higher
 - IB Language exam score of 4 or higher
 - 4 years of high school study in the language with a GPA of 3.0 or higher
 - Proficient score (Intermediate High or higher) on the AAPPL or STAMP 4S assessment (These assessments will be made available to students if an AP/IB exam is not an option.)

Availability

The Seal of Biliteracy will be available beginning with the Class of 2026. This new recognition allows students in our district to celebrate their language skills and have them formally acknowledged as part of their graduation accomplishments.

How to Learn More

Students and families who are interested in pursuing the Seal of Biliteracy should contact their world language teacher or school counselor for information about eligibility and how to submit their intent to receive the Seal. Early planning is encouraged to ensure students are on track to meet all requirements.

Online Courses at Traditional High Schools

Online courses offered at the four traditional high schools can be offered for credit recovery or original credit **only at the discretion of the principal**. Progress report grades will be reported as an S (satisfactory) if the student is on track to course completion or a U (unsatisfactory) if the student is not on track to course completion. Satisfactory and Unsatisfactory grades will not earn credit or quality points. Online courses listed as semester courses must be completed within the semester the course was enrolled in. Online courses listed as year-long courses must be completed by the end of the school year in which the student was enrolled. Upon course completion, the student will receive a letter grade during the grading period in which the course is completed. All courses must be completed by the end of the school year in which the course was enrolled; otherwise the course will receive an F. **Online courses are not NCAA-approved courses.**

Distance Learning/Hybrid courses are considered the same as traditional courses and not considered as a separate online course.

Online Courses at Dutch Clark Digital Online

Online courses offered at Dutch Clark Digital Online will count as original credit and credit recovery delivered through a blended/online instructional model. Progress report grades will be reported as an S (satisfactory) if the student is on track to course completion or a U (unsatisfactory) if the student is not on track to course completion. Satisfactory and Unsatisfactory grades will not earn credit or quality points. Upon course completion, the student will receive a letter grade during the grading period in which the course is completed. All courses must be completed by the end of the school year in which the course was enrolled; otherwise the course will receive an F. **Online courses are not NCAA-approved courses.**

Schedule Changes and Course Withdrawal Information

Students may transfer from courses within a subject, content, or department with recommendation from the teacher and counselor and with parent/guardian consent – this is considered a schedule change. Such transfers take place due to grade-level misplacement, scheduling conflicts, etc. Students are urged to consult with parents/ guardians, counselors, and teachers regarding course offerings and Career Avenue Plans of Course Study using their ICAP as a guide to any changes or course withdrawals. When an appropriate replacement is not available, students may not have the option to transfer courses. Students are encouraged to complete the courses in which they are enrolled; when circumstances warrant a need for course withdrawal, that option is available. Students can withdraw from courses, however, the following will apply:

- A course dropped during the first 10 days of the semester will not be recorded on permanent transcripts
- A course dropped after 11 days will be recorded a Withdraw Pass (WP) or Withdraw Fail (WF) on permanent transcripts depending on whether the student is passing or failing the course at the time of withdrawal.
- A course dropped after 9 weeks will automatically be recorded as a WF on permanent transcripts.
- All WF grades are calculated in the cumulative GPA and will appear on the permanent transcripts.
- Courses dropped for Concurrent Enrollment (CE), Senior to Sophomore (STS), Career & Technical Education (CTE), and Early College must be made in accordance with the partnering university or college and Pueblo School Dist. 60 rules and policies

The principal has the right to use his/her discretion in determining unique cases concerning the WF on permanent transcripts. Considerations by the principal in determining a WP or WF may include, but are not limited to:

- physical disability (temporary or permanent)
- family need
- doctor recommendation
- other valid reasoning

Any schedule changes or course withdrawals should be discussed with the counselor and principal.

Exemption from Required Instruction (File: IMBB-R(3))

If the religious and/or other strongly held personal beliefs of a student or parents/guardians are contrary to the content of a school subject or to any part of a school activity, students may be exempt from participation. To receive such exemption, the parents/guardians must present to a written request for exemption to the principal stating the conflict involved. Exemptions from required instruction do not excuse a student from the total semester credits required for graduation. Principals and teachers will devise alternative instructional activities for the exempt students to ensure student learning meets expected standards and that the student will achieve graduation requirements. Please check with the school principal for the procedure for exemption from a course.

Student Support Services

Gifted and Talented

Gifted and Talented means individuals between the ages of 4 and 21 whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under 5 who are gifted may also be provided with early childhood special educational services. Gifted students include students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following areas of giftedness:

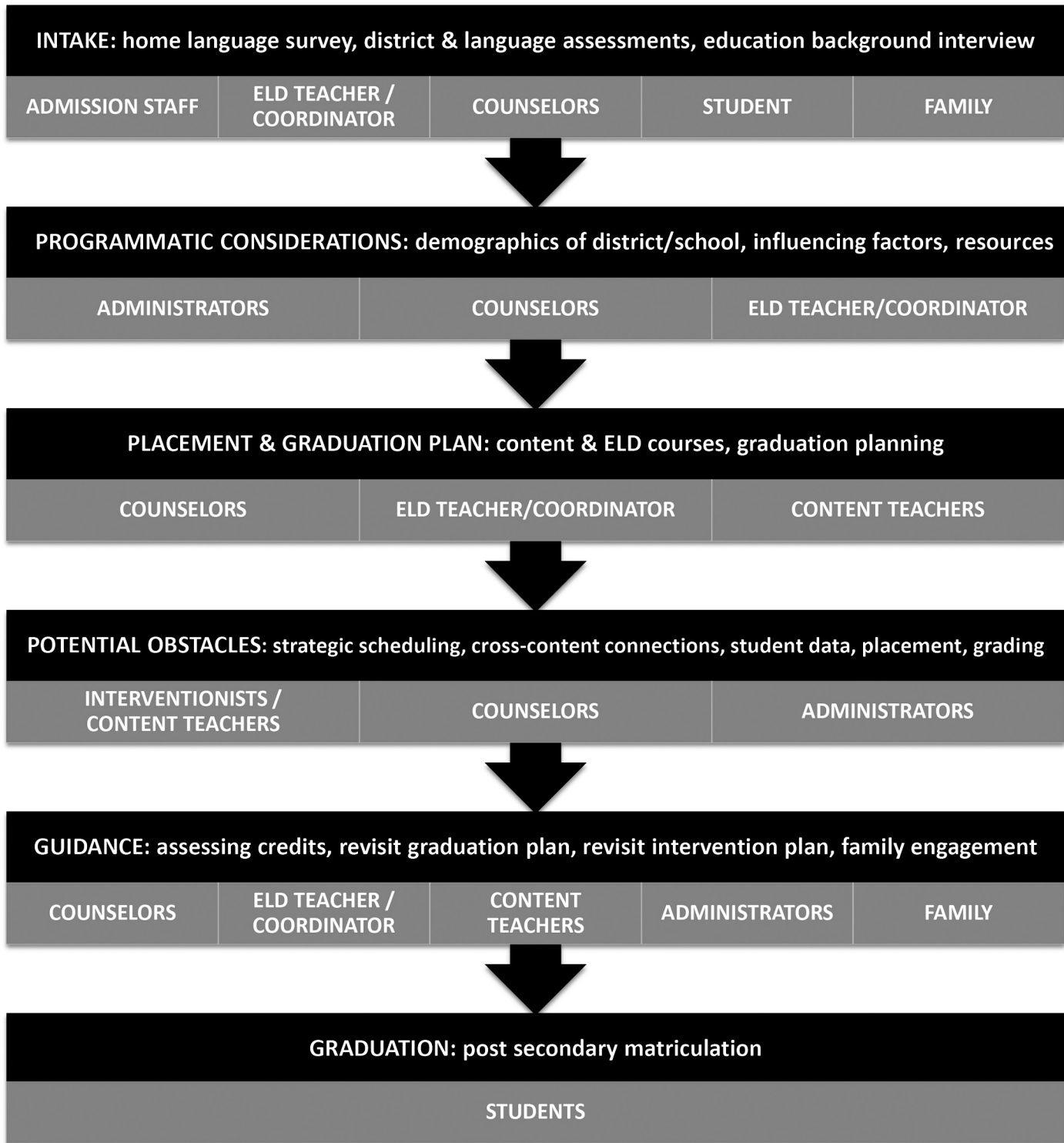
- General intellectual ability
- Specific academic aptitude (includes reading, writing, math, social studies, science, world language)
- Drama/Theatre Arts
- Music
- Visual Art
- Psychomotor (includes dance and athletics)
- Creativity
- Leadership

Students may be referred to the Gifted & Talented Program at any time by a teacher, parent/guardian, or the student may self-refer. Once a referral is made, a team compiles a body of evidence before making a formal determination. After a formal determination is made, the student and parent/guardian will work with the school to develop an Advanced Learning Plan (ALP) where the student's strengths will be addressed and services will be provided to ensure the student continues to achieve and learn in area(s) of strength.

Exceptional Student Services

The purpose of Exceptional Student Services is to help students with special needs achieve their educational goals while maximizing their skills and aptitude. A team works with parents/guardians and students with special needs to develop appropriate Individual Education Plans (IEP). Students are provided support intervention to assist in accessing and maximizing their instructional opportunities. Students with emotional, intellectual, academic, or physical needs are educated in the general education classroom with appropriate services and support. The determination of the least restrictive environment is individualized based on the student's specific needs. When an appropriate education program is not available in the neighborhood school, an educational setting and placement as close as possible to the student's home school is provided. The focus of Exceptional Student Services is to increase student achievement through continued improvement of instruction, curriculum, and standards using measurable data to support accountability and high expectations.

