



# East HIGH SCHOOL

## 2023-2024 Course Description Guide — Grades 9–12 —

### **Mascot**

Eagle

### **School Colors**

Gold and White

### **School Motto**

“Eagles Achieve  
Excellence”



### **Mission Statement**

East High International Baccalaureate Magnet School strives to build upon the foundation of the curricula from both the Middle and Diploma Years Programmes and continue to foster well-rounded, dedicated individuals who exhibit the passion, innovation, and productivity necessary to be successful in the global market. Our students will discover intrinsic value and tolerance of diverse viewpoints to enhance their character and encourage global interconnectedness with humanity.

# PUEBLO SCHOOL DISTRICT 60

315 W. 11th Street  
Pueblo, Colorado 81003

## BOARD OF EDUCATION

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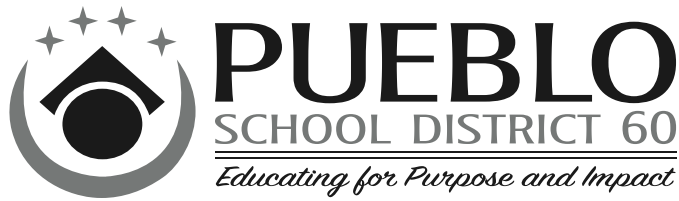
January 2023

## ACKNOWLEDGMENTS

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

Pueblo School District No. 60 does not discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity/expression, marital status, national origin, religion, ancestry, age, disability, need for special education services, genetic information, pregnancy or childbirth status, or other status protected by law in admission, access to, treatment or employment in its educational programs or activities. Additionally, a lack of English language skills is not a barrier to admission or participation in activities. The following individual has been designated to handle inquiries regarding the non-discrimination policies: Executive Director of Student Support Services, Andrew Burns, [andrew.burns@pueblod60.org](mailto:andrew.burns@pueblod60.org), Title IX Coordinator/Compliance Officer for complaints. This individual can be located at 315 West 11th Street, Pueblo, Colorado 81003, (719) 549-7100. Inquiries about Title IX can be directed to Pueblo School District No. 60's Title IX Coordinator/Compliance Officer named herein; the Assistant Secretary for Civil Rights of the Department of Education at (800) 421-3481, [OCR@ed.gov](mailto:OCR@ed.gov); or both. Complaint procedures have been established for students, parents, employees, and members of the public. (Policy AC, AC-R-1, AC-R-2, AC-E-1, AC-E-2, AC-E-3).

Si tiene alguna pregunta sobre esta información, por favor llame a la escuela de su niño.



## MISSION

To provide a high-quality education  
that assures each student the knowledge, skills, and dispositions  
to lead a life of purpose and impact.

.....

## VISION

To become a high-performing school district  
that inspires community confidence.

.....

## CORE VALUES

We believe that...

- The success of every student is our most important commitment.
- Collaboration and engagement with our community, parents, staff and students are essential to our success.
- We must act with integrity, celebrate diversity, and promote equity.
- Each individual must be treated with dignity and respect.
- The social and emotional well-being of our students is as important as their academic needs.
- It is our responsibility to provide a safe, positive, and supportive environment for our students and staff.
- Our community heritage, traditions, and history should inform our response to future student and district needs.

## Dear Pueblo School District 60's High School Parents and Students:

Welcome to Pueblo School District 60! We believe challenging and rigorous curricula better prepares students for the future. In Pueblo School District 60, we provide students with the challenging and rigorous curricula at each of our high schools. We are honored to share with you some of the outstanding attributes that make Pueblo School District 60 an exceptional district in which to earn a high school diploma.

Our goal is to offer educational opportunities that meet the diverse needs and interests of our students. Student choice drives much of the decision-making within our district. It is critical that the registration process be taken seriously, is accurate, and reflects student needs. In order to prepare for the upcoming academic school year, student course choice is a factor in determining curricula, material/resource, staffing, and budgetary needs.

Students can choose one of three Career Avenue Plans of Course Study to complete. The Career Avenue Plans of Course Study give students a more relevant learning experience aligned to their postsecondary goals. The courses offered in each Career Avenue will align to a student's Individualized Career and Academic Plan (ICAP) giving students the foundation and preparation for the next phase of life after graduation. Many course options are available in each Career Avenue, including some that provide opportunities to earn college credit or industry certification. Students and parents/guardians are encouraged to study each course offering and carefully choose classes that will maximize college and career options in the 21st century.

