



[STUDENT/FAMILY
WORKBOOK]



Overview

Introduction & Orientation 3

Graduate Profile Skills Framework. . .6

Work-Based Learning Continuum . . .8

Industry-Recognized Credentials. . . .9

College Credits. 9

How to Use This Guide: Student &
Family Instructions 10

Website Information. 10

Grade-Level Workbooks

9th Grade 12

10th Grade 18

11th Grade 24

12th Grade. 30



Introduction & Orientation

Pathway to the Profile:
Your 4-Year Journey

Welcome! This workbook is designed to guide students and families through the high school experience and our **Pathways to the Profile** courses. Throughout these years, students will reach important academic and personal milestones, participate in meaningful work-based learning experiences, and reflect on their growth. This resource provides a space for students and families to plan ahead, track progress, and stay connected to learning goals. We hope it serves as a helpful tool as you partner with us to support your student’s success.

Purpose statement: SHS Pathways to the Profile courses are designed to fulfill Colorado’s ICAP (Individual Career and Academic Plan) requirements for students in grades 6-12. ICAP is a multi-year process that helps students explore their interests, discover potential career paths, and connect their coursework to real-world experiences that prepare them for college, the military, trade or technical school, or the workforce. In addition, Pathways courses teach essential life and personal finance skills to help students build confidence, make informed decisions, and maximize their success—no matter which path they choose after high school.





What is this guide?

This guide is a four-year roadmap designed to support students and families throughout high school. It outlines the **key experiences, milestones, and skills students** will develop through our Pathways to the Profile courses. Each grade level includes a yearly focus and goals, important postsecondary milestones, and opportunities for career exploration and work-based learning.

Students will also track their growth through quarterly reflections, community engagement logs, career and postsecondary exploration logs, and academic progress planning tools. Throughout high school, students will collect portfolio artifacts that demonstrate their learning and development. These artifacts will ultimately support their Senior Capstone Defense presentation, where students reflect on their readiness for life after graduation.

This guide is both a planning tool and a record of growth—helping students **intentionally prepare for a fulfilling life after high school.**

How do I use it?

Students will use this guide throughout each school year to set goals, track milestones, and reflect on their progress. Some sections will be completed during Pathways class,

while others may be updated during advising meetings with counselors or at home.

Families are encouraged to review the guide regularly with their student. It can be used to:

- » Celebrate achievements and milestones
- » Discuss academic progress and future plans
- » Reflect on strengths, challenges, and growth
- » Plan next steps for career exploration and postsecondary readiness

Who will help me along the way?

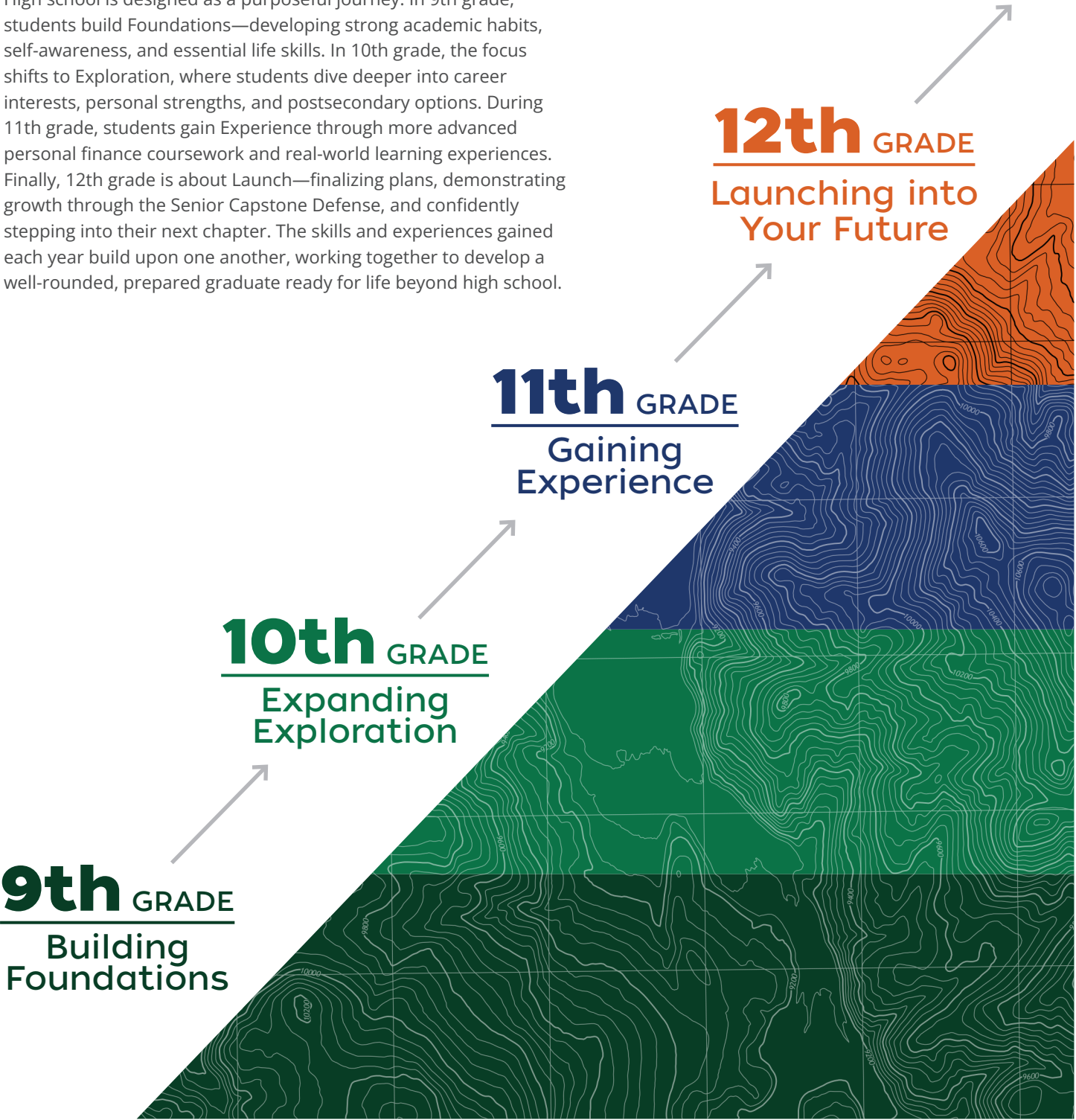
Pathways teachers guide goal setting, reflections, and portfolio development. School counselors assist with academic planning, graduation requirements, and postsecondary options. The entire SHS community—including teachers, staff, coaches, and advisors—is committed to working together to ensure every student feels supported, encouraged, and on track throughout their high school journey.

