GENERAL WILLIAM MITCHELL HIGH SCHOOL

Course Guide

2026-2027

Colorado Springs, CO 80909
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Colorado Spring School District 11 Mission

We dare to empower the whole student to profoundly impact our world.

Mitchell High School Vision

Our vision is to operate in a culture that builds, maintains, and restores trust as defined by sincerity, competence, reliability, and care; to offer a first-class school to our community that prepares all students for postsecondary readiness, college and career.

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Welcome to the Mitchell High School Course Guide

At Mitchell High School, we are committed to helping every student build a pathway toward graduation, postsecondary success, and a meaningful future. This Course Guide is designed to help students and families understand the academic opportunities available and make informed decisions about course selections throughout high school.

Choosing courses is one of the most important steps in planning for future goals. Whether a student intends to attend a four-year university, community college, technical school, enter an apprenticeship, join the military, or move directly into the workforce, selecting appropriate courses each year helps create a strong foundation for success.

As students review course options, they should consider:

- **Graduation Requirements:** Ensure selected courses meet district and state graduation requirements.
- **Career and Postsecondary Goals:** Choose classes that align with personal interests, strengths, and future aspirations.
- **Academic Readiness:** Balance challenge and success by enrolling in courses that are appropriately rigorous while supporting academic growth.
- **Personal Interests:** Explore electives, Career and Technical Education (CTE) pathways, fine arts, world languages, and other opportunities that foster personal development and career exploration.
- **College and Scholarship Opportunities:** Students planning to pursue higher education should consider courses that meet college entrance requirements and prepare them for advanced study.

We encourage students to work closely with their families, counselors, teachers, and advisors when developing their academic plans. Thoughtful course selection can open doors to future opportunities while helping students discover passions, develop skills, and prepare for life after high school.

At Mitchell High School, we believe every student deserves a personalized pathway to success. We encourage students to challenge themselves, explore new interests, and take advantage of the many academic and career-focused opportunities available. We look forward to supporting you as you create a high school experience that is engaging, rewarding, and focused on your future.

Mitchell High School: Every Student. Future Ready.

Course Selection Procedures and Policies

Registration Process

Course selection is an important part of each student's Individual Career and Academic Plan (ICAP). Students should carefully review graduation requirements and future goals before selecting courses.

1. Discuss course options with parents/guardians, teachers, counselors, and advisors.
2. Complete multi-year academic and career planning through Future Ready classes using SchooLinks.
3. Review graduation requirements and ensure selected courses support both graduation and postsecondary plans.
4. Students must be enrolled in a minimum of 6 full credit classes.

Course Availability

Mitchell High School strives to offer a broad range of courses that meet student interests and educational goals. However, scheduling conflicts, staffing assignments, or enrollment numbers may affect course offerings.

- Some requested courses may not fit into a student's schedule.
- Courses may be canceled due to low enrollment or staffing changes.
- Classes may be combined or regrouped based on enrollment needs.

Intervention Classes and Academic Support

Students may be assigned to intervention courses based on academic needs. Placement may be determined using:

- Standardized assessment results
- Course grades
- District 11 assessment criteria
- Teacher or counselor recommendations

Students experiencing significant academic challenges may be scheduled into support, tutoring, and/or intervention courses, which may replace elective choices to ensure progress toward graduation and academic success.

Schedule Change Policy

Student schedules are developed to align with each student's Individual Career and Academic Plan (ICAP).

- Schedule changes may be requested during the first two weeks of each semester, provided space is available.
- Students enrolling in a class after the semester begins are responsible for completing all missed coursework.

NCAA Eligibility Information

Student-athletes planning to participate in NCAA Division I or Division II athletics should work closely with their counselor to ensure they meet NCAA academic eligibility requirements.
Information regarding NCAA-approved courses may be found at the NCAA Eligibility Center website. Students interested in registering with the NCAA Eligibility Center should consult their Mitchell High School counselor and registrar early in their high school career to ensure all eligibility requirements are met.

Graduation Requirements

GRADUATION REQUIREMENTS

COMPLETE INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

+

EARN A MINIMUM OF 46 CREDITS
Studied and understands required subjects

+

DEMONSTRATE KNOWLEDGE
Can use and apply Math and Reading, Writing, and Communication knowledge

=

HIGH SCHOOL GRADUATION
Prepared to pursue interests after high school

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

Students must complete the following activities:

- ☐ Complete a Career Interest Inventory
- ☐ Create a Profile/Resume
- ☐ Complete Free Application for Federal Student Aid (FAFSA) or Colorado Application for State Financial Aid (CASFA)
- ☐ Explore and Favorite Careers
- ☐ Explore and Favorite Postsecondary Options (includes college, military, and certificate programs)
- ☐ Apply to One or More Postsecondary Options (includes college, military, and certificate programs)
- ☐ Develop a Postsecondary Goal

REQUIRED COURSE CREDITS

Students must earn a minimum of 46 credits in required courses.

SUBJECT	CREDITS
English	8
Math	6, including 2 semesters of first year Algebra, its equivalent, or higher
Science	6, including Biology (2 semesters) and any Physical Science (2 semesters)
Social Studies	6, including American History (2 semesters) and Civil Government (1 semester)
Economics	1
Humanities	2
Electives	11
Physical Education	3
Health	1
Computer Ed/Tech	1
Postsecondary Workforce Readiness (PWR)	1
Total	**46**

DEMONSTRATE KNOWLEDGE

Students must demonstrate their knowledge in at least one of the approved competencies to show they are ready to pursue a career after high school.

COMPETENCY OPTIONS	READING, WRITING, AND COMMUNICATION	MATH
Accuplacer Next-Gen	241 or better Reading, or 236 or better Writing	255 or better (AR), or 230 or better Qnt. Reas., Alg., Stat. (QAS)
ACT	18 or better	19 or better
ACT WorkKeys	Bronze Certificate or better	
Advanced Placement	2 or better	2 or better
ASVAB	31 or better	
Concurrent Enrollment	Passing grade	
District Capstone	Pass a D11-approved Capstone Project	
Industry Certificate	Earn a D11-approved Industry Certificate	
International Baccalaureate	4 or better	4 or better
Performance-Based Assessment	Pass a D11-approved, standards-based Performance Assessment	
SAT	470 or better on EBRW	480 or better

Learn more at: www.d11.org/gradrequirements

GRADUATION REQUIREMENTS

(For Freshman in 2025, Scheduled to Graduate in 2029)

COMPLETE INDIVIDUAL CAREER AND ACADEMIC PLAN
(ICAP)

+

EARN A MINIMUM OF 50 CREDITS
Studied and understands required subjects

+

DEMONSTRATE KNOWLEDGE
Can use and apply Math and Reading, Writing, and Communication knowledge

=

HIGH SCHOOL GRADUATION
Prepared to pursue interests after high school

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

Students must complete the following activities within the ICAP platform:

- ☐ Complete Career Assessment
- ☐ Explore Careers and Add/Update your Career Goal
- ☐ Create/Update your Profile/Resume
- ☐ Explore Postsecondary Options and Create your Interest List (includes college, military, and certificate programs)
- ☐ Add/Update your Postsecondary Goal
- ☐ Apply to One or More Postsecondary Options (includes college, military, and certificate programs)
- ☐ Complete Free Application for Federal Student Aid (FAFSA) or Colorado Application for State Financial Aid (CASFA)

REQUIRED COURSE CREDITS

50 Total Credits: Credits aligned with ***D11 Graduate Profile Skills and Inclusive of Credit-Based PEAK EXPERIENCE***

ACADEMICALLY READY LEARNER (35 Credits)	CREDITS	CONTINUOUS LEARNER
Skilled Communicator **English** 1 & 2 Reading/Writing/Communication Credits	8	15 credits aligned to ICAP/PWR pathway
Innovative Problem Solver Algebra 1 and additional **Math** credits Option: Personal Finance	8	
Critical Thinker Biology and 4 credits Lab Based **Science** as well as 2 credits Technology	8	
Empowered Citizen US History; Economics; Civics; World History **Social Studies** Option: Personal Finance	6	
Empathetic Collaborator CTE, Visual and Performing Arts, World Language (Humanities & Electives exposure, continued depth in 15 credits to the right)	2	
Healthy and Balanced Learner P.E. and any approved Health Education Course, may be a 1 or 2 semester course	3	

Updated July 2026

DEMONSTRATE KNOWLEDGE

Students must demonstrate their knowledge in at least one of the approved competencies to show they are ready to pursue a career after high school.