As you begin studying course offerings and selecting classes for the upcoming school year, we hope that you will take full advantage of the many opportunities available through Pueblo School District 60. In order to succeed in a global society, we believe that students must acquire a wide range of skills and knowledge during their time in high school. Courses in all subject areas are continuously evaluated to ensure that they are aligned with academic standards and assessment expectations as well as career readiness and college entrance requirements.

The information presented in this guidebook is designed to assist students and their families with planning their high school education so they can meet their postsecondary goals. Students are urged to consult with their parents/guardians, counselors, and teachers regarding course offerings and Career Avenue Plans of Course Study using their ICAP as a guide.

Prior to registering for courses, students should reference all materials and documents that will help guide course selection in Pueblo School District 60. Please take some time to review these materials and documents carefully when considering course choices. Below is a list of materials, documents, and steps to take when selecting courses:

- Review graduation requirements in conjunction with unofficial transcripts, grades, or report cards to determine course needs.
- Use the ICAP to guide year-to-year course planning as well as a four-year plan of course study.
- Carefully read each course description to identify course expectations and requirements.
- Consider the amount of advanced courses taken in a single year as these courses take a lot of time and dedication to successfully complete.
- Choose alternative course selections carefully. Students will be placed in alternate course choices, if necessary, to complete their schedule.
- Become familiar with athletic expectations and requirements if planning to participate in athletics.

***Parent/Guardian signatures are required on all registration forms. Any registration form not returned or returned without a parent/guardian signature will not be accepted.***

Thank you so much for choosing Pueblo School District 60 as your district of choice. We are excited to have your student enrolled in our district and become a future graduate. If you have any questions regarding courses, graduation requirements, or scheduling, feel free to contact your high school of choice counseling office; they will be more than happy to assist you. Here's to a successful school year!

Sincerely,



Charlotte Macaluso  
Superintendent

# D60 Administrative Staff

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Please contact individual schools directly with questions regarding specific courses, programs, or processes.

## LEARNING SERVICES

Charlotte Macaluso ..... Pueblo School District 60 Superintendent  
Suzanne Morey..... Assistant Superintendent of Teaching and Learning

## HIGH SCHOOL ADMINISTRATIVE STAFF AND COUNSELORS

### CENTENNIAL HIGH SCHOOL

2525 Mountview Drive  
Pueblo, Colorado 81008  
719-549-7335 – main office  
719-253-5271 – counseling office

#### ADMINISTRATIVE STAFF

David Craddock, *Principal*  
Nicolas Roberts, *Assistant Principal*  
Traci Spinuzzi, *Assistant Principal*  
John Ward, *Assistant Principal (Activities/Athletics)*

#### COUNSELORS

Tonja Odell  
Sommer Kelley  
Kendra Jaquez

### CENTRAL HIGH SCHOOL

216 East Orman Avenue  
Pueblo, Colorado 81004  
719-549-7300 – main office  
719-253-5272 – counseling office

#### ADMINISTRATIVE STAFF

Destin Mehess, *Principal*  
Destiny Lotrich, *Assistant Principal (Activities/Athletics)*  
Alex Trujillo, *Assistant Principal*

#### COUNSELORS

Stephanie Martinez  
Vicki McGraw  
Ruth White

### EAST HIGH SCHOOL

9 MacNeil Road  
Pueblo, Colorado 81001  
719-549-7222 – main office  
719-253-6165 – counseling office

#### ADMINISTRATIVE STAFF

Andy Clementi, *Principal*  
Jennifer Farias, *Assistant Principal*  
Elly Naill, *Assistant Principal (Activities/Athletics)*

#### COUNSELORS

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Pam Trujillo  
Rebecca Trujillo

### SOUTH HIGH SCHOOL

1801 Hollywood Drive  
Pueblo, Colorado 81005  
719-549-7255 – main office  
719-549-7266 – counseling office

#### ADMINISTRATIVE STAFF

Michael Kovac, *Principal*  
Andrea Bybee, *Assistant Principal*  
Jarrett Sweckard, *Assistant Principal (Activities/Athletics)*