In addition, community members and local professionals may provide mentorship, job shadow opportunities, internships, and other work-based learning experiences. Most importantly, families play an essential role by encouraging conversations at home, celebrating progress, and helping students reflect on their goals.

OVERVIEW

Your Progression Timeline

High school is designed as a purposeful journey. In 9th grade, students build Foundations—developing strong academic habits, self-awareness, and essential life skills. In 10th grade, the focus shifts to Exploration, where students dive deeper into career interests, personal strengths, and postsecondary options. During 11th grade, students gain Experience through more advanced personal finance coursework and real-world learning experiences. Finally, 12th grade is about Launch—finalizing plans, demonstrating growth through the Senior Capstone Defense, and confidently stepping into their next chapter. The skills and experiences gained each year build upon one another, working together to develop a well-rounded, prepared graduate ready for life beyond high school.



Graduate Profile Skills Framework

Summit School District is preparing today’s students for a future of global acceleration and rapid transformation. Our students are courageous, curious, globally aware, growth oriented, and prepared for their future as they graduate with a strong foundation in **academic rigor and innovative hands-on experiences**.

A Summit School District student strives to be...



Courageous

Taking risks, advocating, stepping outside comfort zones

Is a responsible risk-taker who perseveres through challenges, makes responsible decisions. Is a skilled communicator that advocates for the needs of themselves and others.

A courageous student...

- Applies constructive and responsible decision making to identify and select positive choices
- Analyzes multiple alternatives, including those that might be unlikely or impossible
- Understands and evaluates the personal, interpersonal, community, and institutional impacts of actions
- Demonstrates self-discipline and motivation in order to persevere and achieve goals



Curious

Asking questions, exploring interests, seeking new perspectives

Is a reflective learner who uses inquiry to gain self awareness, think critically, and solve problems using a variety of strategies.

A curious student...

- Evaluates personal strengths and limitations grounded in a sense of confidence and desire for growth
- Critiques personal emotions and their impact on personal and social success
- Develops and explores interests and a sense of purpose tied to postsecondary goals
- Uses inquiry process to learn and grow personally and academically



Globally Aware

Understanding diverse perspectives, engaging with community

Is a caring learner who builds social and cultural understanding to welcome diverse perspectives, work across lines of difference, and take principled action in local and global communities.

A globally aware student...

- Connects with other people by showing them empathy, respect and understanding regardless of similarities or differences
- Actively listens to multiple perspectives in order to navigate conflict and solve problems
- Seeks to understand and navigate personal and cultural identities that create unique and complex individuals
- Takes action in global and local communities in order to create a better world



Prepared

Planning ahead, building skills, demonstrating readiness

Is a strategic thinker who is prepared to apply their knowledge academically, socially, emotionally, and financially.

A prepared student...