CLDE SECONDARY EDUCATION: FROM INTAKE TO GRADUATION



Culturally Linguistically Diverse Education (CLDE) (formerly English Language Learner – ELL)

Adapted from Jan., 2020 CDE Guidebook on Designing, Delivering, and Evaluating Services for English Learners (ELs)

Culturally Linguistically Diverse Education (CLDE) focuses on mastery of the four domains of language: listening, speaking, reading, and writing. Students are provided with systemic language development for limited English proficient (LEP) learners by building academic vocabulary and increasing access to academic content (English, Language Arts, Social Studies, Math, and Science). Instruction is based upon the Colorado English Language Proficiency (CELP) Standards and is designed to support the linguistic and cultural needs of the learners and provide a plan for successful language development. International Baccalaureate (IB) schools offer additional support for students' mother tongue and second language acquisition. The following guidelines and shared responsibilities are essential for making the navigation of the high school educational system equitable and accessible Multilingual Learners (MLs).

Data-Informed Course Scheduling

Secondary districts, schools, and public charter schools have complex systems of courses and requirements that can be difficult for students from different educational systems, languages, and cultures to grasp and negotiate. Too often 12th grade multilingual learners learn that they do not have enough credits to graduate right before graduation day. It is crucial to communicate, in the students' primary language(s) and in the simplest format possible, the graduation requirements as well as the courses necessary to matriculate into college or other postsecondary options. One promising practice is to place students in courses based on data (interviews, transcripts, intake assessments) linked to the factors mentioned, not only teacher perception. When teachers' remedial or low perceptions drive placement, students often are treated consistent with these perceptions. Once a student begins to own these perceptions, a selffulfilling cycle begins. If, for example, a student who took high level math in Mexico is placed in a remedial math class because of language, they may start to think of themselves as remedial. Some students rise to this challenge and do not legitimize their misplacement, but others become bored and give up. Additionally, students placed in lower tracks may not receive the courses that are required for graduation or certain postsecondary options. A system of assessment and placement that better serves MLs should be a priority for districts, schools, and public charter schools and counselors.

Shared Responsibilities Regarding Data-Informed Course Scheduling:

Optimal guiding principles when scheduling multilingual learners:

- Collect language proficiency data in both L1 and L2
- Schedule to the strengths of the student • Schedule ELD courses/sheltered content courses first
- If sheltered content courses are not available, hand-schedule content courses with qualified instructors
- Schedule core courses before electives

Placement and Assessment

Students who are assessed, placed and monitored based on their knowledge and skills are more likely to receive instruction that meets their needs. Making time for placement is crucial because it saves time in the long run. It takes more time to reschedule a student who has been misplaced in courses. Additionally, such misplacement could in turn create challenges with student motivation and behavior. It is important to provide high school students with high quality—as opposed to remedial—instruction. Once placed, effective programs measure progress in ways that allow modifications in order to improve student performance. Diagnostic assessments—including formal assessments in the native language and English assessments with necessary accommodations, as well as portfolios and formative classroom assessments—ascertain the diverse language and academic strengths of MLs. Districts, schools, and public charter schools that effectively serve MLs establish multiple measures for examining student gains and instructional improvements. Regular quality review cycles (optimally every six weeks), during which data is gathered and analyzed to track the development of students and teachers over time, allow for appropriate program refinement.

Shared Responsibilities Regarding Placement and Assessment:

- Have policies and procedures for intake assessments for secondary MLs
- Include writing samples
- Use additional assessments, specifically in math
- Counselors need to create a graduation plan for proper placement into classes

Community Involvement

Community Involvement hours should be relevant to students' interests, passions, and talents as indicated on their ICAP. This allows students to network with businesses and community members who may help mentor or coach students toward reaching graduation goals and postsecondary plans.

A minimum of 5 clock hours of community involvement is required per school year each year a student is enrolled in Pueblo School District 60. All activities must occur outside of the student's school day and should be aligned to student's postsecondary/workforce goals as indicated in his/her ICAP. Community Involvement hours cannot be counted in conjunction with academic, classroom or P.E. credit. Participation in athletics will not count toward Community Involvement hours. Students cannot receive payment for community involvement hours or have a familial relationship to the Activity Leader signing this form.

Schools may assist students in customizing their Community Involvement hours by providing lists of opportunities and individuals to contact throughout the community. Students are responsible for reporting and logging their Community Involvement hours to their school counselors using the designated form. The following are examples of activities that constitute Community Involvement. This is not a comprehensive list of opportunities:

- Volunteering throughout the community
 - o hospitals or nursing homes
 - o soup kitchens or community festivals or annual events
 - o animal shelters or parks and recreation
 - o youth programs (i.e., Boys and Girls Clubs, Boy and Girl Scouts, 4-H, YMCA)
- Exploration programs
 - o Pueblo Fire Department Explorer Program, Pueblo Police Department Explorer Program, Pueblo County Sheriff Explorer Program
 - o Pueblo ZooAlive Program, Trail Ranger Program and Volunteer Naturalist Program at Pueblo Nature and Raptor Center
 - o Parkteen Program at Parkview Medical Center
- School clubs and organizations
 - o Key Club
 - o Girls Cabinet
 - o FBLA/DECA
 - o Student Government
 - o World Language Clubs
 - o National Honor Society

The Pueblo School District 60 Community Involvement form may be found at the high school's website home page. From the 'For Students and Parents' menu click the "Graduation Pathways" link, and then the "Student Community Service Form" in left sidebar. Below is an abbreviated example of the Community Involvement form.

Community Involvement Form Example			
Volunteer Opportunity Name & Date		Number of Hours Start/End Times	
Description of Volunteer Duties and Responsibilities			
Activity Leader's Name	Activity Leader's Signature	Activity Leader's Phone Number	
Student Signature			
Parent/Guardian Signature			
Administrator/Designee Signature			

International Baccalaureate Diploma Programme

The International Baccalaureate (IB) program at Pueblo East High School offers a globally recognized continuum of education through the Middle Years Programme (MYP) and the Diploma Programme (DP). The MYP, designed for students aged 11 to 16, focuses on developing critical thinking, interdisciplinary learning, and international-mindedness through inquiry-based education. It serves as a strong foundation for the DP, which is a rigorous pre-university curriculum for students aged 16 to 19. The DP emphasizes academic excellence, independent research, and global perspectives through a balanced framework of six subject groups, the Theory of Knowledge (TOK) course, an extended essay (EE), and Creativity, Activity, Service (CAS) requirements. Together, these programs cultivate well-rounded, reflective, and engaged learners prepared for higher education and beyond.

MYP Coursework

All 9th and 10th Grade courses at Pueblo East High School are International Baccalaureate Middle Years Programme (MYP) courses. Students take courses in the eight MYP subject groups of language acquisition, language and literature, individuals and societies, mathematics, arts, physical and health education, and design.

Teaching and learning in the MYP centers around the development of the IB Learner Profile which is underpinned by the following concepts: units of inquiry developed around the six global contexts with a focus on conceptual understanding and an underlying thread of students developing the approaches to learning skills of social, thinking, research, communication and self management. Students also take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. The Middle Years Program culminates at the end of 10th grade with all students participating in the MYP Personal Project.

DP Coursework

Students enrolled in the 11th or 12th grade at Pueblo East High School are eligible to choose IB Diploma Programme courses of study. Students who choose to participate in IB Diploma Programme coursework are eligible for earning college credit at all public institutions of higher education in the State of Colorado (and in many other states) upon successful completion of the coursework and external examinations. Information about credits in Colorado can be found at cdhe.colorado.gov/students/attending-college/get-credit-for-what-you-already-know.

Students who successfully complete the full IB Diploma Program (DP) are guaranteed at least 24 credit hours upon entrance into any Colorado institution of higher learning. The DP organizes teaching and learning through six subject groups, underpinned by the DP core. Students choose a course from within each of the following subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts.

Full DP students also complete the requirements of the DP core. The core is made up of three required components, which aim to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core components are:

Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.

The extended essay, which is an independent, self-directed piece of research, culminating with a 4,000-word paper.

Creativity, activity, service, in which students undertake and engage in activities related to each of the three strands.

For most courses, students take written examinations at the end of the DP. In many programme areas, students complete externally assessed coursework. Components of the DP core require students to produce coursework, for example. For more information on the IB Diploma Programme, please contact the IB Coordinator at Pueblo East High School.

Alternative Programs & Credit Recovery Options

Pueblo School District 60 offers a variety of alternative opportunities for students to earn the required amount of credits in order to graduate on time. Below are descriptions for credit recovery options and alternative programs.

Dutch Clark Digital Online

Dutch Clark Digital Online offers a personalized, flexible online and blended learning program. The main goal is to provide students with the leveled instruction needed during an academic career. The program also allows options for students who may otherwise not be successful in a traditional school model. A comprehensive student/parent/guardian handbook and registration process has been developed for families interested in this unique learning opportunity. Contact Dutch Clark Digital Online or counselor at the student's home school for more information regarding Dutch Clark Digital Online. ***Courses taken at Dutch Clark Digital Online are not NCAA-approved courses.***

Summer School Courses

Summer school is a credit recovery option for students who failed one or more courses during the academic school year. Summer school coursework is only for the purpose of making up regular semester failures and may not be taken for the purposes of credit, Laude point, or class rank advancement. Courses taken and passed during summer school will not receive quality points. Students may take summer school courses for credit recovery after the completion of their freshmen (9th grade) year. Contact the high school counselor for more information regarding summer school courses.

Repeating High School Courses

A student receiving a grade lower than personal expectation may choose to repeat the course. A record of both the first and second attempts of the course will remain on the permanent transcript. Once a course is repeated, the final grade from the first attempt will no longer count toward the student's GPA. Credit for successful completion of a course will only be counted once for meeting graduation requirements. Contact the high school counselor or principal for more information regarding repeating high school courses.