COMPETENCY OPTIONS	READING, WRITING, AND COMMUNICATION	MATH
Accuplacer Next-Gen	241 or better Reading, or 236 or better Writing	255 or better (AR), or 230 or better Qnt. Reas., Alg., Stat. (QAS)
ACT	18 or better	19 or better
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Performance-Based Assessment	Pass a D11-approved, standards-based Performance Assessment	
SAT	470 or better on EBRW	480 or better

*Math SAT **480**: Beginning with Digital SAT, 2023-24, extending through 2025-26
2022 -2023 and prior to Digital SAT; **500**

Learn more at: www.d11.org/gradrequirements

College Admissions in Colorado

Your Formula for Success
Colorado public four-year colleges and universities consider a mix of factors in making freshman admission decisions:

- High School GPA
- Test Scores are optional at Colorado public colleges and universities —either SAT and/or ACT (if taking the SAT, visit the Khan Academy(opens in new window) to prep for the exam)
- Academic course mix and rigor (see below for more information)
- Extracurricular activities and other considerations (includes internships, work, sports, leadership, etc.)

Private colleges and universities have their own admission standards, so students should contact those institutions directly for information regarding their admission requirements.

Public two-year community colleges have open enrollment policies, meaning the only admission criteria is that students have a high school diploma.

High School GPA and Test Scores
GPA and Test Score Ranges of Admitted Freshmen
This chart provides the average GPA and ACT/SAT 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.

Academic Course Mix, Rigor and Grades
Four-year colleges in Colorado know that academic preparation, especially in English and math, will make you more likely to be successful in college. The Higher Education Admission Recommendations (HEAR) detail the number of high school courses in each subject area it is recommended you complete to be a competitive candidate for admission—see the chart below.
If you have challenged yourself by successfully completing Honors, AP, IB or college-level courses in high school, this will strengthen your application even more!
The following indicates the units by academic area:

- English: 4 Units
- *Mathematics: 4 Units
- Natural Science: 3 Units
- Social Science: 3 Units
- World Language: 1 Unit
- Academic Electives: 2 Unit
- **Total: 17 units**

A 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 successful completion (grade "C" or better) of a college-level course while in high school will satisfy HEAR for the relevant subject area. For example, if a student earns a "C" or higher in ENG 121: English Composition, the English area in HEAR will be considered as satisfied. Satisfying HEAR does NOT mean satisfying your high school's graduation requirements. Also, some institutions and majors have additional admission requirements - check for more information with the admission offices for the institutions you are interested in attending.

*Currently, 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. If you know which program or area of study you wish to pursue in college, contact the admission or academic advising office at the institution you are considering for specific information.

Mitchell High School Future Center

The Future Center provides a variety of programming and services for all students in relation to college, career, work based learning and postsecondary education. Students are encouraged to take advantage of the events, field trips, guest speakers, workshops, and college visits that are scheduled every year in the Future Center. In addition, scholarship information and information on taking the ACT and SAT are other services provided. All MHS students will take the SAT during the spring of their junior year as the Colorado State Assessment and students can use these scores for college admissions along with any other exam scores they receive during other test administrations. Mitchell is also a National Testing site for the SAT if students wish to re-take the SAT to increase their scores.

SchooLinks is a comprehensive, college and career readiness platform designed for students to explore, plan, and prepare for post-secondary life. Students can sign up for events, complete their Individual Career and Academic Plan (ICAP) graduation requirement, research colleges and careers and add them to their profile, explore apprenticeships, build a resume of activities and awards and track their progress. We encourage students and parents to utilize the SchooLinks platform together to help and encourage students in reaching their postsecondary goals.

Assistance is available in the Future Center for processing college applications, transcripts, Financial Aid and FAFSA completion assistance, and letters of recommendations requested by students. Students will use their SchooLinks account to maintain the list of colleges they are applying to and to request letters of recommendation from teachers and counselors. Transcripts are sent to colleges and universities electronically. Please submit transcript and recommendation requests at least three weeks before posted deadlines.

We would like your student to take advantage of all the services offered through the Future Center offered for all grade levels. We encourage parents and students to explore careers and postsecondary options early in their high school career. These are activities students should be doing throughout their time at Mitchell High School and not wait until their senior year.

For additional Future Center information, please access the Mitchell High School Future Center website and the D11 Future Ready Hub for more information.

Dual Enrollment Pathways

Dual enrollment pathways (DE) in District 11 are open to all D11 students who can choose from Career and Technical Education (CTE), CORE and college classes that are offered online and on other high school campuses. Students can accelerate their passion projects, earn college credits and certifications all while completing their high school graduation requirements.

If a program is not offered at a student's home school they may have to travel to participate in the program, bus rides are available for this purpose. See the Mitchell DE bus schedule here.

Click here for Dual Enrollment Course Guide

https://drive.google.com/file/d/1gfsZbXQj2e9DCNqiWSqI2ddZZ2vDLLlD/view

FALL 2026-SPRING 2027

Colorado Springs School District 11
Student Pathways

DUAL ENROLLMENT PATHWAYS

In District 11, high school students can take career pathway courses at other campuses and online. This is the dual enrollment experience! Students can accelerate their passion programs, earn college credits and certifications, all while completing their high school requirements.

AT CORONADO

Aerospace Engineering and Drones	1 Period/Sem	Full Year	Pre-Req	Page 21
Athletic Training	1 Period/Sem	Full Year		Page 6
Construction	1 Period/Sem	Full Year		Page 12
Computer Science and Cybersecurity	2 Periods/Sem	Full Year	Pre-Req	Page 11
Education Exploration	1 Period/Sem	1 Semester		Page 23
Medical Exploration	1 Period/Sem	Full Year		Page 26
Teacher Cadet (Intro and Advanced)	1 Period/Sem	Full Year		Page 23
Welding	2 Periods/Sem	Spring Only		Page 32
Creative Writing and Storytelling	1 Period/Sem	Full Year	Pre-Req	Page 15
Early Child Education (Colorado College)	2 Periods/Sem	Fall Only		Page 23

Culinary

AT DOHERTY

Game Design	2 Periods/Sem	Full Year		Page 25
Navy JROTC	2 Periods/Sem	Full Year		Page 28
ProStart Culinary	2 Periods/Sem	Full Year		Page 18

Robotics

AT MITCHELL

Aviation Maintenance	2 Periods/Sem	Full Year		Page 8
Air Force JROTC	2 Periods/Sem	Full Year	Pre-Req	Page 27
Certification Center	At Your Own Pace		Remote	Page 10
Cybersecurity	2 Periods/Sem	Full Year		Page 19
Robotics	2 Periods/Sem	Full Year		Page 21
Jewelry	1 Period/Sem	Full Year		Page 4
Construction	1 Period/Sem	Full Year		Page 13

AT PALMER

Game Design and Work Experience	2 Periods/Sem	Full Year		Page 25
Medical Explorations and Patient Care Tech	2 Periods/Sem	Full Year		Page 26
Video Production (Intro and Advanced)	1 Periods/Sem	Full Year		Page 33

Aviation

AT RJWAC

Automotive (Intro & Advanced)	1 or 2 Periods/Sem	Full Year		Page 7
Visual and Design Arts (Animated Graphics)	2 Periods/Sem	Full Year		Page 5
Early Child Ed	2 Periods/Sem	Full Year		Page 22
Agriculture (Hydroponics/Horticulture)	1 Period/Sem	Full Year		Page 3
Culinary Essentials	1 Period/Sem	Full Year		Page 17
ProStart Culinary Arts	2 Periods/Sem	Full Year		Page 17
Teacher Cadet (Intro & Advanced)	1 or 2 Periods/Sem	Full Year		Page 22
Telecom Technology	2 Periods/Sem	Full Year		Page 31

AT TESLA

Bike Technology and Repair	4 Periods/Sem	Full Year		Page 9
Criminal Justice	4 Periods/Sem	Full Year	Pre-Req	Page 16
Outdoor Recreational Leadership	4 Periods/Sem	Full Year		Page 29

Hydroponics

AT NON D11 LOCATION

Cosmetology @TIGI Hairdressing Academy	4 Periods/Sem	Full Year	No Transport	Page 14
Dental Assistant @All Hands Dental	2 Periods/Sem + Sat	Full Year	No Transport	Page 20
Pilot License @ Aerolab	2 Periods/Sem	Full Year	No Transport	Page 8
Remote College Psychology (with WCU)	1 Course/Sem	1 Semester	Online	Page 30
Remote College Art (with CSU Pueblo)	1 Course/Sem	1 Semester	Online	Page 4

ALL COURSES ARE AVAILABLE TO EVERY D11 HIGH SCHOOL STUDENT, NO MATTER THEIR HOME LOCATION! CONTACT YOUR COUNSELOR TO ENROLL TODAY!