- Demonstrates proficiency across content areas that meets the requirements for graduation and post-secondary readiness
- Applies critical thinking skills in varied situations both inside and outside of school
- Synthesizes and applies new understandings to generate new ideas, products, or processes
- Analyzes information and data in order to make reasoned judgments based on learning



Growth-Oriented

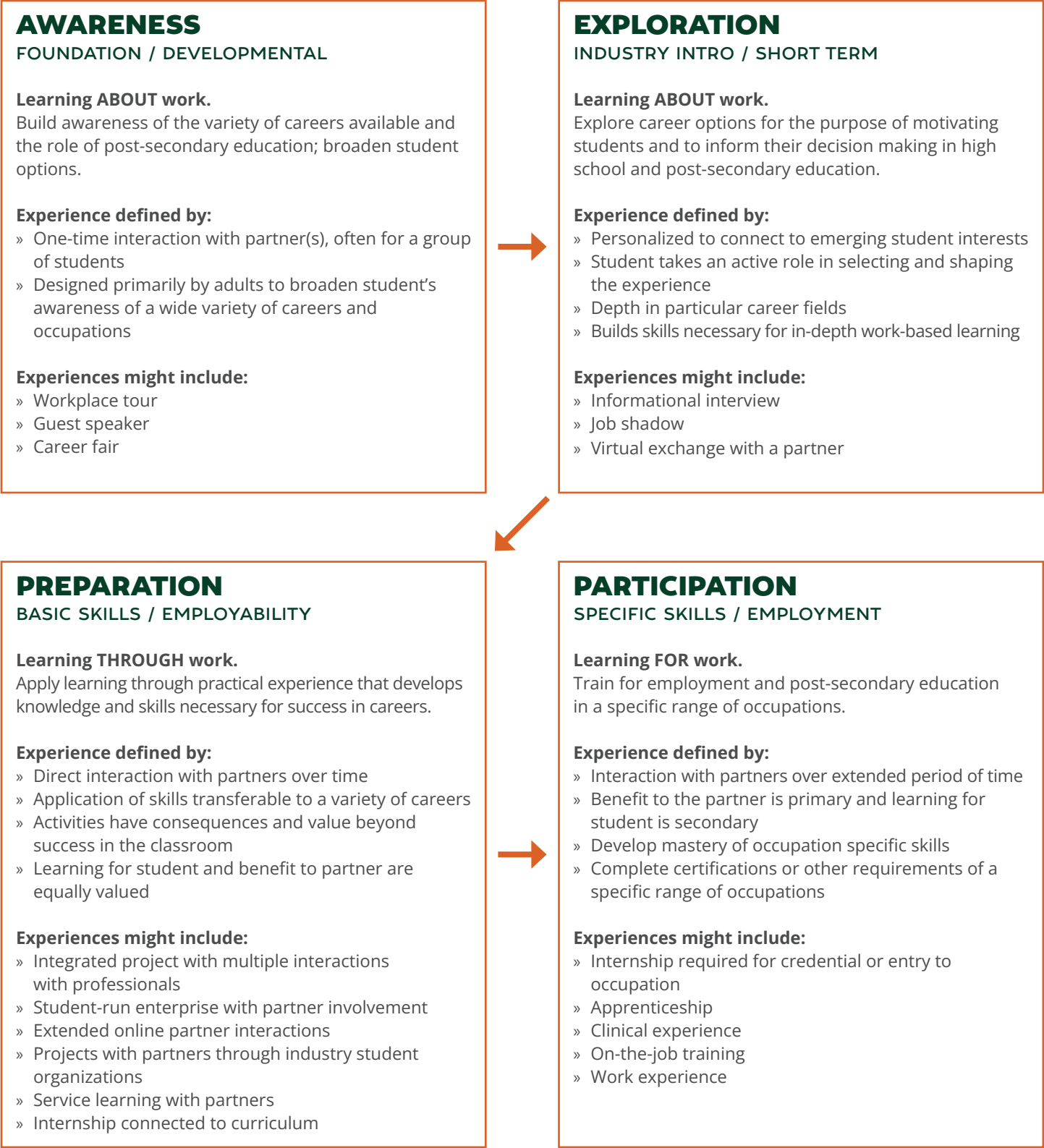
Learning from failure, seeking feedback, persevering

Is open-minded to possibilities, adapts in changing circumstances, and achieves balance in pursuit of personal and academic passions.

A growth-oriented student...

- Maintains a positive attitude towards learning from failure. Connects effort to growth and goal achievement
- Uses organizational skills and initiative to set goals and manage resources and actions needed to achieve them
- Recognizes emotions and monitors stress in order to accomplish personal and collective goals
- Reflects on learning and monitors personal performance to make improvements or take corrective action

Work-Based Learning Continuum



Industry-Recognized Credentials

Certain Pathways offer industry-recognized certifications:

Pathway	Certifications
 ADVANCED MANUFACTURING & ENGINEERING	» Robotics Education and Competition Foundation (RECF) Pre-Engineering Certification and Robotics Certification
 BUSINESS, MARKETING & ENTREPRENEURSHIP	» ServSafe Food Handlers » ServSafe Managers » Certificate of Achievement » ProStart Certificate of Achievement
 COMPUTER SCIENCE	» Comp TIA Network +
 HEALTH SCIENCES	» CNA Certification » EMR Certification » CPR/First Aid Certification » Teen Mental Health First Aid » Stop the Bleed
 HUMAN SERVICES & EDUCATION	» Early Childhood Assistant Teacher Certificate
 NATURAL RESOURCES	» River Watch » Seal of Climate Literacy
 SKILLED TRADES	» HBI PACT Core » OSHA 10
 OUTDOOR LEADERSHIP	» Bicycle Technician Level 1 » Wilderness First Aid (WFA) certification » CPR certification

College Credits

Students can earn college credit while attending Summit High School through Concurrent Enrollment courses offered within the school day and through qualifying IBDP exam scores.