College Admissions

Four-year public colleges and universities consider a number of factors in determining if an applicant is a good fit and will likely succeed at their institution. The guidelines below explain what Colorado’s public institutions review when making admission decisions.

Private colleges and universities set their own admission standards, so students should contact those colleges and universities directly for information regarding enrollment policies.

Public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admission recommendations.

Meeting these recommendations does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements.

Your Formula for Success



Colorado public four-year colleges and universities consider a mix of factors in making admission decisions:

- High School GPA
- Test Scores are optional at Colorado public colleges and universities, either SAT and/or ACT
- Academic course mix and rigor (see below for more information). Course rigor can also include concurrent/dual enrollment, Honors, AP, IB, and more.
- Extracurricular activities and other considerations (includes internships, work, sports, leadership, extenuating circumstances, etc.).

Higher Education Admission Recommendations (HEAR)

Course mix is represented by the Higher Education Admission Recommendations (HEAR): the type and number of high school courses students should successfully complete to demonstrate college readiness - these courses can also be substituted with internships, capstones, and similar in the relevant academic areas:

Academic Area	Units
English	4
*Mathematics	4
Natural Science	3
Social Science	3
World Language	1
Academic Electives	2
Total	17

One unit = one year of a high school course. If you are taking a college level course while in high school, one semester = one unit.

* The HEAR math recommendation is that students should complete up through Algebra 2. However, some college programs require freshman students to be ready for calculus. Some recommend Statistics or Math for Liberal Arts preparation. Contact the admission or academic advising office at the institution you are considering for specific math preparation information.

High School GPA and Test Scores

The chart below provides the average GPA and SAT/ACT ranges for students Colorado colleges and universities have admitted. For example, “50 percent of admitted students had between a 3.0 -3.5 GPA and 1040 – 1300 SAT.”

These ranges are NOT admission requirements but a guide to the admission standards at each institution. Students who have below the listed 50 percent ranges can still be competitive for admission if they are strong in other areas of their academic profile.



GPA and Test Score Ranges of Admitted First-Time Freshmen - Fall 2025 Data

Colorado Four-Year Colleges and Universities

The data below reflect the middle 50% ranges of students admitted at each institution - 25% had above and 25% had below these ranges. These are NOT requirements, but a guide to each institution's standards. Both ACT & SAT are accepted by Colorado public institutions - however, because submitting test scores is optional for admission, test score ranges might not be an accurate indicator of standards.

Institution	High School GPA Mid-50% GPA range of admitted students (4.0 scale includes weighted GPAs)	ACT~ Mid-50% ACT range of admitted students (composite scores)	SAT~* Taken March 2016 & After Mid-50% SAT range of admitted students (Evidence Based Reading & Writing + Math)
Adams State University	2.68 - 3.82	20 - 23	850 - 1060
Colorado Christian University	3.50 - 4.30	25 - 30	1000 - 1500
Colorado College	3.64-3.96	30 - 34	1320 - 1460
Colorado Mesa University	3.31 - 3.97	20 - 26	1032 - 1237
Colorado School of Mines	3.80 - 3.99*	30 - 34	1350 - 1480
Colorado State University Fort Collins	3.31 - 4.04	23 - 30	1080 - 1330
Colorado State University Global	2.15 - 3.08	n/a	n/a
Colorado State University Pueblo	2.95 - 3.88	18 - 25	940 - 1150
Fort Lewis College	3.30 - 3.89	20 - 29	1010 - 1230
Metropolitan State University of Denver	2.66 - 3.60	17 - 22	890 - 1120
Regis University	3.21 - 4.0	n/a	n/a
University of Colorado Boulder	3.72 - 4.25	29 - 34	1210 - 1440
University of Colorado Colorado Springs	3.10 - 3.70	21 - 29	1000 - 1250
University of Colorado Denver	3.32 - 4.01	23 - 30	1070 - 1310
University of Northern Colorado	3.20 - 4.00	20 - 27	990 - 1220
Western Colorado University	3.14 - 3.97	21 - 28	1070 - 1270

~ It is optional to submit SAT/ACT test scores to Colorado's public four-year colleges and universities. [Click here](#) for more information.

* SAT totals = Evidence Based Reading & Writing + Math subscores. It does NOT include the Essay or Written Component score.

** Colorado School of Mines uses unweighted GPAs only in making admission decisions.

Colorado Community Colleges are open admission and do not have admission standard requirements.

College Preparation Opportunities

College Opportunity Fund

The College Opportunity Trust Fund (COF), created by the Colorado Legislature, provides a stipend to eligible undergraduate students. Eligible undergraduate students must apply, be admitted, and enroll at a participating institution. 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 to the institution at which the student is enrolled. Each eligible undergraduate student can receive stipend funding for up to 145 credit hours. Certain exceptions may be made to the credit hour limit if a waiver is granted. For more information regarding COF, please visit their website listed below.

To apply for the College Opportunity Trust Fund, go to: <https://cof.college-assist.org/>

Free Application for Federal Student Aid (FAFSA)

The Free Application for Federal Student Aid or FAFSA is the financial aid application form students will need to apply for federal and state student grants, work-study, and loans. While the FAFSA may seem lengthy and complex, there are many free resources, online and offline, to help students navigate the application process.

Students can complete, submit, and track their application using FAFSA on the Internet. This is the easiest way to apply for federal aid. Most importantly, student data is checked before it is transmitted to the processing center, so there is less chance of making an error. Filing the FAFSA online can reduce processing time by 1-2 weeks.

FAFSA is available October 1 of each year and should be completed by all seniors and their parents/guardians. Many scholarships also require completion of the FAFSA. The earlier a student applies, the more likely he/she will receive financial aid. Students should meet with their counselors for assistance with the FAFSA application.

To complete FAFSA, go to: <https://studentaid.gov/>

Western Undergraduate Exchange Program (WUE)

The WUE program can save students thousands of dollars in tuition. The WUE program is administered by the Western Interstate Commission for Higher Education (WICHE). In keeping with WICHE's mission to improve affordability and resource-sharing among Western U.S. colleges and universities, an entering college student may enroll as a nonresident at a participating two-year or four-year public college or university, and – thanks to a WUE program discount – pay 150% (or less) of the institution's resident tuition.

For more information regarding the Western Undergraduate Exchange program and to identify participating states and universities, please contact the school counselor or visit the Western Interstate Commission for Higher Education website at www.wiche.edu/wue.

College Credit Opportunities

Pueblo School District 60 offers a variety of programs designed to help students earn college credit. Not all programs, however, are offered at every school. Please check with the school counselor for more information regarding each college credit opportunity.

Advanced Placement Program

The Advanced Placement (AP) program offers college-level curricula to high school students. AP courses follow a prescribed, nationally developed curriculum. Check with the college or university admissions office to confirm their AP credit policy, including required scores and how credits apply to your degree. Students **may receive college credit** by earning a qualifying score of a 3 on the AP exam taken at the end of each course. Students who earn a 2 or higher on a designated Mathematics or English test will **meet the Demonstration of Competency credit** needed for graduation. Advanced Placement courses are considered challenging courses that will receive weighted credit and a Laude Point upon successful completion of the course. An examination fee is required for each exam a student takes, but financial assistance may be provided. Contact the school counselor for additional information regarding AP courses, exams, and fees.

Senior to Sophomore Program

The Senior to Sophomore (STS) program is an agreement between Colorado universities and Pueblo School District 60. This program allows qualified juniors and seniors to enroll in college-level courses at the high school and receive dual credit from both institutions. Students are required to meet certain prerequisites in order to take STS courses. A reduced tuition/fee per college semester hour will be assessed. STS classes are considered honors courses and will receive **weighted credit upon successful completion** of the course receive weighted credit and a Laude Point upon successful completion of the course. Contact the school counselor for additional information regarding STS courses and fees.

Concurrent Enrollment Program

Through the Concurrent Enrollment program, students may access college-level coursework at Pueblo Community College (PCC) or Colorado State University-Pueblo (CSU-P). There are enrollment approval guidelines students must meet in order to be accepted in to courses at PCC or CSU-P. Students may apply for fall and/or spring semester coursework. Separate deadlines exist for both PCC and CSU-P. All college courses taken must be 100 level courses or higher, and courses earning a minimum of three college credit hours will receive weighted credit and a Laude Point upon successful completion of the course. Families who select to self-pay for college courses during or outside of the regular school day understand that these courses will not be recognized as district concurrent enrollment courses and will therefore not be transcribed on student high school transcripts or count toward the cumulative GPA. Any course that does not meet Pueblo School District 60's graduation requirements, or concurrent enrollment policy, will not be approved for concurrent enrollment. For additional information and details regarding Concurrent Enrollment, reference the Department of Secondary Education Concurrent Enrollment Handbook or contact the school counselor.

Career & Technical Education Program

The Career & Technical Education (CTE) program is designed to help students choose a career pathway, select relevant courses needed, and build the right skills and knowledge to succeed in a postsecondary environment. All CTE programs are integrated with the academic courses needed to prepare students for postsecondary success. Students who successfully complete a CTE pathway are eligible to graduate with an industry certification. Not all CTE courses receive college credit. Contact the school counselor for additional information regarding Career & Technical Education programs and opportunities.

International Baccalaureate Diploma Programme

The International Baccalaureate (IB) Diploma Programme is offered **only at East High School**. It is a challenging and balanced educational program that prepares students for postsecondary success. Students may choose to take single IB courses or choose to pursue the full IB Diploma. Students must take written examinations at the end of the program. IB courses are considered challenging courses that will receive weighted credit and a Laude Point upon successful completion of the course. Students **may receive college credit** by earning a qualifying score on the IB exam taken at the end of the course. Students who earn a 4 or higher on a designated mathematics or English test will **meet the Demonstration of Competency credit** needed for graduation. A registration fee is required each year plus a required examination fee, but financial assistance may be provided. Contact the East High School IB Coordinator for additional information regarding the IB program.