College Credits while in High School

Colorado Springs School District 11 students may obtain college credits through the following programs:

Advanced Placement Courses are designed for students that are ready for college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course. Most colleges award college credit to students who earn at least a rating of "3" out of a possible "5" on the examination while others require a score of "4". Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges for additional details. For more information, please consult with your school counselor.

Dual Credit Courses may be completed at the high school where the student is enrolled or at a postsecondary institution, are courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Students must have prior permission to enroll for dual credit and meet the requirements specified by the college. Students are responsible for verifying any college's acceptance of credits earned as dual credit. Enrollment in a dual credit course does not guarantee college acceptance. Please contact your school counselor for information regarding available dual credit options.

Concurrent Enrollment allows students to access supplemental tuition funds to study at the postsecondary level while still in high school. Through this program, students may earn both high school and college credit. Participation can help students reduce future college expenses, increase the likelihood of college completion, and begin developing the academic knowledge and marketable skills needed for success in college and the workforce. Books and other college course fees shall be at the expense of the student or his/her parents or legal guardians. For more information, please consult with your school counselor.

Career Start provides occupational skill development and training for juniors and seniors. District 11 pays all costs for the year long program. Students completing Career Start earn credit which can be applied toward high school graduation. Career Start inspires high school students to start exploring career and technical education opportunities, gain knowledge and skills toward career goals all while earning college credits and certificates. Career Start strives to prepare students for the world of work by teaching the related academics and workplace basics that are essential for employment.
Programs available for D11 students: Auto Collision, Behavioral Health, Criminal Justice, Cybersecurity, Diesel Power Mechanics, Fire Science Technology, Nursing Assistant, Welding, and Zoo Keeping. Additional information regarding this opportunity is available at https://www.pikespeak.edu/academics/high-school-programs/career-start.php

Articulation is a way for high school students to earn college credit as they build career and technical education skills. A high school student can receive PPCC credit if they earn an A or B in their high school articulated course(s). Articulated credit and coursework will be recorded on an official Pikes Peak Community College transcript. These credits vary from high school to high school. Please contact your school counselor for information regarding articulation credits available at your location. Additional information regarding this opportunity is available at https://www.pikespeak.edu/academics/high-school-programs/articulation.php

Air Force Junior Reserve Officer Training Corps

The mission of JROTC is to develop citizens of character. This course will educate and train students in citizenship, promote community service, instill responsibility, character, self-discipline, and leadership qualities. The program is available to students in grades 9-12. Academic course credit will apply towards graduation requirements. The Air Force JROTC curriculum focuses on three areas, Aerospace Science, Leadership Education, and Wellness.
Aerospace Science introduces cadets to the history of aviation, space environment and programs, and cultural and global awareness. The Leadership Education curriculum emphasizes discipline, responsibility, leadership, followership, citizenship, customs and courtesies, time management, communications skills, and drill and ceremony. Leadership development includes wearing the Air Force uniform, engaging in Air Force customs and courtesies, participating in drill and ceremonies, giving and receiving instructions, and acting as leaders and members of an organization. The Wellness program motivates cadets to lead healthy active lifestyles beyond program requirements and into their adult lives.
The co-curricular activities associated with the JROTC program include Drill team, Color Guard, Cyber Patriot team, Marksmanship (Air Rifles) team and Physical Training team.
The course is not a recruiting program for the military, nor is it a military boot camp. It is a blend of science, social science, physical education, training in drill and ceremonies, and leadership development. Students do not incur any service obligation by participating in the Air Force Junior ROTC program. However, students who complete two or more years of Air Force JROTC will be awarded a certificate of completion and may be eligible for advance enlistment upon successfully completing military basic training.

Air Force JROTC 1, 2

Credit Type: Postsecondary Workforce Readiness (PWR), Physical Education, or Social Studies Elective
Credit Type for Class of 2029+: Empowered Citizen or Continuous Learner

This course provides an historical perspective from 1775 through the Persian Gulf War. The emphasis is on the role of the military in history. Leadership skills are a key component in this course.
First year AFJROTC (AFJROTC 1/2) is an in-depth look at major milestones in Aviation History from the Wright Brothers first flight to the current utilization of airpower. First year AFJROTC leadership education centers around the correct wear of the Air Force uniform and learning military drill and ceremonies.

Air Force JROTC 3, 4

Grades 10-12
Prerequisite: Air Force JROTC 1, 2
Credit Type: Postsecondary Workforce Readiness (PWR), Physical Education, or Science Elective
Credit Type for Class of 2029+: Empowered Citizen or Continuous Learner

This course provides background in atmospheric science, aerospace physiology, aerodynamics, and navigation. Leadership skills include listening, nonverbal communication, public speaking, and group/individual behavior. AFJROTC 3/4 and AFJROTC 5/6 is a blended intermediate AFROTC class. Intermediate AFJROTC focuses on space exploration from the origins of manned space flight to the current utilization of space capabilities in day-to-day life. Intermediate leadership education focuses on building teamwork and communication and career and college readiness.

Air Force JROTC 5, 6

Grades 10-12
Prerequisite: Air Force JROTC 3, 4
Credit Type: Postsecondary Workforce Readiness (PWR), Physical Education, or Science Elective
Credit Type for Class of 2029+: Empowered Citizen or Continuous Learner

This course focuses on astronomy, space environment, United States and Soviet space exploration efforts, space technology, introduction to orbital mechanics, and aerospace law. Leadership skills include supervision, fundamentals of management and citizenship. AFJROTC 3/4 and AFJROTC 5/6 is a blended intermediate AFROTC class. Intermediate AFJROTC focuses on space exploration from the origins of manned space flight to the current utilization of space capabilities in day-to-day life. Intermediate leadership education focuses on building teamwork and communication and career and college readiness.

Air Force JROTC 7, 8 (Management of the Cadet Corps)

Grade 12
Prerequisite: Air Force JROTC 5, 6
Credit Type: Physical Education, Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empowered Citizen or Continuous Learner

Management of the Cadet Corps is a course that provides 4th year cadets the opportunity to gain hand-on experience in managing the entire Cadet Corps. Cadets apply concepts learned in previous courses in planning, organizing, coordinating, directing and controlling cadet activities. Cadets practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Leadership Education IV focuses on the principles of management. Specifically, the cadets will understand the fundamentals of management, know the concepts and skills of problem solving, decision making and negotiating, and comprehend the importance of managing oneself and others. Cadets will demonstrate their class knowledge in managing the Cadet Corps day-to-day activities.

Career and Technical Education

Aviation Science 1, 2

Credit Type: Postsecondary Workforce Readiness (PWR) or Elective
Credit Type for Class of 2029+: Empathetic Collaborator or Continuous Learner

Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, power plants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, power plant theory and maintenance, and power plant systems and components of aircraft. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.

Aviation Science 3, 4, 5, 6

Grades 11-12
Credit Type: Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator or Continuous Learner

Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, power plants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, power plant theory and maintenance, and power plant systems and components of aircraft. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.

This course is a double block focused on aviation maintenance and will prepare students for their FAA mechanic certification.

Careers in Construction 1, 2: PACT

Credit Type**:** Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator or Continuous Learner

During this introductory course, students will develop knowledge of building trades safety, construction math, tools, construction materials, and employability. They will be introduced to the ICC-700 National Green Building Standards, as well as the Pre-Apprenticeship Certificate Training (PACT) curriculum and the Skill Achievement Records (SARs) process for certification. Students will study theory and practices of building for a range of industry trades and gain knowledge of a variety of industry careers.