SHS teachers serve as adjunct professors through Colorado Mountain College, allowing students to take courses such as Composition, Biology, Algebra, CTE, and more. Many of these courses are designated as Guaranteed Transfer (GT) courses, meaning a grade of C- or higher guarantees transfer to all public Colorado colleges and universities and applies toward degree requirements.

Earning college credit in high school can save students time and money, while helping them build confidence and prepare for future educational and career opportunities. Be sure to connect with your counselor as you plan your pathway.



Student & Family Instructions

For students:

- » Set goals at the beginning of each year
- » Track artifacts and experiences
- » Reflect quarterly
- » Update your digital portfolio
- » Prepare for your Capstone

For families:

- » Review goals together
- » Ask the reflection questions provided
- » Celebrate milestones
- » Support exploration activities
- » Attend Capstone presentation

What’s with all the grids?

As you look through this workbook, you'll notice that most questions have grids beneath them instead of blank lines. Feel free to draw in the grids in addition to writing sentences, especially if it helps to get your thoughts across. We want you to make this workbook **yours!**

Example: Work-Based Learning Reflection Space

How did these experiences help me narrow my interests?

Realized that car engines are SUPER interesting... and complicated. Would need to study & practice a lot



Website Information

Here you can write your credentials for the websites you’ll be using throughout your time at SHS.

Website name:

Username:

Password:

Website name:

Username:

Password:

Website name:

Username:

Password:

Website name:

Username:

Password:

Website name:

Username:

Password:

Website name:

Username:

Password:

GRAD CONNECTION



Annabel Bovaird
Class of 2025

Integrative Physiology, CU

“What we learn does actually translate and make sense in a real world place.”

Annabel Bovaird discovered her passion for emergency medicine through hands-on CTE courses, where she gained real-world responsibility caring for patients during clinicals. Exposure to trauma care shifted her goals toward becoming a physician assistant or doctor. After earning certifications and learning from mentors like Liz Stevenson, she plans to study Integrative Physiology at University of Colorado Boulder and encourages students to explore CTE early.

Discover who you are and begin exploring possibilities.

1. Yearly Focus & Goals

Read about each graduate profile on pages 6 and 7. Which skills will help you accomplish your goals?

	 Courageous	 Curious	 Globally Aware	 Prepared	 Growth Oriented
I understand myself and take ownership of my learning					
I explore my interests and begin to define my future					
I build habits, set goals, and make informed decisions					

Goal-Setting Framework

Academic goal:

Personal goal:

Career/Postsecondary goal:

SHS Future-Ready Pathways

-  Advanced Manufacturing & Engineering
-  Business, Marketing & Entrepreneurship
-  Computer Science
-  Health Sciences
-  Human Services & Education
-  Natural Resources
-  Skilled Trades
-  Outdoor Leadership

2. Quarterly Reflection Prompts

Quarter 1: What did I accomplish?

Quarter 2: What challenges did I face?

Quarter 3: Which Graduate Profile skill did I grow in?

Quarter 4: What's one step for the next quarter?

3. Demonstration of Learning

1. What topics or areas am I most passionate about?

2. What skills do I want to develop over the next four years?

3. What are my initial interests I want to explore?

4. Grade Level Requirements

Individual Self Awareness & Development

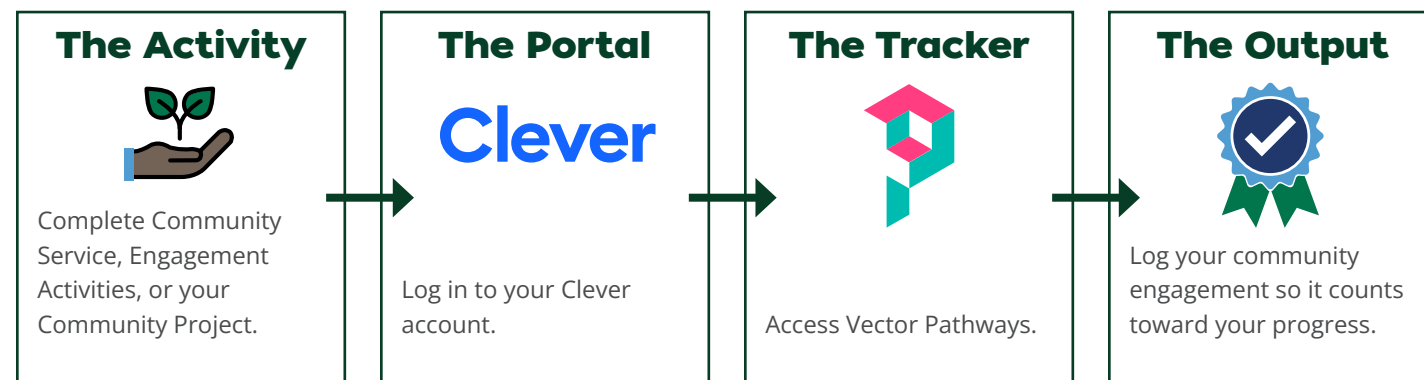
- ☐ ☒ Analyze how I learn
- ☐ ☒ Evaluate my strengths
- ☐ ☒ Reflect on my personality