Athletic Information

Information in this section includes:

- High school athletic eligibility
- College-bound student-athletic eligibility
- NCAA coursework requirements

Athletic Information

Pueblo School District 60 offers a variety of high school boys and girls athletic programs. In order for students to participate in athletics, certain requirements must be met. The information below details the expectations for student-athletes.

High School Athletic Eligibility

High school athletes must meet certain criteria to be eligible for participation in interscholastic competition. A student can compete when the following criteria are met:

- A student is ineligible to participate in any athletics if he/she turns 19 prior to August 1 of the school year.
- A student must live with a legal parent/guardian.
- A student must have been enrolled in and earned a minimum of 2.5 credits the semester before and during the semester he/she participates. First semester freshmen are excluded from this criterion.

Pueblo School District 60 has established extra-curricular academic requirements. An eligibility list is distributed to all teachers on the 3rd Thursday of the season. Student-athletes who receive one failing grade for the week will have one probation week to improve the grade to passing. If a student-athlete does not improve the grade during the probation week, he/she will not be eligible to participate the following week. The activities director will verify individual eligibility in cooperation with the counseling office. Students participating in activities who are not enrolled in the district must provide appropriate certification stating academic eligibility requirements have been met. The preceding information is in condensed form from the CHSAA Handbook. For further explanation, consult the student handbook, a high school activities director, or visit www.chsaa.org.

College-Bound Student-Athletes

Many colleges are regulated by the National Collegiate Athletic Association (NCAA), an organization that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions – Division I, Division II, Division III. Each university/college is a member of one Division according to the size and scope of the athletic programs and the type of athletic scholarships provided.

NCAA – National Collegiate Athletic Association: NCAA Division I & II large public universities; NCAA Division III small private colleges; details found on following pages. Website: web3.ncaa.org/ecwr3/

NAIA – National Association of Intercollegiate Athletics: small private colleges; details found on following pages. Website: <https://www.naia.org/registrars/eligibility-center-resources>

NJCAA – National Junior College Athletic Association: Colleges may not have entering eligibility requirements; visit <https://www.njcaa.org> for information regarding eligibility and requirements

Any high school senior interested in competing at the collegiate level must consult the appropriate athletic association guide – NCAA, NAIA, NJCAA. To help determine whether a student will be eligible to participate at the collegiate level, three factors should be taken in to consideration:

1. **High school course schedule** – Students must meet the required coursework for each athletic association.
2. **Grade Point Average** – Students must meet the required GPA set by each athletic association.
3. **College entrance test scores** – Students must meet the required college entrance test scores (SAT, ACT) set by each athletic association.

NCAA Coursework Requirements

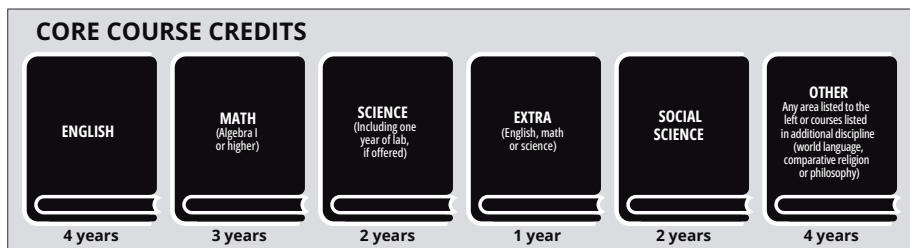
Student athletes must complete appropriate coursework in order to qualify for NCAA programs. Remedial courses are not admissible. **Not all classes that meet high school graduation requirements meet the NCAA coursework requirements.** Meeting NCAA requirements does not guarantee admission into college – it simply determines whether students may participate in athletics during their freshmen year in college. Students must follow each member college's admission policies and apply directly to that college.

NCAA Eligibility Center information and applications are available at web3.ncaa.org/ecwr3/, information is also on the next two pages for Division I, II, III, and NAIA eligibility standards. For additional information regarding collegiate level athletic requirements or coursework, contact the school athletic director or school counselor. **It is important to monitor changes in NCAA coursework requirements.**

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:
2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.



EARLY ACADEMIC QUALIFIER: If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER: You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

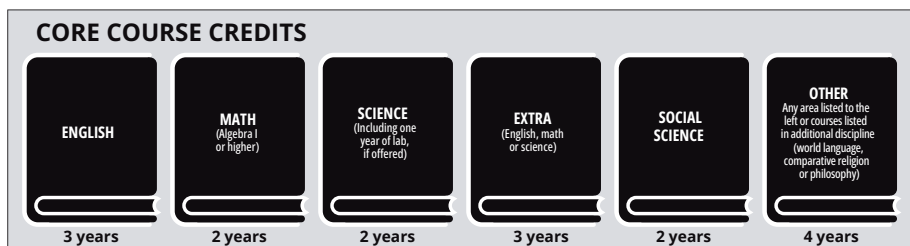
ACADEMIC REDSHIRT: You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER: You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements.

1. Earn 16 NCAA-approved core-course credits in the following areas:
2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.



EARLY ACADEMIC QUALIFIER: If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER: You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER: You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.

Division III Academic Requirements

Academics are the primary focus for Division III student-athletes. Participation in athletics is a way to enhance this priority, as it provides valuable life lessons for student-athletes such as teamwork, discipline, perseverance and leadership, which often translate into becoming a better student and more responsible citizen. Data supports this idea, too. Division III student-athletes graduate at a rate of 5% higher than that of the general student body.

Student-athletes most often attend a college or university in Division III because of the excellent academic programs, creating a primary focus on learning and achievement of their degree. The division minimizes the conflicts between athletics and academics through shorter playing and practice seasons, the number of contests, out-of-season organized activities and a focus on regional in-season and conference play. Student-athletes are integrated on campus and treated like all other members of the general student-body, keeping them focused on being a student first.

Division III schools on average have the smallest median enrollment (1,751) of the three divisions, often creating higher professor-to-student ratios and more personal.

In Division III, athletes must meet the admissions standards set by the school as opposed to divisional standards as in Divisions I and II. learning environments.

NAIA Academic Requirements

College-bound student-athletes first enrolling at an NAIA school will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year. All information regarding participation in athletics at an NAIA school can be found at www.playnaia.org.

MUST MEET TWO OF THREE

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 18 on the ACT or 860 on the SAT.	Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.	Graduate in the top half of your high school class.
Tests must be taken on a national testing date; score must be achieved on a single test. The SAT must be achieved on the Critical Reading & Math section only; the Writing score cannot be used. You must meet the score requirement on a test date prior to the start of the term in which you tend to participate in athletics. • These minimum ACT and SAT scores are in place for 2017-18 and are subject to change moving forward.	The NAIA accepts the grade point average determined by the high school, provided it is recorded and awarded in the same manner as for every other student at the school.	If a student's class rank does not appear on the transcript, a signed letter from the principal or headmaster, vice principal, or guidance counselor written on the school's letterhead and with the school's official seal, stating the student's final class rank position or percent may be submitted.

Course Offerings and Descriptions

Students wanting to participate in clubs, extracurricular activities, and Career and Technical Education opportunities not offered at Paragon Learning Center may participate in programs being offered in other District 60 Comprehensive High Schools. To participate in these programs, counselors must be notified.

English Language Arts Courses

High School English Language Arts Graduation Requirements

To graduate from Pueblo School District 60, all high school students must earn four English Language Arts credits.

Choosing the Right English Courses

When selecting English courses for high school, students should consider their future college, career, and workforce goals, review their Individual Career and Academic Plan (ICAP), talk with their family, and meet with counselors and teachers to discuss the best course options. Admission requirements vary by college and university, so students planning to attend a four-year college should ensure their English courses meet the college's entrance requirements.

Blended courses offered through Dutch Clark Digital Online are not approved by the NCAA for initial eligibility

If you are planning to participate in collegiate athletics, it is essential that you consult with your school counselor to ensure you are meeting all NCAA academic requirements.

The following 0.5 credit (75 hours) courses reflect the credit earned and the approximate time required to complete each course per semester.

Additional courses in this area are offered through Edmentum. For a complete list of course offerings, [click here](#). Contact your counselor for more information on registering for these courses

English Language Arts Course Descriptions

English 9

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 1303S1

Course Number: 1303S2

The English 9 course is an overview of exemplar selections of literature in fiction and nonfiction genres. Students read short stories, poems, a full-length novel, and a full-length Shakespeare play, analyzing the use of elements of literature in developing character, plot, and theme. For example, in selected stories, students compare the effect of setting on tone and character development. Likewise, in the poetry unit, students analyze how artists and writers draw from and interpret source material.

Each unit includes informational texts inviting students to consider the historical, social, and literary context of the main texts they study. For example, in the first semester, a Nikolai Gogol story that is offered as an exemplar of magical realism is accompanied by instruction on that genre. Together, the lesson content and reading prompt students to demonstrate their understanding of magical realism by analyzing its qualities in a literary text.

Throughout the course, students respond to others' claims and support their own claims in essays, discussions, and presentations, consistently using thorough textual evidence. The range of texts includes canonical authors such as William Shakespeare, Franz Kafka, and Elie Wiesel, as well as writers from diverse backgrounds, such as Alice Walker, Li-Young Lee, and Robert Lake-Thom (Medicine Grizzlybear).