Careers in Construction 3, 4, 5, 6

Grades 10-12
Prerequisite: Careers in Construction 1, 2
Credit Type: Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator or Continuous Learner

During this second course in the program, students will continue to develop knowledge of building trades safety, construction math, tools, construction materials, and employability. They will begin developing core knowledge in the specific trades of carpentry, electrical, and plumbing. Additionally, they will be introduced to the finishing standards for brick masonry, landscaping, painting, finishing, facilities maintenance, and weatherization.

Cyber Security 1, 2, 3, 4

Grades 10-12
Credit Type: Computer Ed/Tech or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Critical Thinker, Empathetic Collaborator or Continuous Learner

Cybersecurity I (1, 2) is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate and understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.
Cybersecurity II (3, 4) challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will demonstrate and understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

Robotics Programming 1, 2, 3, 4

Credit Type: Computer Ed/Tech or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Critical Thinker, Empathetic Collaborator or Continuous Learner

In Robotics Programming, students will learn principles and practices of computer science as it relates to robotics. Students will form knowledge of computing systems, algorithms, artificial intelligence, and autonomous programming. Students will develop collaborative team building skills in a project-based classroom where they will construct and program multiple kinds of robotic devices. Students will learn about current uses of robotics and understand the impact of robotics on society. Co-curricular opportunities, including competition, when made available.

IT Essentials 1, 2

Credit Type: Computer Ed/Tech or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Critical Thinker, Empathetic Collaborator or Continuous Learner

This fundamental course covers hardware, software, operating systems and hands on lab activities. Security basics and the responsibilities of an IT professional are also explored. Students will describe the internal components of a computer, assemble a computer system, install an operation system, and troubleshoot issues using tools and diagnostic software.

Microsoft Office Specialist

Semester Course
Credit Type: Computer Ed/Tech or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Critical Thinker, Empathetic Collaborator or Continuous Learner

Prepares students for the technical Microsoft Certification. Class will prepare students to take the Microsoft Certification at the end of the semester. MOS certification is for students looking to demonstrate proficiency in using one or more Microsoft Office programs. Differentiate yourself with these competencies as a proven expert in Office skills. This course provide**s** students with instruction and experience in developing technical, problem-solving, and

decision-making skills essential for office and/or administrative occupations. Emphasis is placed on integrating and applying knowledge and skills to realistic office and administrative situations utilizing current and relevant technology.

Advanced Industry Certification 1, 2

Credit Type: Computer Ed/Tech or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator or Continuous Learner

Industry Certifications are essential to conceptualize, comprehend and apply employability skills. The opportunity for students to participate in industry training, industry exploration, other activities related to Industry certification assures students 21st century real-world skills. Credit may be awarded on competency-basis with industry documented evidence. Certifications in Business & Marketing, CompTIA, Google Career, Adobe, and more are available.

Design & Color 1, 2

Credit Type: Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator or Continuous Learner

Covers the design process and creative problem solving. Design and color theories, fundamentals, styles, stages area applied to workups, finished art, and presentations. Emphasis will be on line, form, composition, and continuity.

English

English 1, 2

Grade 9
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

English 1/2 prepares students to engage in an array of classic and contemporary works in text, video, audio, and other multimedia formats. Students develop the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft, and structure. Students develop their writing skills by examining various text types, structures, and purposes and by crafting arguments, explanatory/informational texts, and narratives. English 1/2 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Texts take center stage in the English 1/2 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on constructing complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly.

Honors English 1, 2

Grade 9
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

English Honors 1/2 is the first course of a four-year program for highly motivated, capable students. It prepares students to engage in an array of classic and contemporary works in text, video, audio, and other multimedia formats. Students develop the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft, and structure. At this level, reading selections of literature and literary nonfiction will be at the high end of the

grades 9/10 text complexity. This accelerated course focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Texts take center stage in the classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on constructing complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly. This course is for motivated learners who want to challenge themselves in this honors level course by going deeper with the material taught.

English 3, 4

Grade 10
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

English 3/4 prepares students to engage in an increasingly complex array of classic and contemporary literature and informational texts. Students expand the skills and knowledge of English 1/2 to become critical readers and writers by analyzing key ideas and details, craft, and structure. Students develop their writing skills by examining text types and purposes and writing more sophisticated arguments, explanatory/informational texts, and narratives. Students use technology to produce and distribute quality writing. Students conduct research, participate in a range of collaborative discussions, and integrate multiple sources of information. This course advances students' knowledge of the conventions of Standard English, strengthens vocabulary acquisition and use, and prepares students for real life communications.

AP Language & Composition 1, 2

Grade 10
Prerequisite: Recommended B's or better in English 1, 2 or Honors
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements.

English 5, 6

Grade 11
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

English 5/6 prepares students to engage in an array of classic and contemporary works in text, video, audio, and other multimedia formats. Students develop skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft, and structure. This course integrates literature and informational text. Students explore literary criticism with a focus on American literature. Students develop their writing skills by examining various text types, purposes, and rhetorical structures and by crafting arguments, explanatory/informational texts, and narratives. Students use technology to produce, publish, and share quality writing. Students conduct research projects, participate in a range of collaborative discussions, integrate multiple sources of information, and develop style and voice. This

course advances students' knowledge of the conventions of Standard English, strengthens vocabulary acquisition and use, and prepares students for real life communications.

English 7, 8

Grade 12
Prerequisite: Recommended English 1-6
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

English 7/8 prepares students to engage in an array of classic and contemporary works in text, video, audio, and other multimedia formats. Students develop skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft, and structure. This course integrates literature and informational text focusing on exploration of issues relevant to students' lives as adults and productive citizens. Students examine text types and purposes by reading and writing arguments, explanatory/informational texts, and narratives. Students use technology to produce, publish, and share quality writing products. Students conduct a research-based capstone project. They also participate in a range of collaborative discussions integrating multiple sources of information. Students apply knowledge of the conventions of Standard English and strengthen vocabulary acquisition and use. These skills prepare students for real life communications in college and in 21st century careers.

ENG 102 Writing and Rhetoric I

Grades 11-12
Prerequisites (one of the following): ENG 099; a high school GPA of 2.75 or higher
Semester Course; 2 High School Credits and 3 Guaranteed Transfer College Credits with a minimum grade of C-
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

This is a Dual Enrollment Western Colorado University course at Mitchell High School.
Workshop on strategies for generating ideas for writing, for planning and organizing material, and for revising and editing; prepares students for the demands of college writing, focusing on reading critically and incorporating source material.

ENG 103 Writing and Rhetoric II

Grades 11-12
Prerequisites (one of the following): ENG 102
Semester Course; 2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

This is a Dual Enrollment Western Colorado University course at Mitchell High School.
Applied principles of expository and argumentative essay writing, including summaries, critiques, analysis, and syntheses of texts; inquiry, information literacy, and the research essay; strategies for invention, drafting, and thoughtful revision; emphasis on clear, concise, and vigorous prose.

ENG 114 Creative Writing

Grades 11-12
Semester Course; 2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

This is a Dual Enrollment Colorado State University – Pueblo course at Mitchell High School.
An introduction to the craft of writing poetry, fiction, and creative non-fiction, emphasizing reading across genres, analyzing texts for style and structure, and participating in peer workshops.

ENG 130 Introduction to Literature

Grades 11-12
Semester Course; 2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher
Credit Type: English
Credit Type for Class of 2029+: Skilled Communicator

This is a Dual Enrollment Colorado State University – Pueblo course at Mitchell High School.
Introduction to the three major literary genres: fiction, poetry, and drama. The main emphasis is on close reading and interpretive analysis.

Mathematics

Algebra 1, 2

Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

Topics in this course include the algebraic, numeric, and graphical study of functions & systems of functions (linear, quadratic, exponential, square root & cube root, absolute value, piece-wise, & step), transformations of functions, linear inequalities, multi-step contextual problem solving & modeling with functions, and data representation & interpretation. Graphing technology is required for this course.

Honors Algebra 1, 2

Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

This course is designed for students who have strong preparation for first-year algebra. Its accelerated pacing and depth is intended for students who wish to experience additional academic challenge. Topics in this course include the algebraic, numeric, and graphical study of functions & systems of functions (linear, quadratic, exponential, square root & cube root, absolute value, piece-wise, & step), transformations of functions, linear inequalities, multi-step contextual problem solving & modeling with functions, and data representation & interpretation. Graphing technology is required for this course.