#### COUNSELORS

Rudy Aguilar  
Ronetta Falletta  
Michelle Juno

### PARAGON HIGH SCHOOL

3000 Lakeview Avenue  
Pueblo, Colorado 81004  
719-423-3570 – main office

#### ADMINISTRATIVE STAFF

Richard Mestas, *Principal*  
Julie Shue, *Assistant Principal*  
Bradley Gerler, *Online Program Coordinator*  
Katie Nickelson, *Counselor*

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# **Academic Information**

# Academic Achievement and Graduation from High School

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

## The Individual Career and Academic Plan (File: IHBK)

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

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

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

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

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*



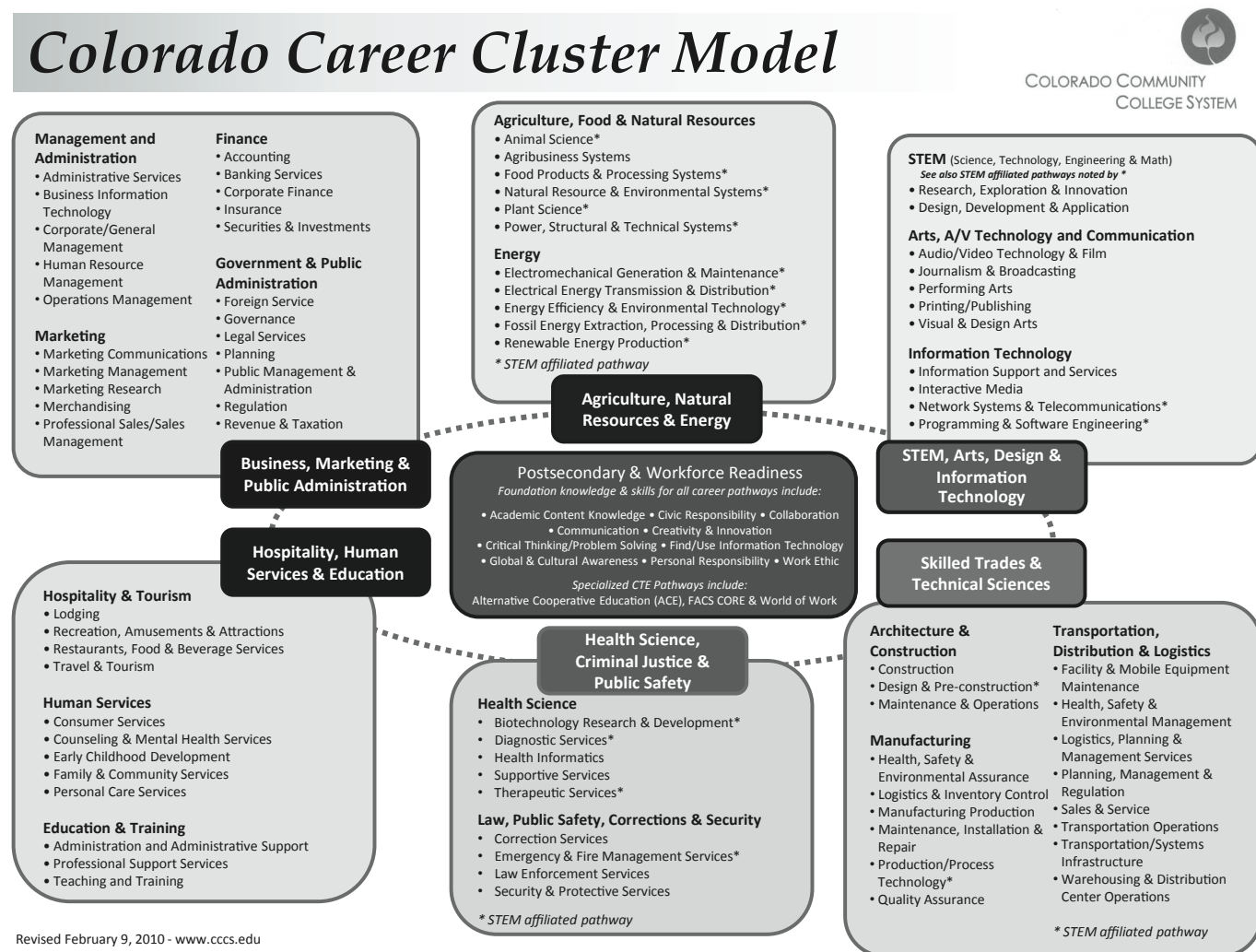
# The Colorado Career Cluster Model

The Colorado Career Cluster Model is a collection of careers that require similar skills and knowledge. The model contains six different industries:

- Business, Marketing & Public Administration
- Agriculture, Natural Resources & Energy
- STEM, Arts, Design & Information Technology
- Skilled Trades & Technical Sciences
- Health Science, Criminal Justice & Public Safety
- Hospitality, Human Services & Education

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

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



*Please check with the student's school counselor for specific scheduling details and more information.*

# High School Graduation Requirements (Policy: IKF-R)

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

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

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

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

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

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

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

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

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# Career Avenues of Study (Policy: IKF-R)

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

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

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

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

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

<b>Career Plus Avenue</b> <b>Suggested Plan of Course Study</b> <i>Course choices should be based on specific university admission requirements and goals listed in student ICAP</i>	<b>Career Options Avenue</b> <b>Suggested Plan of Course Study</b> <i>Course choices should be based on specific university admission requirements and/or Post-Secondary Workforce Readiness goals listed in student ICAP</i>	<b>Career Now Avenue</b> <b>Suggested Plan of Course Study</b> <i>Course choices are based on Post-Secondary Workforce Readiness goals listed in student ICAP</i>
<b>4 Credits English Language Arts</b> <ul style="list-style-type: none"> <li>Freshmen Literature &amp; Composition</li> <li>Sophomore Literature &amp; Composition</li> <li>2 English Language Arts – Choice</li> </ul> <b>3 Credits Math</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Algebra II or Trigonometry/Statistics</li> </ul> <b>3 Credits Social Studies</b> <ul style="list-style-type: none"> <li>U.S. History II or comparable approved course</li> <li>American Gov't/Economics or comparable approved course</li> <li>Social Studies Choice</li> </ul> <b>3 Credits Science (2 lab-based)</b> <ul style="list-style-type: none"> <li>Physical science content</li> <li>Earth science content</li> <li>Life science content</li> </ul> <b>1 Credit Physical Education/Health*</b> <b>2 Credits World Language*</b> <b>7 Credits Electives**</b> <b>1 Credit Demonstration of Competency***</b> <ul style="list-style-type: none"> <li>Assessment Option <b>OR</b> Performance Option</li> </ul> <b>Community Involvement Hours</b> <i>5 hours per year = 20 hours total for graduation – hours relevant to Career Cluster in ICAP</i>	<b>4 Credits English Language Arts</b> <ul style="list-style-type: none"> <li>Freshmen Literature &amp; Composition</li> <li>Sophomore Literature &amp; Composition</li> <li>2 English Language Arts – Choice</li> </ul> <b>3 Credits Math</b> <ul style="list-style-type: none"> <li>Algebra content</li> <li>Geometry content</li> <li>Math Choice</li> </ul> <b>2 Credits Social Studies</b> <ul style="list-style-type: none"> <li>U.S. History II or comparable approved course</li> <li>American Gov't/Economics or comparable approved course</li> </ul> <b>2 Credits Science</b> <ul style="list-style-type: none"> <li>Science – Choice</li> <li>credits to include physical, earth and life sciences</li> </ul> <b>1 Credit Physical Education/Health*</b> <b>11 Credits Electives**</b> <b>1 Credit Demonstration of Competency****</b> <ul style="list-style-type: none"> <li>Assessment Option <b>OR</b> Performance Option</li> </ul> <b>Community Involvement Hours</b> <i>5 hours per year = 20 hours total for graduation – hours relevant to Career Cluster in ICAP</i>	<b>4 Credits English Language Arts</b> <ul style="list-style-type: none"> <li>Freshmen Literature &amp; Composition</li> <li>3 Language Arts – Choice</li> </ul> <b>3 Credits Math</b> <ul style="list-style-type: none"> <li>Math – Choice</li> <li>2 credits to include algebra and geometry content</li> </ul> <b>2 Credits Social Studies</b> <ul style="list-style-type: none"> <li>U.S. History II</li> <li>American Gov't/Economics</li> </ul> <b>2 Credits Science</b> <ul style="list-style-type: none"> <li>Science – Choice</li> <li>credits to include physical, earth and life sciences</li> </ul> <b>1 Credit Physical Education/Health*</b> <b>11 Credits Electives**</b> <b>1 Credit Demonstration of Competency***</b> <ul style="list-style-type: none"> <li>Assessment Option <b>OR</b> Performance Option</li> </ul> <b>Community Involvement Hours</b> <i>5 hours per year = 20 hours total for graduation – hours relevant to Career Cluster in ICAP</i>
<b>24 Total Credits Required for Graduation</b>		