English 10

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 1403S1

Course Number: 1403S2

The focus of the English 10 course is the writing process. Three writing applications guide the curriculum: persuasive, expository, and narrative writing. Each lesson culminates in a written assignment that lets students demonstrate their developing skill in one of these applications.

English 10 follows the model of English 9 by including at least one anchor text per lesson, but the essays, articles, stories, poems, and speeches are often presented as models for students to emulate as they practice their own writing. So that these readings may serve as proper examples for students, a high proportion of texts for this course are original pieces.

English 10 also continues to develop students' reading, listening, and speaking skills. Readings include poems, stories, speeches, plays, and a graphic novel, as well as a variety of informational texts. The readings represent a wide variety of purposes and cultural perspectives, ranging from the Indian epic *The Ramayana* to accounts of Hurricane Katrina told through different media. Audio and video presentations enhance students' awareness and command of rhetorical techniques and increase their understanding of writing for different audiences.

English 11

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 1503S1

Course Number: 1503S2

In the English 11 course, students examine the belief systems, events, and literature that have shaped the United States. They begin by studying the language of independence and the system of government developed by Thomas Jefferson and other enlightened thinkers. Next, they explore how the Romantics and Transcendentalists emphasized the power and responsibility of the individual in both supporting and questioning the government. Students consider whether the American Dream is still achievable and examine the Modernists' disillusionment with the idea that America is a "land of opportunity."

Reading the words of Frederick Douglass and the text of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Students explore how individuals cope with the influence of war and cultural tensions while trying to build and secure their own personal identity. Finally, students examine how technology is affecting our contemporary experience of freedom: Will we eventually change our beliefs about what it means to be an independent human being?

In this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and research papers. In order to develop speaking and listening skills, students participate in discussions and give speeches. Overall, students gain an understanding of the way American literature represents the array of voices contributing to our multicultural identity.

English 12

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 1603S1

Course Number: 1603S2

The English 12 course asks students to closely analyze British literature and world literature and consider how we humans define and interact with the unknown, the monstrous, and the heroic. In the epic poems *The Odyssey*, *Beowulf*, and *The Inferno*, in Shakespeare's *Tempest*, in the satire of Swift, and in the rhetoric of World War II, students examine how the ideas of "heroic" and "monstrous" have been defined across cultures and time periods and how the treatment of the "other" can make monsters or heroes of us all.

Reading *Frankenstein* and works from those who experienced the imperialism of the British Empire, students explore the notion of inner monstrosity and consider how the dominant culture can be seen as monstrous in its ostensibly heroic goal of enlightening the world.

Throughout this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and research papers. In order to develop speaking and listening skills, students participate in discussions and give speeches. Overall, students gain an understanding of the way British and world literature represent the array of voices that contribute to our global identity.

Creative Writing

0.5 credit (75 hours)

Course Number: 1701

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

This course is built to the National Council of Teachers of English (NCTE) standards.

Media Literacy

0.5 credit (75 hours)

Course Number: 1711

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

This course is built to The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

English Foundations I

(enrollment by recommendation only)

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 1103S1

Course Number: 1103S2

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling.

Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text.

Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance.

Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

This course guides students through the reading, writing, and basic academic skills needed to prepare for success in academic coursework. At the end of the course, the student should be poised for continued success in the academic world. The content is based on extensive national and state standards research and consultation with reading specialists and classroom teachers. It aligns to state standards for reading and writing and to NCTE/IRA reading and writing standards.

English Foundations II

(enrollment by recommendation only)

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 1203S1

Course Number: 1203S2

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

The reading program content is based on the National Council of Teachers of English (NCTE), International Reading Association (IRA), National Reading Program (NRP), and McREL, standards and aligned to state standards. The writing program is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Writing Skills and Strategies

0.5 credit (75 hours)

Course Number: 1731

Writing Skills and Strategies develops key language arts skills necessary for high school graduation. Students are concurrently enrolled in Writing Skills and Strategies and Discovery. Writing Skills and Strategies incorporate social emotional learning and self-reflection as tools to develop English Language Arts and social skills simultaneously.

Level Up Literacy

0.5 credit (75 hours)

Course Number: 1102

Level Up Literacy is designed to prepare students to be literate in digital literature and digital expository content while increasing their overall reading level as a support and intervention using digital tutorials such as Reading Plus. This course supports students to develop the literacy skills needed to be successful in Pueblo School District 60 online programs. Students taking this course will gain in their ability to effectively engage with more rigorous materials and to navigate various genres as well as materials presented in a digital learning environment.

Journalism I

0.5 credit (75 hours)

Course Number: 15501

Prerequisite: 9th Grade Literature and Composition

Journalism I provides a comprehensive introduction to the field of journalism, equipping students with the essential skills and knowledge needed to report and write effectively. Students will learn various journalistic writing styles, information gathering techniques, and interviewing strategies. They will gain hands-on experience in news writing, feature writing, editorial writing, and column writing. The course also emphasizes research skills and incorporates video interviews and editing as key components of modern journalism. This is not an NCAA-approved course.

Math Courses

High School Math Graduation Requirements

To graduate from Pueblo School District 60, all high school students must earn three math credits, including courses with algebra and geometry content.

Choosing the Right Math Courses

When selecting math courses for high school, students should consider their future college, career, and workforce goals, review their Individual Career and Academic Plan (ICAP), talk with their family, and meet with counselors and teachers to discuss the best course options. Admission requirements vary by college and university, so students planning to attend a four-year college should ensure their math courses meet the college's entrance requirements.

Blended courses offered through Dutch Clark Digital Online are not approved by the NCAA for initial eligibility

If you are planning to participate in collegiate athletics, it is essential that you consult with your school counselor to ensure you are meeting all NCAA academic requirements.

The following 0.5 credit (75 hours) courses reflect the credit earned and the approximate time required to complete each course per semester.

Additional courses in this area are offered through Edmentum. For a complete list of course offerings, [click here](#). Contact your counselor for more information on registering for these courses

Math Course Descriptions

Introductory Algebra

(enrollment by recommendation only)

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 4193S1

Course Number: 4193S2

Introductory Algebra provides a curriculum focused on foundational concepts that prepare students for success in Algebra I. Through a “Discovery-Confirmation-Practice”-based exploration of basic concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge through a variety of problem-solving applications.

Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations.

Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, as well as a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Introductory Algebra includes audio resources in both Spanish and English.

The course is built to state standards and the National Council of Teachers of Mathematics (NCTM).

Algebra I

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 4210S1

Course Number: 4210S2

Algebra I builds students’ command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports students as they develop computational fluency, deepen conceptual understanding, and apply Common Core’s mathematical practice skills. Students discover new concepts through guided instruction and confirm their understanding in an interactive, feedback-rich environment.

A variety of activities allow for students to think mathematically in a variety of scenarios and tasks. In Discussions, students exchange and explain their mathematical ideas. Modeling activities ask them to analyze real-world scenarios and mathematical concepts. Journaling activities have students reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. And in Performance Tasks, students synthesize their knowledge in novel, real-world scenarios, make sense of multifaceted problems, and persevere in solving them.

Geometry

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 4503S1

Course Number: 4503S2

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency and deepen conceptual understanding. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them.

Algebra II

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 4410S1

Course Number: 4410S2

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency and deepen conceptual understanding. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them.

Pre-Calculus

0.5 credit (75 hours)

Course Number: 4703S2

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Precalculus assessments include a computer-scored test and a scaffolded, teacher-scored test.

The course is built to the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Personal Financial Literacy

Course Number: 4711

0.5 credit (75 hours)

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English.

This course is built to state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Liberal Arts Mathematics 1

0.5 credit (75 hours)

Course Number: 4723S1

0.5 credit (75 hours)

Course Number: 4723S2

Liberal Arts Mathematics 1 addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Mathematics 1 starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Mathematics 1 lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Mathematics 1 includes audio resources in English.

This course is built to Florida's Next Generation Sunshine State Standards and Benchmarks.

Liberal Arts Mathematics 2

Course Number: 4733S2

0.5 credit (75 hours)

Liberal Arts Mathematics 2 addresses the need for a course that meets graduation requirements and focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Mathematics 2 starts with a review of algebraic concepts before moving on to a variety of key algebraic, geometric, statistical and probability concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include analysis of quadratic, polynomial, exponential and logarithmic functions, arithmetic and geometric sequences, trigonometry and trigonometric functions, coordinate geometry and proofs, statistical analysis, experimental design and applications of probability.

Within each Liberal Arts Mathematics 2 lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and “in-your-own-words” interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math II includes audio resources in English.

This course is built to Florida's Next Generation Sunshine State Standards and Benchmarks.

Mathematics of Personal Finance

0.5 credit (75 hours)

Course Number: 4713S1

0.5 credit (75 hours)

Course Number: 4713S2

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English.

This course is built to state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Probability and Statistics

0.5 credit (75 hours)

Course Number: 4701S1

0.5 credit (75 hours)

Course Number: 4701S2

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a “Discovery-Confirmation-Practice”-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English.

The course is built to the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Math Foundations I

enrollment by recommendation only)

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 4133S1

Course Number: 4133S2

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress in acquiring 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies for honing their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

This course is built to the National Council of Teachers of Math (NCTM) April 2006 publication, Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence, and is aligned with state standards.

Math Foundations II

(enrollment by recommendation only)

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 4143S1

Course Number: 4143S2

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress in acquiring 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as middle school curriculum. The program simultaneously builds the computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

The course's carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies for honing their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

This course is built to the National Council of Teachers of Math (NCTM) April 2006 publication, Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence, and is aligned with state standards.