Geometry 1, 2

Prerequisite: Algebra 1, 2
Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

Topics in this course include coordinate geometry, geometric constructions, transformational geometry, proof of geometric theorems in two-dimensional contexts, multi-step contextual problem solving & modeling with geometry, circle theorems, the Pythagorean Theorem, similarity & trigonometric ratios, volume of geometric solids, two-dimensional cross sections of three- dimensional objects & three-dimensional objects generated by rotating two-dimensional objects.

Honors Geometry 1, 2

Prerequisite: Algebra 1, 2
Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

This course is designed for students who have strong preparation in first-year algebra. Its accelerated pacing, focus on problem-solving, and depth is intended for students who wish to experience additional academic challenge. This course is a formal study of the geometric properties of the Euclidean plane & selected topics in three-dimension space. Students use calculators, computers, & manipulatives to study the property of shapes & forms. They will use inductive & deductive reasoning, & transformational & coordinate geometry in a formal way to study polygons & polyhedral & their algebraic descriptions.

Algebra 3, 4

Prerequisite: Geometry 1, 2
Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

Topics in this course include the algebraic, numeric, and graphical study of functions & systems of functions (polynomial, rational, radical, exponential, logarithmic, and trigonometric), transformations of functions, multi-step contextual problem solving & modeling with functions, trigonometric values in the unit circle, complex numbers, probability of compound events (independence & conditional probability), & statistical analysis & decision-making including use of the normal distribution. Graphing technology is required for this course.

Honors Algebra 3,4

Prerequisite: Geometry 1, 2
Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

This course is designed for students who have strong preparation in first-year algebra and geometry. Its accelerated pacing and depth is intended for students who wish to experience additional academic challenge. Topics in this course include the algebraic, numeric, and graphical study of functions & systems of functions (polynomial, rational, radical, exponential, logarithmic, and trigonometric), transformations of functions, multi-step contextual problem solving & modeling with functions, trigonometric values in the unit circle, complex numbers, probability of compound events (independence & conditional probability), & statistical analysis & decision-making including use of the normal distribution. Graphing technology is required for this course.

Math Analysis Trig 1, 2

Prerequisite: Algebra 1, 2 and Geometry 1, 2
Credit Type Math
Credit Type for Class of 2029+: Innovative Problem Solver

The purpose of this course is to prepare students for calculus. It offers an analytical and cohesive study of concepts introduced in previous courses and introduces new topics such as functions, vectors, an analytic geometry, and probability. Graphing technology is required for this course.

AP Precalculus 1, 2

Prerequisite: Successful completion of Algebra 1, 2 and Geometry 1, 2

Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

AP Precalculus introduces students to mathematical modeling and functions as a foundation for calculus and other college-level mathematics needed for various STEM majors and careers. Topics typically include polynomial & rational functions, exponential and logarithmic functions, trigonometric & polar functions, and functions involving parameters, vectors, and matrices.

MAT 1240 Math for Liberal Arts

Grades 11-12
Prerequisite: SAT Math Section Score of 500 or higher, Accuplacer Next Gen QAS score of 240 or higher
Semester Course; 2 High School Credits and 4 Guaranteed Transfer College Credits with a C- or higher
Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

This is a Dual Enrollment Pikes Peak State College course at Mitchell High School.
Introduction to the three major literary genres: fiction, poetry, and drama. The main emphasis is on close reading and interpretive analysis.

MAT 1340 College Algebra

Grades 11-12
Prerequisite: SAT Math Section Score of 560 or higher, Accuplacer Next Gen QAS score of 245 or higher
Semester Course; 2 High School Credits and 4 Guaranteed Transfer College Credits with a C- or higher
Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

This is a Dual Enrollment Pikes Peak State College course at Mitchell High School.
Focuses on a variety of functions and the exploration of their graphs. Topics include: equations and inequalities, operations on functions, exponential and logarithmic functions, linear and non-linear systems, and an introduction to conic sections. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways. This is a statewide Guaranteed Transfer course in the GT-MA1 category.

Math Essentials 1, 2

Prerequisite: Teacher placement
Credit Type: Math
Credit Type for Class of 2029+: Innovative Problem Solver

Math Essentials 1-2 follows the approach of making math relevant by using skills in a problem solving environment. This course is designed for students who have not demonstrated mastery of basic math skills. Topics include operations on whole numbers, integers, percent, & rational numbers. Measurement, geometry, statistics & probability with real world applications will be covered. Students may use computers, calculators, & manipulatives for course work. No credit will be given to students who have already earned credit for first-year algebra, or an equivalent or higher course. This course does not satisfy college entrance requirements (CCHE) and is not NCAA approved.

Science

Biology 1, 2

Grade 9

Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

This is a comprehensive course designed to provide students with the key biological concepts to meet state and district standards. Topics include cell structure and function, general plant and animal biology, and ecological interactions among organisms. Biology skills and processes include problem solving, critical thinking, and hands-on laboratory experiences.

Honors Biology 1, 2

Grade 9
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

Honors Biology is a science course for high school students with a strong interest in science. Instruction includes analysis, synthesis, and evaluation of information obtained from print and laboratory research. Students are expected to do independent research, plan investigations, practice self-evaluation, and give evidence of applying knowledge outside the classroom. This course is a comprehensive course designed to provide students with the key biological concepts to meet state and district standards.

Environmental Science 1, 2

Grade 10
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

This is a comprehensive course designed to provide students with the key biological concepts to meet state and district standards. Topics include cell structure and function, general plant and animal biology, and ecological interactions among organisms. Biology skills and processes include problem solving, critical thinking, and hands-on laboratory experiences.

Honors Environmental Science 1, 2

Grade 10
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

This is an issues oriented environmental science systematic study course of living systems with emphasis on interaction of the living systems with the natural environments. It teaches students to view the environment as an integral part of their lives and community. This course investigates and analyzes community problems and uses knowledge and processes of science to suggest options for the solutions of these problems. Emphasis is placed on problem solving, decision making, and hands on learning.

General Chemistry 1, 2

Grades 10-12
Prerequisite: Algebra 1, 2 completed or concurrent
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

This is a quantitative and analytical study of matter. Elements, compounds and their interactions are explored through laboratory investigations. Possible topics include chemical bonds, the mole concept, energy, states of matter, the Periodic Law, acids, bases, electrochemistry and organic chemistry.

Physics 1, 2

Grades 11-12
Prerequisite: Algebra 3, 4 completed or concurrent
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

Physics is the study of motion, forces, energy, light, sound, electricity, and magnetism. Students will be expected to demonstrate a command of science process skills. They will solve problems by observing demonstrations, conducting experiments, and applying math procedures and skills. Physics has applications in many fields including athletics, engineering and technology, liberal arts, and medicine and health.

Astronomy/Space 1, 2

Prerequisite: Geometry 1, 2
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

This course is a systematic study of objects in space and human activity to understand and make use of the environments beyond earth. Instruction includes making models, using charts and graphs, using the planetarium, and data collection and analysis.

Honors Zoology 1, 2

Grade 11-12
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

This course will characterize and class various vertebrates in their reproductive, aquatic and terrestrial environments.

Pre-AP Biology 1, 2

Grades 11-12 who need Biology credit
Credit Type: Science
Credit Type for Class of 2029+: Critical Thinker

This course emphasizes the integration of scientific content with science practices in order to support students with analyzing the natural world around them and fostering scientific literacy. This course focuses on the foundational biology knowledge and skills that matter most in preparing students for subsequent coursework in science and concentrates on the core areas of ecological systems, evolution, cellular systems, and genetics. Students will make meaningful connections between the structures, processes, and interactions that exist across biological systems.

Social Studies

World History: 1450-Present 1, 2

Grade 9
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

This survey course emphasizes major developments in world history, beginning with developments in the Renaissance and continuing to the 21st century. Standards in history and geography are emphasized as well as an understanding of how past events relate to current events.

Honors World History 1450-Present H1, H2

Grade 9
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

This survey course emphasizes major developments in world history, beginning with developments in the Renaissance and continuing to the 21st century. Standards in history and geography are emphasized as well as an understanding of how past events relate to current events.

US History: Reconst-Present 3, 4

Grade 10
Credit Type: Social Studies or Humanities
Credit Type for Class of 2029+: Empowered Citizen

The survey course emphasizes major developments in the history and heritage of the nation during the later half of the 19th century, the 20th century and the beginnings of the 21st century. Standards in history and geography are emphasized as well as an understanding of how past events relate to current events.