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

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# Demonstration of Competency (File: IKF)

Pueblo School District No. 60 Board of Education reserves the right to change the requirements for graduation. In the event that the Board of Education changes graduation requirements, students and parents will be notified.

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

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

<b>Menu of Options for Demonstration of Competency</b> <i>Students need to meet the qualifying score on one assessment option <b>OR</b> complete the requirements for one performance option.</i>	
<b>Assessment Options with Minimum Score Requirements for Demonstration of Competency</b>	<b>Performance Options for Demonstration of Competency</b>
<b>SAT</b> ≥ 470 Reading/Writing, and Language ≥ 500 Math	<b>Industry Certification</b> <i>(Receipt of the industry certification)</i>
<b>ACT</b> ≥ 18 English ≥ 19 Math	
<b>ACT WorkKeys – National Career Readiness Certificate</b> Bronze or higher Graphic Literacy (ELA) Bronze or higher Applied Math (Math)	
<b>Advanced Placement</b> ≥ 2 on an ELA or Math exam	<b>Concurrent Enrollment</b> <i>(Passing grade)</i>
<b>International Baccalaureate</b> ≥ 4 on an ELA or Math exam	
<b>ASVAB</b> ≥ 31 English ≥ 31 Math	<b>District Capstone Project</b> <i>(Completion of the Capstone project)</i>
<b>ACCUPLACER</b> ≥ 62 Reading or > 70 Sentence Skills ≥ 61 Elementary Algebra	
<b>NEXT GENERATION ACCUPLACER</b> ≥ 241 Reading or > 236 Writing ≥ 255 Arithmetic or > 230 Quantitative Reasoning, Algebra and Statistics	

# Assessment Options for Demonstration of Competency

## SAT and ACT Assessments

Colorado has given a college entrance exam each spring to all 11th graders enrolled in public schools since 2001. All Colorado 11th graders are expected to take the SAT, which is aligned to the high school Colorado Academic Standards. The SAT is free to all 11th graders enrolled in a public high school who take it during the state testing window in the spring semester. There is an SAT test fee outside of state assessment window, and the test is administered on a national test date. Financial assistance may be provided to students who take the SAT outside of the state assessment window. Students who qualify for free/reduced lunch must complete an application and return it to the school each year to qualify for the financial assistance. Please speak with the high school counselor for further details regarding the SAT exam.

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

≥ means greater than or equal to that score

Assessment	Minimum Score	Description
<b>SAT</b> <i>Reading, Writing &amp; Language Assessment</i>	≥ 470	Students are expected to read and interpret a variety of texts similar to the type of text and reading expected in a college class setting. Students will also be asked to edit and improve reading passages that were written especially for the test and include deliberate errors. Questions are multiple choice.
<b>SAT</b> <i>Mathematics Assessment</i>	≥ 500	A range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure is tested. Most questions are multiple choice and some require students to solve the problem and write the answer.
<b>ACT</b> <i>English Language Arts Assessment</i>	≥ 18	Students' reading comprehension and understanding of the conventions of Standard English (punctuation, usage, sentence structure) and production of writing is tested. Questions are multiple choice. See counselor for details or visit the school's website.
<b>ACT</b> <i>Mathematics Assessment</i>	≥ 19	The major content areas that are prerequisites to successful performance in entry-level courses in college mathematics are emphasized. Knowledge of basic formulas and computational skills are assumed as background for the problems. Questions are multiple choice. See counselor for details or visit the school's website.