Level Up Numeracy

0.5 credit (75 hours)

Course Number: 4210A

Level Up Numeracy is designed to prepare students to be mathematically literate through the use of online core and intervention support. ALEKS math, APEX tutorials, and number talks will be utilized to support an increase in mathematical fluency. Students who fully participate will experience an increase in mathematical skill level. This course is designed to support students to develop the numeracy skills needed to be successful in Pueblo School District 60 online programs. Students taking this course will gain in their ability to effectively engage in grade level courses and to gain the necessary skills required to complete required math courses.

Science Courses

High School Science Graduation Requirements

To graduate from Pueblo School District 60, all high school students must earn two science credits, including coursework in physical, earth, and life sciences.

Choosing the Right Science Courses

When selecting science courses for high school, students should consider their future college, career, and workforce goals, review their Individual Career and Academic Plan (ICAP), talk with their family, and meet with counselors and teachers to discuss the best course options. Admission requirements vary by college and university, so students planning to attend a four-year college should ensure their science courses meet the college's entrance requirements.

Blended courses offered through Dutch Clark Digital Online are not approved by the NCAA for initial eligibility

If you are planning to participate in collegiate athletics, it is essential that you consult with your school counselor to ensure you are meeting all NCAA academic requirements.

The following 0.5 credit (75 hours) courses reflect the credit earned and the approximate time required to complete each course per semester.

Additional courses in this area are offered through Edmentum. For a complete list of course offerings, [click here](#). Contact your counselor for more information on registering for these courses

Science Course Descriptions

Earth Science

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 3203S1

Course Number: 3203S2

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

This course is built to state standards and informed by the National Science Teachers Association (NSTA).

Physical Science

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 3403S1

Course Number: 3403S2

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter; the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method.

This course is built to state standards and informed by the National Science Teachers Association (NSTA).

Biology

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 3310S1

Course Number: 3310S2

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

This course is built to state standards and informed by the National Science Education Standards (NSES).

Chemistry

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 3603S1

Course Number: 3603S2

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

This course is built to state standards and informed by the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards.

Physics

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 3703S1

Course Number: 3703S2

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

This course is built to state standards and informed by the American Association for the Advancement of Science (AAAS), Project 2061 benchmarks and the National Science Education Standards.

Environmental Science

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 3503S1

Course Number: 3503S2

Environmental Science explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human impacts on the environment.

The course provides students with opportunities to learn and practice scientific skills within the context of relevant scientific questions. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Case studies of current environmental challenges introduce each content lesson and acquaint students with real-life environmental issues, debates, and solutions. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Virtual Lab activities enable students to engage in investigations that require long periods of observation at remote locations and to explore simulations that enable environmental scientists to test predictions. Throughout this course, students are given an opportunity to understand how biology, earth science, and physical science are applied to the study of the environment and how technology and engineering are contributing solutions for studying and creating a sustainable biosphere.

This course is built to state standards and informed by the NGSS standards for life science, earth science, physical science, and engineering, technology, and society.

Science Foundations

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 3103S1

Course Number: 3103S2

(Enrollment by recommendation only)

Science Foundations provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. The course is appropriate for use as remediation at the high school level or as a bridge to high school.

Science Foundations is a two-semester course, with each semester containing 10 mini-units. Each mini-unit is composed of three lessons. The first lesson focuses on key concepts found in Earth science, physical science, and life science. The second lesson reinforces reading and math skills students need to be successful with the content introduced in the first lesson. The third lesson introduces scientific inquiry and critical thinking skills that will help students thrive in science as well as other disciplines. Carefully paced, guided instruction is accompanied by engaging and accessible interactive practice. Checkup activities provide an opportunity to review content prior to assessment. Practice activities offer an opportunity to apply concepts that were presented in Study activities.

This course is built to the National Science Education Standards (NSES) for middle school science.

Social Studies Courses

High School Social Studies Graduation Requirements

It is a Pueblo School District 60 expectation that all high school students have a minimum of 2 credits of Social Studies to include a U.S. History and Civics course completed before earning a high school diploma. Once the student has earned the required number of Social Studies credits for graduation, additional Social Studies courses taken will count as Elective credit. College and university admission requirements recommend 3 credits of Social Studies. Please check with individual college or university admission requirements for Social Studies credits needed.

Choosing the Right Social Studies Courses

When selecting social studies courses for high school, students should consider their future college, career, and workforce goals, review their Individual Career and Academic Plan (ICAP), talk with their family, and meet with counselors and teachers to discuss the best course options. Admission requirements vary by college and university, so students planning to attend a four-year college should ensure their social studies courses meet the college's entrance requirements. If students are planning to attend a 4-year college or university, it is highly recommended they enroll in a World History course prior to graduation.

Blended courses offered through Dutch Clark Digital Online are not approved by the NCAA for initial eligibility

If you are planning to participate in collegiate athletics, it is essential that you consult with your school counselor to ensure you are meeting all NCAA academic requirements.

The following 0.5 credit (75 hours) courses reflect the credit earned and the approximate time required to complete each course per semester.

Additional courses in this area are offered through Edmentum. For a complete list of course offerings, [click here](#). Contact your counselor for more information on registering for these courses

Social Studies Course Descriptions

Geography and World Cultures

Course Number: 2163

0.5 credit (75 hours) *(enrollment by recommendation only)*

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary document.

Modern World History from 1600

0.5 credit (75 hours)

Course Number: 2703S1

0.5 credit (75 hours)

Course Number: 2703S2

In Modern World History from 1600, students study the major turning points that shaped the modern world including the Enlightenment, industrialization, imperialism, nationalism, political revolutions, the world wars, the Cold War, decolonization, and globalization. By presenting content from multiple perspectives and through diverse primary and secondary source materials, this course provides students with a solid foundation in the history of the modern era and prepares students to be active and informed citizens of the world.

U.S. History since the Civil War

0.5 credit (75 hours)

Course Number: 2113S1

0.5 credit (75 hours)

Course Number: 2113S2

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

This course is built to state standards and standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994).

U.S. Government and Politics

Course Number: 2403B

0.5 credit (75 hours)

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

This course is built to state standards and standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994).

Economics

Course Number: 2403A

0.5 credit (75 hours)

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflation, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

This course is built to state standards and standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994).

Sociology

Course Number: 2721

0.5 credit (75 hours)

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

This course is built to the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

Psychology

0.5 credit (75 hours)

Course Number: 2711S1

0.5 credit (75 hours)

Course Number: 2711S2

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

This course is built to state standards and informed by the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

World Language Courses

While not required for graduation, students are strongly encouraged to take a world language course, as some universities require it for admission. It is recommended that students complete 2-3 consecutive years of the same language before graduating. After completing Level 2, students can choose from a variety of Level 3 and 4 options.

When selecting a World Language course, students should consider college admission requirements, Postsecondary Workforce Readiness goals in their ICAP, and NCAA eligibility. All world language courses listed in this guidebook are NCAA-approved.

Students and families should review the ICAP each year and consult with counselors and teachers to ensure they are selecting the best courses for their goals. Juniors and seniors can explore advanced World Language options—refer to the course sequence and descriptions for details.

Note: Course offerings may change based on student interest and availability. For details about which courses are available at your school, check with your principal or counselor.

The following 0.5 credit (75 hours) reflect the credit earned and approximate time to complete the course per semester.

Additional courses in this area are offered through Edmentum. For a complete list of course offerings, [click here](#). Contact your counselor for more information on registering for these courses

World Language Course Descriptions

French I

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 5203S1

Course Number: 5203S2

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 5213S1

Course Number: 5213S2

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish I

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 5103S1

Course Number: 5103S2

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 5113S1

Course Number: 5113S2

Prerequisite: Successful completion of Spanish I or proficiency exam

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 5123S1

Course Number: 5123S2

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Physical Education/Health Courses

High School Social Studies Graduation Requirements

It is a Pueblo School District 60 expectation that all high school students have 1 credit of Physical Education and Comprehensive Health in order to graduate. A waiver of requirement for one-half Physical Education/Health credit may be granted for participation in an entire season of any interscholastic sport included in the D60 athletic program. The designated one-half credit would then be added to the Elective credit.

Blended courses offered through Dutch Clark Digital Online are not approved by the NCAA for initial eligibility

If you are planning to participate in collegiate athletics, it is essential that you consult with your school counselor to ensure you are meeting all NCAA academic requirements.

The following 0.5 credit (75 hours) courses reflect the credit earned and the approximate time required to complete each course per semester.

Physical Education/Health Course Descriptions

Health

Course Number: 0111

0.5 credit (75 hours)

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety.

Through use of accessible information, realistic interactivities, and project-based learning, students apply the skills they need to stay healthy. These skills include identifying and accessing valid health information, practicing self-management, identifying internal and external influences, communicating effectively, making healthy decisions, setting goals, and advocating. Students who complete Health build the skills they need to protect, enhance, and promote their own health and the health of others.

This course is built to the National Health Standards (SHAPE) and is aligned to state standards.

Physical Education

Course Number: 0101

0.5 credit (75 hours)

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Elective Course Offerings

Paragon offers elective courses to enhance a student's academic experience. These courses require students to be responsible, accountable, and/or reliable based on the expectations of each course. These additional courses count toward elective credit only.

The following 0.5 credit (75 hours) reflect the credit earned and approximate time to complete the course per semester.

Additional courses in this area are offered through Edmentum. For a complete list of course offerings, [click here](#). Contact your counselor for more information on registering for these courses

Discovery

Course Number: 9303

0.5 (75 hours)

Discovery is a concrete, skills-based curriculum that creates positive change in students. Through this program, students can develop many of the social skills necessary to be successful in school and in life. The Discovery Program has helped many students with problems like apathy, violence, low academic achievement, and poor attendance. Students are concurrently enrolled in Writing Skills and Strategies and Discovery.