Academic Planning and Success

- ☐  Create a resume
- ☐  Take P/SAT practice test
- ☐  Create a four year plan
- ☐  9th grade progress meeting

5. Community Engagement Log

Login to your Clever account and access Vector Pathways to log your community engagement.



6. Career & Postsecondary Exploration Log

[illegible]

7. Academic Progress & Planning

___/16 Credits Towards Graduation Registration

Course planning notes:

Why did I select my courses for next year?

8. Counselor Meeting Prep

Student Creates Google Drive Folder

- » Share with Counselor, Parents, Case Manager (if applicable), Pathways Teacher
- » Transcripts and Grad Progress (students to upload - emailed at end of s1/s2 grading)
- » Add check list for community service hours upload from google classroom

Understanding Graduation Requirements

- » Start 4 year plan (save in folder)
- » Understanding Career Clusters and CTE Course Options

9. Family & Community Notes

1. "What activities are you most excited about?"

2. "What classes are most challenging/interesting?"

3. "What career areas spark your curiosity?"

4. "What did you learn from workplace tours or guest speakers?"

GRAD CONNECTION



Chris Gutierrez-Oliva

Class of 2025

WELDING, LINCOLN COLLEGE OF TECHNOLOGY

"Join something that you love. I found my passion for welding, which I didn't have a mind to do before the Pathways courses. Getting hands-on learning can help you fall in love with what you're doing and help you find passion for your future."



Makena Brendel

Class of 2025

"CTE classes gave me firsthand experience I can take to companies with certifications and experience. Take almost every class. CTE builds real-world experience. You're learning interesting things and building interesting things."

Expanding Exploration

Deepen your interests and test out possibilities.

1. Yearly Focus & Goals

Read about each graduate profile on pages 6 and 7. Which skills will help you accomplish your goals?

	 Courageous	 Curious	 Globally Aware	 Prepared	 Growth Oriented
I deepen my self-awareness and refine my direction					
I strengthen my habits and take responsibility for my growth					
I analyze my options and plan for my future					

Goal-Setting Framework

Academic goal:

Personal goal:

Career/Postsecondary goal:

SHS Future-Ready Pathways

 Advanced Manufacturing & Engineering **Business, Marketing & Entrepreneurship**

 Computer Science Health Sciences Human Services & Education

 Natural Resources Skilled Trades Outdoor Leadership

2. Quarterly Reflection Prompts

Quarter 1: What did I accomplish?

Quarter 2: What challenges did I face?

Quarter 3: Which Graduate Profile skill did I grow in?

Quarter 4: What's one step for the next quarter?

3. Demonstration of Learning

1. How have my interests evolved this year?

2. What experiences have been most meaningful?

3. Potential topics or projects:

4. Skills I'm developing for my demonstration of learning:

4. Grade Level Requirements

Individual Self Awareness & Development

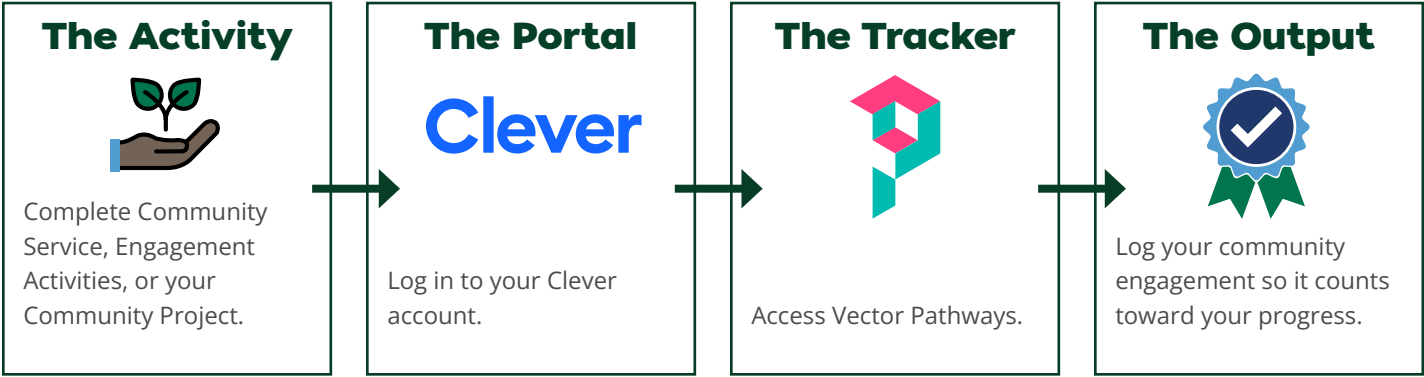
- I
- ☐ ★ Explore military careers
 - ☐ 🎓 Explore colleges that match me