Honors US History: Reconst-Present H3, H4

Grade 10
Credit Type: Social Studies or Humanities
Credit Type for Class of 2029+: Empowered Citizen

The survey course emphasizes major developments in the history and heritage of the nation during the later half of the 19th century, the 20th century and the beginnings of the 21st century. Standards in history and geography are emphasized as well as an understanding of how past events relate to current events.

Principles of Economics

Grade 11-12
Semester Course
Credit Type: Economics
Credit Type for Class of 2029+: Empowered Citizen

This course includes the basic concepts of economic theory and their application to national, state, and local issues. Topics include the basic concepts of economics, micro-economic issues, macro-economic issues, and international economic issues. Emphasis will be placed on economic literacy to prepare students for college studies.

United States Government

Grade 11-12
Semester Course
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

The opportunity for most United States citizens to acquire the knowledge and dispositions essential for informed effective citizenship is during their school years. Therefore, United States Government is designed to enhance responsible and informed participation in civic life. This course will incorporate the Colorado Civics content standards, and key themes will include the purpose of government and heritage of United States government, comparative governments, the Constitution as a living document.

Ethnic Studies

Semester Course
Credit Type: Social Studies or Humanities
Credit Type for Class of 2029+: Empowered Citizen

The background and contributions of immigrants and other minority groups within the United States are explored through an historical and chronological approach.

Constitutional and Criminal Law

Grades 10-12
Semester Course
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

This course is designed to explore the constitutional foundations and structure of the federal and state legal systems. Key concepts include the first ten amendments and individual rights, law enforcement, judicial systems, civil and criminal law, and balancing rights with responsibilities. This course is designed to explore the basics of the United States Criminal Justice system. Key concepts include individual rights, law enforcement, criminal law, and crime scene investigation.

HIST 111 World History since 1500

Grades 11-12
Semester Course; **2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher**
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

This is a Dual Enrollment Colorado State University - Pueblo course at Mitchell High School.
Columbian Exchange; growth of global empires, commerce, and international rivalries and cooperation; industrialization, spreading revolutions, the information age, and the emergence of the modern world. Centering on the linked themes of empire and globalization, this course charts the creation and development of the world we inhabit today by prioritizing the themes of conquest and colonization, trade, industrialization, and global conflict.

HIST 202 U.S. History II

Grades 11-12
Semester Course; **2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher**
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

This is a Dual Enrollment Colorado State University - Pueblo course at Mitchell High School.
United States from 1877 Reconstruction era to contemporary era. This will be a social history of the United States from 1877 Reconstruction era to the present. Students will examine how average and diverse populations lived in the United States

POLS 180 Intro to Political Science (MHS course title)/Power in America (WCU title)

Grades 11-12
Semester Course; **2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher**
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

This is a Dual Enrollment Western Colorado University course at Mitchell High School.
An introduction to the institutions, processes, values, and debates of American politics. Through a study of governmental power, economic power, and people power, students analyze the opportunities and constraints of American politics from the founding to the present. Topics include civil liberties and rights, political economy, constitutional debates, democracy, and political participation. GT-SS1. This course will introduce you to the study of power in the American context. The course is divided into the three parts, each of which addresses a different form or manifestation of power that is relevant to a well-rounded understanding of American politics:
1) governmental power, 2) economic power, and 3) people power. Each unit addresses the question of power over vs. power of".

PSY 100 General Psychology

Grades 11-12
Semester Course; **2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher**
Credit Type: Social Studies
Credit Type for Class of 2029+: Empowered Citizen

This is a Dual Enrollment Western Colorado University course at Mitchell High School.
An introduction to psychology including research methodology, biological bases of behavior, human development, sensation, perception, intelligence, cognition, language, states of consciousness, learning, memory, motivation, emotion, personality, abnormal behavior and stress and health.

PHIL 201 Classics in Ethics

Grades 11-12
Prerequisite: None. High Reading Scores recommended.
Semester Course; 2 High School Credits and 3 Guaranteed Transfer College Credits with a C- or higher
Credit Type: Humanities or Social Studies
Credit Type for Class of 2029+: Empathetic Collaborator or Empowered Citizen

This is a Dual Enrollment Colorado State University – Pueblo course at Mitchell High School.
The logic of objective norms and standards of 'good' vs. 'bad', 'right' vs. 'wrong' from major philosophers and classics of literature. Application to contemporary issues. Philosophy, or love of wisdom, is a way of questioning that begins in wonder; ethics is the branch of philosophy concerned with the good and the good life. "How should I live? What is the good? What is the best life for me?" Plunging headfirst into philosophy texts of the first rank, this course explores classic texts written by those very few genuine philosophers who have achieved a certain level of immortality.

World Language

Mandarin Chinese 1, 2

Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This course will develop the basic skills of understanding, speaking, reading, and writing Mandarin Chinese. Lessons include conversational practice, grammar analysis and exploration of Chinese culture. The course is online with Colorado Online Learning.

Spanish 1, 2

Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This course develops the language skills of listening, speaking, reading, and writing. Through a variety of enrichment activities and a basic text, the student learns to communicate in the language and to appreciate the culture of the Spanish-speaking world.

Spanish 3, 4

Prerequisite: Spanish 1, 2
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This course broadens the knowledge and reinforces the language skills introduced in Spanish 1,2. The student takes part in lessons designed to make the study of Spanish interesting and practical and develops a deeper appreciation of the Spanish language through a year-long series of cultural experiences.

Spanish for Proficiency 1, 2

Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

Spanish for Native Speakers courses prepare native and heritage speakers to communicate in Spanish in all modes. These courses reinforce and expand students' skills to interpret (read, listen, view) and present (speak, write) information at the same level as they exchange (speak and listen; read and write) information, concepts, and ideas on a variety of topics. Spanish for Native Speakers courses advance students understanding of the relationships among the products, practices, and perspectives of the cultures included in the Spanish-speaking world.

AP Spanish Language and Culture

Prerequisites: None; however, students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This course will provide an experience comparable to that of a college-level Spanish language course. It is intended for highly motivated students who have mastered basic language skills, and have a teacher recommendation. Emphasis is placed on oral and written communication as a variety of authentic texts, including but not limited to literary texts, are studied. Students may elect to take the National Advanced Placement Examination and will receive college credit or placement based on exam results.

Physical Education/Health

Gym clothes are required for all activity classes. Only exception is Partners in PE. Students must have a swimsuit for swimming classes. Girls are encouraged to wear one piece suits. We will supply a combination lock to every student.

Health

Semester Course
Credit Type: Health
Credit Type for Class of 2029+: Healthy and Balanced Learner

This course will influence attitudes toward health which will promote respect for the human mind and body and the factors which foster optimum healthful living. Good health shall be identified as mental, social, and physical well-being and not merely the absence of disease and infirmity. Emphasis will be placed on developing self-esteem and positive interpersonal relationships. The students will be encouraged to explore the emerging health information and develop the ability to weigh the validity of such information for application to their existing health status.

Swim 1

Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

This class will emphasize adaptation to, and respect for, the water. Focus will be on the application of buoyancy, body position, and propulsion. The elimination of fear in deep water is also a major goal.
Strokes such as the front crawl, elementary backstroke, and the butterfly will be the focus. Diving, fitness workouts, and recreational games will also be taught. Swim goggles, nose plugs, and swim caps provided.

Swim 2

Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

This includes a review of the skills taught in Level 1. Emphasis will be on the sidestroke, front and back crawl, and breast stroke. There will also be instruction in the elementary forms of water safety skills and water rescue. Strokes such as the back crawl, sidestroke, and the breaststroke will be the focus. Surface diving, fitness workouts, and recreational games will also be taught. Swim goggles, nose plugs, and swim caps provided.

Life Guard Level 1

Prerequisite: Must be 15 years old by last day of class to become certified
Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

Lifesaving/CPR for the professional rescuer and first aid will be offered. At the end of the unit students will be certified to lifeguard. Must be able to swim efficiently, especially the front crawl and breaststroke. Must be 15 years old, swim continuously 150 yards, tread water for 2 minutes using only your legs, and then swim another 50 yards. Must also retrieve a 10-pound diving brick from the bottom of the deep end (7-10 feet) and then swim back 20 yards with face above water, within 1 minute and 40 seconds.