Art Appreciation

Course Number: 7101

0.5 credit (75 hours)

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

This course is built to national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

Music Appreciation

0.5 credit (75 hours)

Course Number: 7303S1

0.5 credit (75 hours)

Course Number: 7303S2

Music Appreciation is a streamlined course that introduces students to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format. The first semester covers primitive musical forms and classical music. The second semester presents the rich modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet bring musical forms together in new ways from all around the world.

Accounting I

0.5 credit (75 hours)

Course Number: APX60811S1

0.5 credit (75 hours)

Course Number: APX60811S2

Accounting I examines how to make decisions about planning, organizing and allocating; methods and principles of recording business transactions; the preparation of various documents used in recording revenues, expenses, assets, and liabilities; and the preparation of financial statements. This course allows students to explore careers in accounting while learning skills applicable to any professional setting.

Accounting II

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: APX60812S1

Course Number: APX60812S2

Accounting II builds on the foundation acquired in Accounting I, allowing students to extend their skills and knowledge in the subject. The course focuses on various managerial, financial, and operational accounting activities that require the formulation of interpretation and communication of financial information for use in management decision-making.

College and Career Preparation I

Course Number: 6101

0.5 credit (75 hours)

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career.

This course is built to the American School Counselors Association National Standards for school counseling programs.

College and Career Preparation II

Course Number: 6111

0.5 credit (75 hours)

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I.

College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond.

This course is built to the American School Counselors Association National Standards for school counseling programs.

Business Applications

Course Number: 6301

0.5 credit (75 hours)

Business Applications prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them.

Business Applications is an introductory level Career and Technical Education course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is built to state and national standards. Students who successfully complete the course can go on to obtain the Microsoft® Office Specialist: Microsoft® Office Word certification.*

*Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other countries.

Computer Applications

Course Number: 6311

0.5 credit (75 hours)

Computer Applications provides an introduction to software applications that prepares students to succeed in the workplace and beyond. Students will develop an understanding of professional communications and leadership skills while gaining proficiency with word processing, email, and presentation management software. Students will also be able to demonstrate digital literacy through basic study web publishing and design, spreadsheets and database software.

This course allows students to explore careers in the fields of business and information technology while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them.

Computer Applications is an introductory level Career and Technical Education course applicable to programs of study in Business Management and Administration, Information Technology, and other career clusters. This course is built to state and national standards.

Principles of Business, Marketing, and Finance

0.5 credit (75 hours)

Course Number: 6403S1

0.5 credit (75 hours)

Course Number: 6403S2

Principles of Business, Marketing, and Finance provides the knowledge and skills students need for careers in business and marketing. Students begin exploring roles and functions that business and marketing play in a global society, develop an understanding of the market place, as well as understanding product placement and promotion.

Students analyze the impact of government, legal systems, and organized labor on business; develop an understanding of business communications and management; and explore legal, ethical, and financial issues in business and marketing. Furthermore, students delve into basic economic concepts including personal finance, economic systems, cost-profit relationships, and economic indicators and trends.

Using hands-on activities, students reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant real-world inspired scenarios. This course focuses on developing knowledge and skills around marketing, pricing, distribution and management, while also focusing on economics and interpersonal skills. This course also addresses exploring career options in business and marketing as well as securing and keeping a job.

Principles of Business, Marketing, and Finance is a full-year course for programs of study in Business Administration and Management.

Advanced Academic Achievement

Course Number: AAA1009

1 credit (150 hours)

AAA 1009 Examines theories and practices associated with successful learning to enhance college success. Techniques covered include academic proficiency, personal management, effective collegiate communication, critical and creative thinking, development of community, awareness of diverse identities, and educational and career planning.

Workkeys Graphic Literacy

Course Number: 9810

0.5 credit (75 hours)

The Graphic Literacy curriculum teaches students skills that individuals use when they read and comprehend graphical materials to solve work-related problems. There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels.

Workkeys Applied Math

Course Number: 9820

0.5 credit (75 hours)

The Applied Math curriculum measures critical thinking, mathematical reasoning, and problem-solving techniques for situations that occur in today's workplace. While individuals may use calculators and conversion tables to help with the problems on the assessment, math skills are still needed to think them through. There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels.

Workkeys Workplace Documents

Course Number: 9830

0.5 credit (75 hours)

Employees must be able to understand written text to do a job. The Workplace Documents curriculum measures skills that individuals use when they read real workplace documents and use that information to make job-related decisions and solve problems. The documents include messages, emails, letters, directions, signs, bulletins, policies, websites, contracts, and regulations. There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels.

Workkeys Applied Technology

Course Number: 9840

0.5 credit (75 hours)

The WorkKeys Applied Technology is designed to evaluate the technical skills and problem-solving abilities that are essential in today's workforce. This course focuses on the practical application of technology in various workplace scenarios. Students will learn to interpret and apply information from technical documents, diagrams, and manuals to solve real-world problems. Key areas of study include basic principles of mechanics, electrical systems, fluid dynamics, and thermodynamics. The curriculum emphasizes hands-on learning and critical thinking to ensure students can use technology and tools effectively in their future careers. This course prepares students to demonstrate their proficiency in applied technology, which is vital for a wide range of technical and skilled trades positions.

Principles of Information Technology

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 6303S1

Course Number: 6303S2

Principles of Information Technology prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software. Students will also be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software.

This course allows students to explore careers in information technology and business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Students will learn what to expect in the field of Information Technology and begin exploring career options in the field. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them.

Principles of Information Technology is a full-year introductory course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is built to state and national standards. Students who successfully complete the course will be prepared to pursue the Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access*, as well as IC3 certification.

*Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other countries.

Principles of Health Science

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 6203S1

Course Number: 6203S2

Principles of Health Science provides knowledge and skills students need for careers in health care. Students explore the services, structure, and professions of the health care system and get guidance on choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine.

Students focus on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership. In addition, students will expand their understanding of health and safety systems, how to address emergency situations, and deal with infection control issues. Students will also explore topics in medical science, terminology, procedures, and regulations - including an overview of physiology and medical measurements.

Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals and deepen their knowledge of various career options. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry and extend their knowledge of oral and written communication in health science.

Principles of Health Science is a full-year course for programs of study in health sciences. This course is built to state and national standards.

Introduction to Business and Technology

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 6331S1

Course Number: 6331S2

Introduction to Business and Technology provides the foundational knowledge and skills students need for careers in business and technology. Throughout the course, students gain a knowledge of business principles and communication skills, an understanding of the impact of financial and marketing decisions, and proficiency in the technologies required by business. Students will also learn the essentials of working in a business environment, managing a business, and owning a business.

This course allows students to explore careers in business and information technology while learning skills applicable to any professional setting. Through a variety of hands-on activities, students will engage with word processing, presentation, and spreadsheet software and explore operating systems, networking, and the Internet. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities of interest to them.

Introduction to Business and Technology is a full-year introductory course applicable to programs of study in the Business, Management and Administration and Information Technology career clusters, as well as other career clusters. This course is built to state and national standards. Students who successfully complete the course will be prepared to pursue certifications such as Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access, as well as IC3 certification.

Legal Environment of Business

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 6503S1

Course Number: 6503S2

Legal Environment of Business examines the role of the law on all aspects of business ownership and management. Throughout the course, students focus on legal ethics, court procedures, torts, contracts, consumer law, property law, employment law, environmental law, and international law. Students also explore the impact of laws, regulations, and judicial decisions on society at large.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will prepare legal documents, create a compliance plan, and research consumer protection issues. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities of interest to them.

Legal Environment of Business is a full-year intermediate or capstone course applicable to programs of study in the Business, Management and Administration career cluster. This course is built to state and national standards. Students who successfully complete the course will be prepared to pursue certifications such as Accredited Legal Professional, Certified Administrative Manager, or Certified Associate in Project Management®.

Human Resources Principles

0.5 credit (75 hours)

0.5 credit (75 hours)

Course Number: 6603S1

Course Number: 6603S2

Human Resources Principles examines the main functions of human resources management, including planning, recruitment, selection, training, development, compensation, and evaluation. In so doing, the course provides students with the tools to hire, manage, and fire employees. Students will also explore the unique role of human resources in the larger organization.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create a recruiting plan, develop a strategy to promote a positive organizational culture, and analyze the impact of globalization on the human resources. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities of interest to them.

Human Resources Principles is a full-year intermediate or capstone course applicable to programs of study in the Business, Management and Administration career cluster. This course is built to state and national standards. Students who successfully complete the course will be prepared to pursue certifications such as Associate Professional in Human Resources TM, Certified Administrative Manager, or Certified Associate in Project Management (CAPM)®.

Student Council

0.5 Elective credit per semester (75 hours)

1 credit for full year enrollment (150 hours)

Course Number: 9400

Course Number: 94001

Student Council is a class composed of student who are elected or appointed to office by their peers. The course includes such topics as government, authority of constitution, parliamentary procedure, collective responsibility, work ethic, communication, leadership, problem solving, and conflict-resolution. Other activities include organizing assemblies, holding elections, planning dances, and promoting strong, open student-faculty relationships as well as working with the community. Any volunteer activities in which Student Council member participate will count toward the Interscholastic Activity (ISA) graduation requirement each year.

Annual Staff

0.5 Elective credit per semester (75 hours)

1 credit for full year enrollment (150 hours)

Course Number: 9500

Course Number: 95001

Prerequisite: Teacher/counselor recommendation, B average in English courses, application process

Students in Annual Staff are responsible for compiling content for the high school year book. Activities include photography, labeling, layout, and writing. Computer technology is a key focus of the course and must be a strength for any student interested. Students must be disciplined and self-motivated as they will be required to meet deadlines. Students who meet the prerequisite must fill out an application in order to be considered for the course.