Academic Planning and Success

- A
- ☐ 📖 Take PSAT
 - ☐ 📖 Take military assessment
 - ☐ 📖 Plan training for career goals
 - ☐ 📅 Update 4 year plan
 - ☐ 📖 Take practice test
 - ☐ 📈 10th grade progress meeting

5. Community Engagement Log

Login to your Clever account and access Vector Pathways to log your community engagement.



6. Community & Engagement Log

Activity	How I Contributed	Skills I Practiced

7. Academic Progress & Planning

___/16 Credits Towards Graduation Registration

Course planning notes:

Why did I select my courses for next year?

8. Counselor Meeting Prep

Things to be uploaded in Google folder by student

- » Career inventory
- » Transcripts and Grad Progress
- » Personal project
- » Update 4 year plan
- » PSAT

9. Family & Community Notes Questions to Ask Your 10th Grader

1. "Which career paths are you exploring most?"

2. "What have you learned from job shadows and informational interviews?"

3. "How can we support your college/career research?"

4. "What experiences helped you learn the most about yourself?"

GRAD CONNECTION



Sage Fischer
Class of 2025
CONSTRUCTION MANAGEMENT, CSU

“CTE gave me a path and some goals I want to achieve.”

Sage found direction through construction classes, especially while helping build a tiny home. He developed an interest in electrical work, earning an apprentice credential and gaining real-world experience through an internship that became a part-time job. He now sees a future where he can combine hands-on work with leadership without the physical toll many trades demand.

Apply your learning and prepare for the future.

1. Yearly Focus & Goals

Read about each graduate profile on pages 6 and 7. Which skills will help you accomplish your goals?

	 Courageous	 Curious	 Globally Aware	 Prepared	 Growth Oriented
I clarify my path and set postsecondary goals					
I take ownership and prepare for college and career entry					
I make informed decisions and plan my next steps					

Goal-Setting Framework

Academic goal:

Personal goal:

Career/Postsecondary goal:

SHS Future-Ready Pathways

-  Advanced Manufacturing & Engineering
-  Business, Marketing & Entrepreneurship
-  Computer Science
-  Health Sciences
-  Human Services & Education
-  Natural Resources
-  Skilled Trades
-  Outdoor Leadership

2. Quarterly Reflection Prompts

Quarter 1: What did I accomplish?

Quarter 2: What challenges did I face?

Quarter 3: Which Graduate Profile skill did I grow in?

Quarter 4: What's one step for the next quarter?

3. Capstone Connection Planning Your Capstone Project

1. My Capstone topic/focus:

2. Connection to Graduate Profile skills:

3. Connection to my WBL experiences:

4. Project timeline and milestones:

5. Resources and support needed:

6. How this connects to my postsecondary goals:

4. Grade Level Requirements

Individual Self Awareness & Development

- ☐ 🌱 Identify areas to grow
- ☐ 🧠 Reflect on my personality, apply to path
- ☐ 🗣️ Advocate for myself
- ☐ 🔍 Analyze expectations
- ☐ 📋 Assess my readiness
- ☐ 🎓 Explore colleges that match me

Academic Planning and Success

- ☐ 📅 Take SAT and plan next steps
- ☐ 📋 Narrow military interests
- ☐ 📅 Update Four Year Plan
- ☐ 📖 Plan training for career goals
- ☐ 📄 Reflect on experience and create a resume
- ☐ 📈 11th Grade Progress Meeting