PE

Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

Students who participate in quality physical education programs receive a variety of benefits including the development of: 1) a variety of motor skills and abilities related to lifetime leisure skills, 2) improved understanding of the importance of maintaining a healthy lifestyle, 3) improved understanding and appreciation of movement and the human body, 4) improved knowledge of the rules and strategies of particular games and sports, and 5) improved self-confidence and self-worth as they relate to physical education and recreation activities.

Team Sports

Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

This class will include three week units of basketball, team handball, volleyball, speed ball, flag football, soccer, lacrosse, and softball. Skills and techniques are introduced and developed while forming and developing good attitudes towards teammates, defense, officials, rules, conditions, and positions of the game in basketball, flag football, speedball, softball, soccer, and team handball.

Unified Physical Education 1, 2

Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

This course is designed to pair regular education students with students with special needs in a traditional physical education class setting. Student pairs will work together to achieve state and district physical education standards.

Weight Training for Performance

Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

This class is an introduction to intermediate exercises including the proper use of free weights and safety precautions. Students, with help of the instructor, will set up a special program designed to meet their goals

Yoga Fit

Prerequisite: Must be 15 years old by last day of class to become certified
Semester Course
Credit Type: PE
Credit Type for Class of 2029+: Healthy and Balanced Learner

Students will learn a unique combination of strengthening and flexibility related exercises with benefits that can be carried into other aspects of a person's life. Yoga's benefits include increased muscular strength and tone, flexibility respiratory and circulatory health, injury prevention, sports performance, improved posture and stress relief.

Visual and Performing Arts

Drama Workshop 1, 2

Semester Course
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This course introduces the fundamental skills of beginning acting. Units will include stage movement, voice improvement, pantomime, and characterization. The emphasis during Drama 2 will be upon the continued development of the techniques of acting through memorized performances.

Drama Workshop 3, 4, 5, 6

Prerequisite: Drama Workshop 1, 2 or permission of instructor
Semester Course
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

Course emphasis will be on organizational aspects for the production of a play. Script preparation, casting, rehearsal, and promotion are major course areas. Students will select one aspect of theatre history as a subject for a course project. Each student will be required to fulfill a production responsibility with a major school production.

Drama Workshop 3, 4, 5, 6

Prerequisite: Must be 15 years old by last day of class to become certified
Semester Course
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

Course emphasis will be on organizational aspects for the production of a play. Script preparation, casting, rehearsal, and promotion are major course areas. Students will select one aspect of theatre history as a subject for a course project. Each student will be required to fulfill a production responsibility with a major school production.

Advanced Acting 1, 2

Prerequisite: Must be 15 years old by last day of class to become certified\
Semester Course
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This course covers a wide variety of advanced acting methods to include acting styles, improvisation, stage movement, auditioning, script analysis, scene study, portfolio preparation, and scriptwriting.

Stagecraft 1, 2

Semester Course
Credit Type: Humanities or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator

This is primarily a hands-on lab course in backstage work. Students will learn basic stage tools and facilities. They will be involved in maintaining the stage and working on theatre productions. Areas covered will be scenery construction, lighting, make-up, costuming, rigging, and general stage operation.

Technical Theater 1

Grades 10-12
Prerequisite: Drama 3, 4 and Stagecraft
Semester Course
Credit Type: Humanities or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator or Critical Thinker

This course is open to students who wish to understand the technical aspects of the theater. They will be assigned technical duties for the main stage production of that semester. Students will learn lighting, sound, set construction, props, scene painting, publicity, costumes and make up in this hands-on course.

Unified Theater 1, 2

Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

Unified Theatre was created to provide more opportunities for students in general education and students in special education to collaborate creatively. Students in Unified Theatre select or create a story and adapt it into a 10-20-minute performance written specifically to match the personality, strengths, and ability level of each student in the class. Families and the rest of the school are invited to the performances that take place during the class period. We believe that Unified Theatre strengthens all individuals involved, on stage and in the audience, giving everyone a broader understanding of the human condition.

Repertory Choir 1, 2

Prerequisite: A Level I vocal music class or teacher approval.
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This is a Level II high school vocal music class. Some vocal experience is necessary to enroll in this class. This ensemble will experience singing a wide variety of choral literature and styles and participate in major concerts. Ability to perform vocally at Level II or beyond. Ability to read Level II musical notation. Ability to write basic musical notation. Ability to identify and understand musical structure.

Chamber Singers 1, 2

Prerequisite: Audition
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This is a Level IV high school vocal music class. Students must audition to be enrolled in this class. Membership for this highly select choir is made up of students with previous choir experience. The scope of music involves Renaissance madrigals to contemporary choral literature. This ensemble may participate in the District 11 Honor Choir. Knowledge of and ability to perform music at level IV or beyond. Fluent use of expressive elements in a performance. Ability to fluently read music required. Ability to fluently read and write complex musical notation appropriate to level IV. Ability to compare and contrast different musical structures. Ability to make adjustments to produce a high quality performance.

Beginning Keyboard Lab 1, 2

Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This course will explore the basics of piano keyboarding and experiment with combining different sounds and rhythms. Basic music theory will be included.

Beginning Instrument 1, 2

Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This is a Level I high school instrumental music class. Students need little to no playing experience to enroll in this class. This class is designed to teach beginning instrumentalists on wind, brass, percussion, and string instruments. Also, advanced students desiring to learn second instruments may enroll. Students in this class will learn basic musicianship in preparation for participation in band or orchestra. Only standard band or orchestral instruments are offered.

Concert Band 1, 2

Prerequisite: A Level I band class or teacher approval.
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

This is a Level II high school instrumental music class. Some playing experience is necessary to enroll in this class. This band is a training group to prepare students with skills necessary to participate in a Level III instrumental music class. Literature is geared to the member's abilities with emphasis being placed on improvement of tone quality, reading skills and technical proficiency. Attendance at scheduled performances is required and is considered part of the student's grade.

Marching Band

Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

Marching band performs at half-time for home football games. The director may choose to participate in college-sponsored band days, regional contest/state contest as approved by the CHSAA. Due to performance requirements at the beginning of the school year, rehearsals of sections or the entire band could begin one month prior to the opening of school. Students are expected to attend extra rehearsals for individual and small-group help as needed during the school year. Marching Band is intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

Digital Audio & Music Production 1

Semester Course
Credit Type: Humanities or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator

In this course students will be introduced to the hardware and software tools needed to create high-quality digital recordings. Students will learn the technology of audio and acoustics in order to record effectively. Logic Pro will be the software used (if Logic Pro is not available, GarageBand or other). Students will learn several elements of digital audio production and recording, including essential vocabulary and industry or career applications. Key learning objectives include the basics of building, arranging, and mixing songs; recording audio digitally via MIDI, direct instrument, and microphone; and audio enhancement, editing, and mixing using the software tools. The hardware component will also introduce the student to the different types of computer equipment used in a recording studio. Students will produce a variety of quality audio products. The class is open to all students, who want to be introduced to digital audio recording and mixing technology. Computers, software, keyboards, microphones, and other instruments are available to the students.

Digital Audio & Music Production 2

Semester Course
Credit Type: Humanities or Postsecondary Workforce Readiness (PWR)
Credit Type for Class of 2029+: Empathetic Collaborator

In the second semester of this Digital Audio course, students will continue to gain understanding and experience with a variety of audio technology and information, including acoustics, sound design, audio management, and the hardware and software tools needed to create high-quality digital recordings. Students will learn the technology of audio and acoustics in order to record effectively. Logic Pro will be the software will be used as the core of their digital audio workstations (DAW). Students will learn the basics of building a song, arranging and mixing their music, and produce usable end products, including products for video. This will include song building, editing audio, recording from a MIDI device, programming and editing MIDI, programming beats, manipulating tempo and time, and automating the mix and using control surfaces. The hardware component will also introduce the student to the different types of computer equipment used in a recording studio. Students will also be introduced to basic electronics and acoustics. The class is open to all musicians & non-musicians, singers and non-vocalists, and those who want to be introduced to digital recording technology through a DAW. Numerous keyboards, microphones, and other equipment are available to students. Section II of the course includes advanced skills in creating, editing, and mixing audio; they will also conduct research in order to design a functional sound studio or isolation booth, demonstrating their understanding of electronics and acoustics. Students will learn how to install, maintain, and troubleshoot hardware used in both recording and as sound effects. Numerous keyboards, microphones, and other equipment are available to students. Careers in audio will be explored; and when the opportunity is available, studio tours and guest speakers will be a part of the course.