Guitar

Course Number: 75301

0.5 Elective credit (75 hours)

This class is open to all students who play or wish to play guitar. The class is mostly geared toward an independent study environment allowing for different ability levels to be enrolled. Note reading will be taught and expected in combination with weekly playing tests. Students will be required to purchase their own guitar and technique book(s).

Digital Photography

Course Number: 85701

0.5 Elective credit (75 hours)

Fees: Fees may be required

Students in this class will learn basic digital photography workflow skills. Each student will develop an understanding of the technical development of photography from its beginnings to the digital age. Students will shoot, use commercial software tools to modify and print photographs they have taken.

Office Aide

0.25 Elective credit per semester (38 hours) 0.5 credit for full year enrollment (75 hours)

Course Number: 9120
Course Number: 91201

Prerequisite: Teacher/counselor recommendation

Student aides assist faculty and staff throughout the building during one class period during a school day. Responsibilities include, but are not limited to, word processing, filing, copying materials, and completing staff directed tasks and duties. The different types of student aides include teacher aid, office aid, and media aid.

Please note: Student Aides is not a graded course earning a letter grade or quality points. Students receive an S or U on report cards and transcripts which do not count toward the cumulative GPA. This choice will not count as one of the minimum five courses in which students are expected to enroll.

Teacher Aide

0.25 Elective credit per semester (38 hours) 0.5 credit for full year enrollment (75 hours)

Course Number: 9130
Course Number: 91301

Prerequisite: Teacher/counselor recommendation

Student aides assist faculty and staff throughout the building during one class period during a school day. Responsibilities include, but are not limited to, word processing, filing, copying materials, and completing staff directed tasks and duties. The different types of student aides include teacher aid, office aid, and media aid.

Please note: Student Aides is not a graded course earning a letter grade or quality points. Students receive an S or U on report cards and transcripts which do not count toward the cumulative GPA. This choice will not count as one of the minimum five courses in which students are expected to enroll.

Counselor Aide

0.25 Elective credit per semester (38 hours) 0.5 credit for full year enrollment (75 hours)

Course Number: 9140
Course Number: 91401

Prerequisite: Teacher/counselor recommendation

Student aides assist faculty and staff throughout the building during one class period during a school day. Responsibilities include, but are not limited to, word processing, filing, copying materials, and completing staff directed tasks and duties. The different types of student aides include teacher aid, office aid, and media aid.

Please note: Student Aides is not a graded course earning a letter grade or quality points. Students receive an S or U on report cards and transcripts which do not count toward the cumulative GPA. This choice will not count as one of the minimum five courses in which students are expected to enroll.

Media Aide

0.25 Elective credit per semester (38 hours)

0.5 credit for full year enrollment (75 hours)

Course Number: 9150

Course Number: 91501

Prerequisite: Teacher/counselor recommendation

Student aides assist faculty and staff throughout the building during one class period during a school day. Responsibilities include, but are not limited to, word processing, filing, copying materials, and completing staff directed tasks and duties. The different types of student aides include teacher aid, office aid, and media aid.

Please note: Student Aides is not a graded course earning a letter grade or quality points. Students receive an S or U on report cards and transcripts which do not count toward the cumulative GPA. This choice will not count as one of the minimum five courses in which students are expected to enroll.

Connections 101

Course Number: 9990

0.5 credit (75 hours)

Connections 101 is designed to help students adjust to online learning with a specific focus on how that will look in Pueblo School District 60's online programs. Students will gain exposure to the programs and platforms we use to deliver education and learn what is expected of them as students. Other focuses of the class will be test success, social and emotional learning, and healthy lifestyles.

Alternative Teacher-Pupil Instruction Courses

Individual Project Elective

Course Number: 7102

.05 credit (75 hours)

This course allows you to create an individualized elective class based on your interests. This elective allows you to take control of your education, starting with a simple idea. You and your teacher will need to sit down and plan out your project using the design cycle! The project has to be specific, realistic, action oriented, measurable, and fulfilled within one academic semester.

Career and Technical Education Courses

Career and Technical Education (CTE) in Pueblo School District 60 offers students dynamic, hands-on learning experiences that prepare them for success in college, careers, and beyond. Our CTE programs provide a strong foundation in high-demand industries, combining academic knowledge with technical skills and real-world application. Each high school offers unique CTE pathways, allowing students to explore their interests, earn industry-recognized certifications, and gain valuable experience through internships and partnerships with local businesses and higher education institutions. Below, you'll find a breakdown of the CTE pathways available at each high school, organized by industry, helping students choose the best program to match their career goals.

Career and Technical Education Pathways by High School

Centennial High School
Business, Marketing, Entrepreneurship, & Finance
Business Administration
Engineering, Technology, Media Arts
Digital Media and Communications
Engineering & Technology
Networking Systems & Security
Technical Theatre/Theatre Design & Technology
Health, Science, Criminal Justice, and Public Safety
General Health Science
Medical/Clinical Assistant
Nurse Assistant/Aide
Pharmacy Technician
Skilled Trades and Technical Sciences
General Construction

Central High School
Business, Marketing, Entrepreneurship, & Finance
Business Administration
Engineering, Technology, and Media Arts
Digital Media and Communications
Engineering & Technology
Family and Consumer Sciences
Hospitality & Food Production
Health Science, Criminal Justice, and Public Safety
PLTW: Biomedical Science
Skilled Trades and Technical Sciences
Aviation Flight
Alternative Cooperative Education (ACE)
ACE CTE

East High School
Business, Marketing, Entrepreneurship, Finance
Business Administration
Family and Consumer Science
Hospitality and Food Production
Skilled Trades and Technical Sciences
Manufacturing Production
Alternative Cooperative Education (ACE)
ACE CTE

South High School
Business, Marketing, Entrepreneurship, Finance
Business Administration
Engineering, Technology, Media Arts
Digital Media and Communications
Health, Science, Criminal Justice, and Public Safety
Law Enforcement
Alternative Cooperative Education (ACE)
ACE CTE

Dutch Clark Digital Online at Paragon
Alternative Cooperative Education (ACE)
ACE CTE

Pathway: Alternative Cooperative Education (ACE)

The Alternative Cooperative Education (ACE) Pathway in Career and Technical Education (CTE) provides students with opportunities to gain practical, hands-on experience in the workforce while earning academic credit. This pathway combines classroom instruction with supervised work-based learning, allowing students to explore careers in various fields such as business, healthcare, technology, and trades. ACE programs offer flexible schedules and personalized learning experiences tailored to individual needs, helping students develop work readiness skills, professionalism, and industry-specific knowledge. By participating in internships, apprenticeships, or community-based projects, students are prepared for postsecondary education, careers, or further training in their chosen industries.

Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
CD I - ACE Career Development I - Career Planning	CD II - ACE Career Development II - Job Seeking PWR II - ACE Success Systems FL II - ACE Business Management & Entrepreneurship	WE III - ACE Intentional Work-Based Learning	CAP - ACE Capstone/Portfolio Based/Culminating Course

CD I - ACE Career Development I - Career Planning Course Number: 98503

Credit: 1 Elective

Prerequisite: None

As developmentally appropriate, this course (or series of courses) is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning & postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and postsecondary aspirations. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

CD II - ACE Career Development II - Job Seeking Course Number: 98504

Credit: 1 Elective

Prerequisite: CD I - ACE Career Development I - Career Planning

As developmentally appropriate, this course (or series of courses) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skill ability to accurately complete job applications, write a resume ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Additionally, students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes. Students practice appropriate communication, teamwork, problem-solving while working in a group environment. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

PWR II - ACE Success Systems

Course Number: 98511

Credit: 1 Elective

Prerequisite: CD I - ACE Career Development I - Career Planning

This course focuses on self and social awareness. This class is designed to help students understand the relationship of their individual talents, interests, and dreams with others around them. Teachers will facilitate an understanding of personal learning styles, self - management, how skills and beliefs within multiple environments (peer, school, home) influence postsecondary options and workforce readiness.

Students will monitor and practice skills including personal responsibility, interpersonal skills such as but limited to: collaboration, cooperation, social responsibility/citizenship, problem solving, work ethic, stress management, and how they are applied in a group/social setting.

This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success.

Students may match potential career opportunities in career clusters or plan a career path based on personal interests, goals, talents and preferences.

FL II - ACE Business Management & Entrepreneurship

Credit: 1 Elective

Course Number: 98512

Prerequisite: CD I - ACE Career Development I - Career Planning

This course serves as an application of financial literacy, management of business and entrepreneurship. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will understand and practice basic strategies to develop a business plan and organize and manage a business venture; accounting methodologies, budgeting and bookkeeping procedures customer service, team building, and supervisory skills; and business and community networking strategies. They will become familiar with ownership and management structures and leadership styles. Students will develop a business plan and organize and manage a business venture. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum.

WE III - ACE Intentional Work-Based Learning

Course Number: 98507

Credit: 1 Elective

Prerequisite: CD II - ACE Career Development II - Job Seeking, PWR II - ACE Success Systems, or FL II - ACE Business Management & Entrepreneurship

A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, academic planning based off of postsecondary aspirations and realistic options, employability skills, and environmental expectations. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

CAP - ACE Capstone/Portfolio Based/Culminating Course

Credit: 1 Elective

Course Number: 98508

Prerequisite: WE III - ACE Intentional Work-Based Learning

Students critique and formulate skills to complete a multifaceted learning portfolio that serves as a culminating academic and intellectual experience for students in pathway programs.

Instruction and experiences may include: topic selection, portfolio creation, community

connections; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of postsecondary options and intentional academic planning based on self-awareness and career exploration.

This course is designed to meet or exceed the current Colorado Graduation Guideline menu option for Capstone.