Career Exploration and Engagement

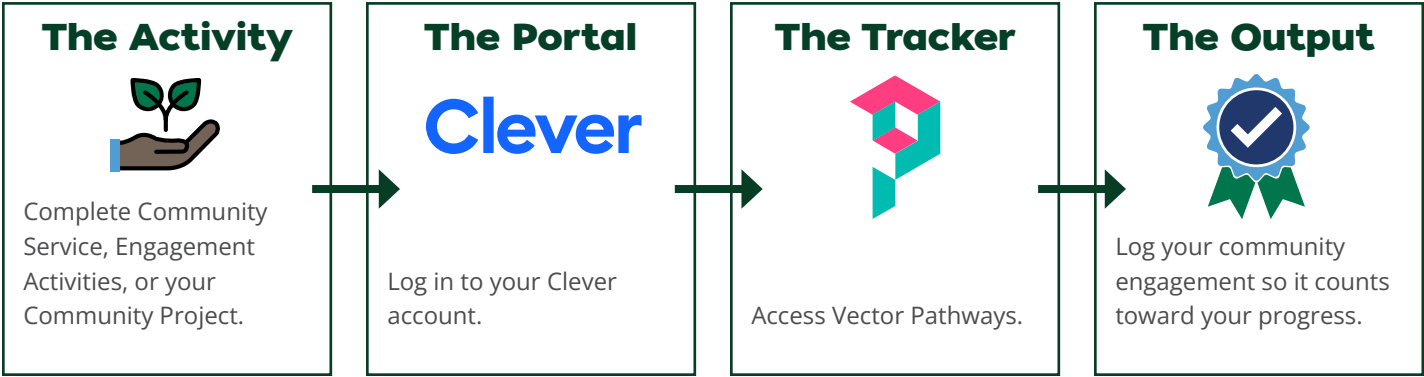
- ☐ 🧳 Explore careers
- ☐ 🌐 Pursue real-world experiences
- ☐ 🎖️ Compare military options
- ☐ 🤝 Connect and secure references
- ☐ 📅 What's Next week events

Post-School Preparedness

- ☐ 🏛️ Seek out college events
- ☐ 💰 Research ways to pay for college
- ☐ 📋 Pursue job opportunities
- ☐ 📖 Naviance Tasks Completed
- ☐ 🧑 Compare best-fit colleges
- ☐ 💻 Digital portfolio additions
- ☐ 📋 Finalize college list
- ☐ 🏠 College visits

5. Community Engagement Log

Login to your Clever account and access Vector Pathways to log your community engagement.



6. Community & Engagement Log

Activity	How I Contributed	Skills I Practiced

7. Academic Progress & Planning

___/16 Credits Towards Graduation Registration

Course planning notes:

Why did I select my courses for next year?

8. Counselor Meeting Prep

Things to be uploaded in Google folder by student

- » College or job interests
- » Transcripts and Grad Progress
- » Update 4 year plan -
- » SAT Scores
- » Myers Briggs results
- » Checklist college visits and job applications upload form from google classroom

9. Family & Community Notes Questions to Ask Your 11th Grader

1. "What experiences are helping you narrow your focus?"
2. "How can we help with college/career applications?"

3. "What support do you need for your Capstone project?"
4. "How have your work-based learning experiences shaped your goals?"

GRAD CONNECTION



Rosie Krasowski
Class of 2025
EARLY CHILDHOOD EDUCATION, MSU

"Take the classes that truly interest you—they'll guide your growth and open doors. Once we get our certification, we can work at centers straight out of high school."



Wesley Drake
Class of 2025
ENGINEERING AND COMPUTER SCIENCE, COLORADO SCHOOL OF MINES

"The more technical engineering-focused classes helped me build my resume to get into a prestigious engineering school. So now I can pursue whatever I want."

Launch Into Your Future

Complete your journey and showcase your readiness.

1. Yearly Focus & Goals

Read about each graduate profile on pages 6 and 7. Which skills will help you accomplish your goals?

	 Courageous	 Curious	 Globally Aware	 Prepared	 Growth Oriented
I demonstrate readiness and take action on my plan					
I communicate my value and prepare for success after high school					
I make final decisions and transition to life after high school					

Goal-Setting Framework

Academic goal:

Personal goal:

Career/Postsecondary goal:

SHS Future-Ready Pathways

 Advanced Manufacturing & Engineering **Business, Marketing & Entrepreneurship**

 Computer Science Health Sciences Human Services & Education

 Natural Resources  Skilled Trades  Outdoor Leadership

2. Quarterly Reflection Prompts

Quarter 1: What did I accomplish?

Final reflection: During my time at SHS, I have...

Quarter 2: What challenges did I face?

3. Capstone Completion & Presentation

1.. Project title:

3. Connection to WBL Continuum progression:

2. Connection to Graduate Profile skills:

4. Presentation date:

4. Grade Level Requirements

Individual Self Awareness & Development

- ☐  Reflect on my decisions
- ☐  Advocate for myself
- ☐  Pursue opportunities
- ☐  Analyze expectations
- ☐  Assess my readiness

Academic Planning and Success

- ☐  Evaluate options and choose my path
- ☐  Compare best fit colleges
- ☐  Reflect on college visits
- ☐  Update Four Year Plan
- ☐  Reflect on experience and create a resume
- ☐  Capstone presentation
- ☐  12th Grade Progress Meeting
- ☐  PFL