Jewelry 1, 2

Credit Type: Elective
Credit Type for Class of 2029+: Empathetic Collaborator or Continuous Learner

Bling! Bling! This class involves the design and creation of jewelry and other metal art. You will create contemporary jewelry from various metals, stones and experimental materials. Students will use jewelry tools for the traditional basic processes of sawing, piercing, filing, soldering, annealing, forming, cleaning and polishing metal. Emphasis will be on sound creative design and fine craftsmanship. This class rocks!
Polish your skills and advance your techniques. This class involves advanced problem solving in the creation of metal art. Learn casting, mold making and be introduced to enameling. Individuality in the creative process will be stressed. Learn about various historical and cultural styles of jewelry.

Culturally and Linguistically Diverse Education

ESL English 1, 2, 3, 4, 5, 6

Prerequisite: CLDE Teacher recommendation
Credit Type: English or Humanities
Credit Type for Class of 2029+: Skilled Communicator or Empathetic Collaborator

Designed for a speaker of English as a Second Language, this individualized course is tailored to the student's needs. Emphasis is on basic skills. This course will address all of the RWC Colorado Academic Standards.

ESL Reading 1, 2, 3, 4

Prerequisite: CLDE Teacher recommendation
Credit Type: Elective or Humanities
Credit Type for Class of 2029+: Skilled Communicator or Empathetic Collaborator

This course is designed to give English learner students individualized help with beginning literacy and language skills in English. Students will work to improve their English proficiency in the areas of vocabulary, reading comprehension and study skills.

ESL Reading 5, 6, 7, 8

Prerequisite: CLDE Teacher recommendation
Credit Type: Elective or Humanities
Credit Type for Class of 2029+: Skilled Communicator or Empathetic Collaborator

This course is designed to give English learner students individualized help with intermediate literacy and language skills in English. Students will work to improve their English proficiency in the areas of vocabulary, reading comprehension and study skills.

Student Organization and Academic Support

Accelerate Online 1, 2

Prerequisite: Counselor recommendation
Credit Type: Varies by Course
Credit Type for Class of 2029+: Varies by Course

Accelerate Online provides students with access to a variety of online courses completed on campus with teacher support. This program allows students to recover credits, stay on track for graduation, explore additional areas of interest, or accelerate their learning through enrichment opportunities. Students work independently through online coursework while receiving guidance, progress monitoring, and academic support from an on-site teacher. Success in Accelerate Online requires self-motivation, responsibility, and effective time-management skills.

ACT/SAT Test Prep Seminar

Credit Type: Elective
Credit Type for Class of 2029+: Continuous Learner

This course is designed to prepare students for the PSAT and/or SAT exam and obtaining high-level scores that lead to large college scholarships and demonstrating high-levels of college-readiness proficiency for English and Math. The class will include ongoing collaboration with other students and using data from practice material to reflect on progress and adjust the learning based on the work completed. This course is an opportunity that is not available at any other known high school in the Pikes Peak region. Students who dream of creating more opportunities for their future should consider joining.

Administration Approved

Grade 12
Prerequisite: On Track to Graduate, Parent/Guardian Permission, and Administration Approval
Credit Type: None
Credit Type for Class of 2029+: None

Off-Campus Blocks are available for request by 12th grade students who are on track for graduation.*

- Behavior: No suspensions
- Attendance: 80% attendance rate or higher
- Grades: Passing all courses (no more than one failing grade)
- Credits: Must have 34 or more

If a student becomes off track and does not meet the eligibility requirements at any time during the semester, then the student becomes ineligible. Ineligible students will need to attend Study Hall and/or tutoring sessions during their Administration Approved block(s) until they are back on track.
Mitchell High School seniors must be enrolled in at least six courses and may have up to two Administration Approved Off-Campus Blocks per semester. The blocks will need to be either at the end of the day, leaving early, or beginning of the day, arriving later.
Students are NOT allowed to be on campus during their Administration Approved time unless supervised by athletics and activities.

Council 1, 2

Prerequisite: **Election**
Credit Type: Elective
Credit Type for Class of 2029+: Continuous Learner

All legislative powers exercised by the Student Organization are vested in the student council, which consists of representatives from each class. The Student Organization offers experiences for the student that both supplement and enrich the educational program. The program provides many opportunities for specialization in areas of the curriculum that are of particular interest to the student. The Student Organization program is designed to develop desirable attitudes in situations providing opportunity for individual, small-group, and entire school participation. With faculty and administrative guidance, students share responsibility for selecting, organizing, implementing, and evaluating a wide range of activities. The Mitchell Student Organization is generally divided into an Executive branch and a Legislative branch. The Executive Branch is called the Cabinet and is composed of 10 officers. The offices of the Cabinet are the President of the Student Body, Vice-President/Records, Social/Publicity, Treasurer, Relations, Assemblies, Communications, Senior Class President, and ESA (Assistant to the advisor).
Many of the officers on the Cabinet head committees composed of students who volunteer their help in implementing various activities. These activities include school dances, assemblies, announcements, poster making, fundraisers, and student relations. Membership on these committees is part of the classroom grade. Eligibility is determined through an application process and mirrors that of sports under CHSAA rules. Grades are a priority as these students are the leadership of our school. This is an excellent way of getting involved in school activities.

Future Ready

Credit Type: 0.25 Elective per semester
Credit Type for Class of 2029+: 0.25 Continuous Learner per semester

The purpose of Future Ready is to ensure every student feels connected, supported, and future-ready through meaningful experiences that build purpose, belonging, and a clear plan for life beyond high school.

Honors Endorsement Seminar 9

Credit Type: Elective
Credit Type for Class of 2029+: Continuous Learner

Freshman Seminar (or Honors Endorsement 9) is designed to support students during their transition from middle school to high school, laying a strong foundation for four years of academic and personal success. Through a focus on student agency, students develop the critical life skills needed to navigate high school culture, build healthy relationships, and manage new academic expectations. By exploring graduation requirements, time management, and goal setting, this course empowers ninth-graders to take ownership of their high school journey and future career paths.

Student Assistant

Prerequisite: Administration and Instructor Approval
Credit Type: 0.5 Elective
Credit Type for Class of 2029+: Continuous Learner

The student will assist the staff members in a variety of ways such as lab preparation, clean up, class organization, clerical duties and media assistant. Student assistants (including office, teacher, media center aide, and community service) will be given one-half (.5) credit each semester and a G grade because there is not a Board-approved specific curriculum.

Student Tutor 1, 2

Prerequisite: Instructor Approval
Credit Type: Elective
Credit Type for Class of 2029+: Continuous Learner

The student must have a willingness for tutoring just as he/she would for any other class and have a teacher or department recommendation. This course is designed for the student who wishes responsibility, a chance to build self-confidence, contact with other people and reinforcement of past learning experiences. The student-tutor will work with one student or a small group of students in a specific course. One elective credit per semester will be given.

Study Semester 1, 2

Credit Type: None
Credit Type for Class of 2029+: None

Study Hall provides students with a structured and supervised environment to focus on academic responsibilities. This course is designed to support student success by offering dedicated time during the school day to complete assignments, study for assessments, organize materials, check academic progress, and seek assistance when needed. Students are expected to use class time productively, demonstrate self-management skills, and follow all school expectations. Study Hall encourages the development of essential skills such as time management, organization, goal setting, personal responsibility, and independent learning. This course is not intended as free time; students are expected to engage in meaningful academic work throughout the period. This course is recommended for students who would benefit from additional time during the school day to stay organized, complete coursework, and strengthen academic success skills.

Yearbook

Prerequisite: Teacher recommendation
Credit Type: Humanities
Credit Type for Class of 2029+: Empathetic Collaborator

The yearbook staff produces the school yearbook which entails planning pages, drawing layouts, gathering information, writing copy, and composing pages for the sections of the book with the guidance of the instructor. Ordering, cropping, placing photographs, and selling ads are the duties of editors and staff. Experienced, dependable photographers are needed. Applicants for the editorial staff should be able to write effectively, to do neat work, and to meet deadlines. Interested students must get an application from instructor.

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