Career Exploration and Engagement

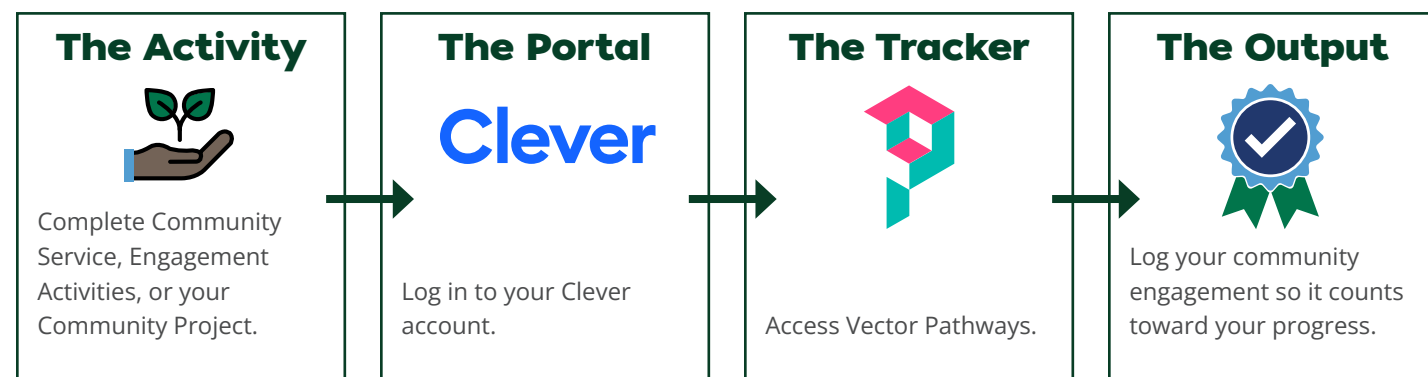
- ☐  Explore careers
- ☐  Request recommendations
- ☐  Pursue real-world experiences
- ☐  Connect and secure references
- ☐  What's Next week events
- ☐  Seek out college events

Post-School Preparedness

- ☐  Set up application account
- ☐  Responsible for application process
- ☐  Complete and submit
- ☐  Naviance Tasks Completed
- ☐  Send final transcripts
- ☐  Research ways to pay for college
- ☐  Complete FAFSA/CASFA
- ☐  Common App Waiver
- ☐  Finalize digital portfolio

5. Community Engagement Log

Login to your Clever account and access Vector Pathways to log your community engagement.



6. Community & Engagement Log

[illegible]

7. Academic Progress & Planning

___/16 Credits Towards Graduation

Course planning notes:

What is needed to finish well?

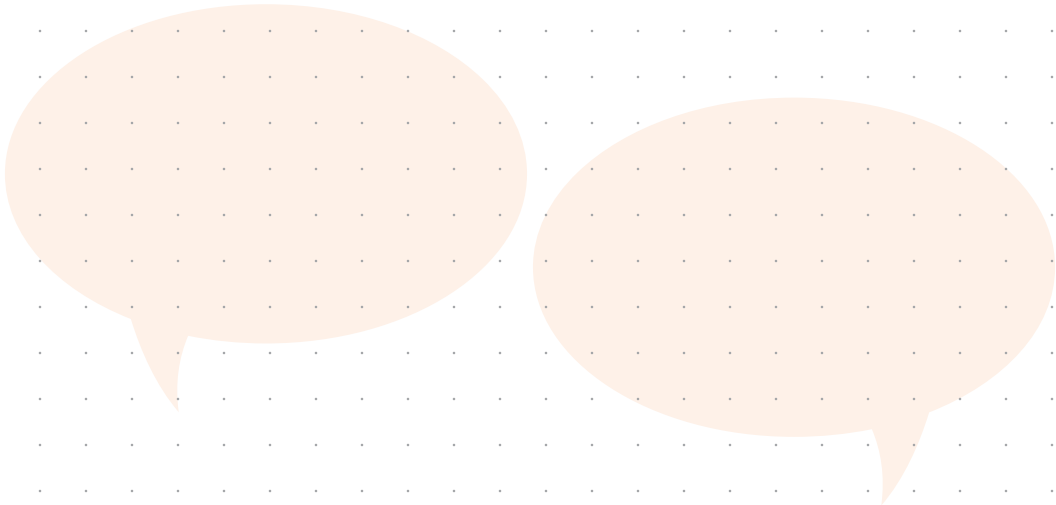
8. Counselor Meeting Prep

Things to be uploaded in Google folder by student

- » College or job Student is applying to
- » Transcripts and grad progress
- » Review 4 year plan
- » Senior check list - Cap and gown - senior check out etc.? Upload from google classroom

9. Family & Community Notes Supporting Your Graduate

- » Celebrate the journey and growth
- » Attend the Capstone presentation
- » Help with transition logistics (housing, finances, etc.)
- » Discuss life skills for independence
- » Reflect on their progression from awareness to participation in career exploration



GRAD CONNECTION



“Computer Science classes changed the way I thought about the world. The way you code can be applied to a lot more than just coding.”

Josie Speerstra
Class of 2025
COMPUTER SCIENCE, COLORADO SCHOOL OF MINES

Josie discovered her passion for coding through CTE courses in engineering, cybersecurity, and computer science, which reshaped how she thinks about problem-solving. A TSA project led her to master architectural design software, while Tech Club connected her with industry professionals. She credits CTE with helping her explore interests, build confidence, and find a clear direction.

DILLON RESERVOIR

WE
ARE
HERE