*Please check with the student's school counselor for specific scheduling details and more information.*



## AP and IB Examinations

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

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

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

## ASVAB Assessment

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

## ACCUPLACER Assessments

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# Performance Options for Demonstration of Competency

## Industry Certification

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

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

## Concurrent Enrollment

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

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

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

## District Capstone Project

The Capstone Project is one of three performance options to fulfill the Demonstration of Competency credit required to graduate beginning with the Class of 2021. It provides students with support and structure to successfully complete the Demonstration of Competency in English and/or Math in a real-world application. The Capstone Project gives students a chance to choose an area of study, combine different disciplines, and explore new avenues in a creative and unique manner. Each student will identify a meaningful and challenging project that results in intellectual and personal growth. The Capstone Project includes the following requirements:

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# Laude Honor System & Grading Policy (IKC-R)

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

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

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

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

## Additional information regarding Grading Policy

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

*Please check with the student's school counselor for specific scheduling details and more information.*



## Grade Point Average and the Laude Honor System

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

A letter grade is mandatory for all quarter grades and semester grades. Progress reports are distributed every 4 ½ weeks and report cards

are distributed every quarter after 9 weeks and each semester after 18 weeks. In Progress (IP) grades can only be given to students at the discretion of the principal. It is essential for parents/guardians to be fully informed of their student's academic performance.

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

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

### Honors Designations

The following "With honors" additions to the Latin Laude Honor System recognition levels are to honor those students who have excelled in Advanced Placement

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

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

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

### Courses Earning Laude Points

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

### Courses Earning Dual Credit

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

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

### Graduation Ceremonies

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

*Please check with the student's school counselor for specific scheduling details and more information.*

## Online Courses at Traditional High Schools

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

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

## Online Courses at Paragon Learning Center

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

## Schedule Changes and Course Withdrawal Information

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

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

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

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

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

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# Student Support Services

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## Gifted and Talented

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

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

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

## Exceptional Student Services

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# **Culturally Linguistically Diverse Education (CLDE)**

## **(formerly English Language Learner – ELL)**

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

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

### **Data-Informed Course Scheduling**

Secondary schools have complex systems of courses and requirements that are difficult for students from different educational systems, languages, and cultures to grasp and negotiate. Too often 12 th grade ELs learn that they do not have enough credits to graduate right before graduation day. It is crucial to communicate, in the students' primary language(s) and in the simplest format possible, the graduation requirements as well as the courses necessary to matriculate into college.

Placing students in courses based on data (interviews, transcripts, intake assessments) linked to the factors mentioned, not teacher perception. When teachers' remedial or low perceptions drive placement, students often are treated consistent with these perceptions. Once a student begins to own these perceptions, a self-fulfilling cycle begins. If, for example, a student who took high level math in Mexico is placed in a remedial math class because of language, she/he may start to think of her/himself as remedial. Some students rise to this challenge and do not legitimize their misplacement, but others become bored and give up. Additionally, students placed in lower tracks may not receive the courses that are required for graduation or certain postsecondary options. A system of assessment and placement that better serves ELs should be a priority for schools and counselors.

### **Shared Responsibilities Regarding Data-Informed Course Scheduling:**

Optimal guiding principles when scheduling ELs:

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

### **Placement and Assessment**

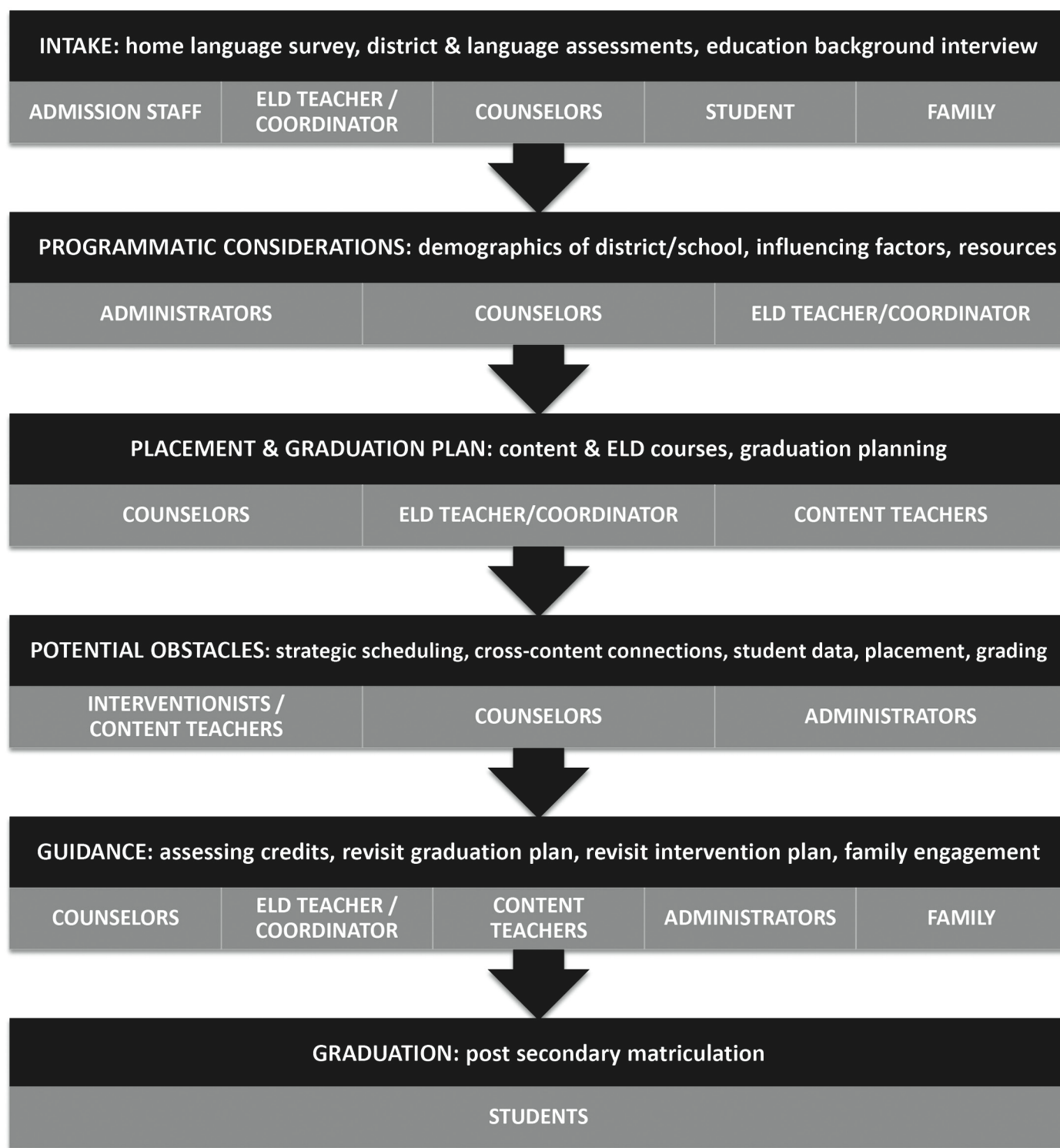
Students who are assessed, placed and monitored based on their knowledge and skills are more likely to receive instruction that meets their needs. Making time for placement is crucial because it saves time in the long run. It takes more time to reschedule a student who has been misplaced in courses.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

### **Shared Responsibilities Regarding Placement and Assessment:**

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

*Please check with the student's school counselor for specific scheduling details and more information.*

## CLDE SECONDARY EDUCATION: FROM INTAKE TO GRADUATION



*Please check with the student's school counselor for specific scheduling details and more information.*



# Community Involvement

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

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

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

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

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# Alternative Programs & Credit Recovery Options

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

## Paragon Learning Center

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

## Summer School Courses

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

## Repeating High School Courses

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# Pre-Collegiate Requirements

The Colorado Commission on Higher Education (CCHE) adopted the Higher Education Admission Recommendations (HEAR) which are entry recommendations for students planning to attend any of Colorado's four-year colleges or universities.

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

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

*Meeting Higher Education Admission Requirements does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements.*

Students planning on attending a four-year college or university in Colorado will need to complete the classes in the chart in order to fulfill the HEAR. In addition to the HEAR, students must also meet the Admission Eligibility Index found on the next page.

It is highly recommended that students and their parents/guardians know and understand specific college or university admission requirements in addition to the HEAR requirements. Students who wish to attend a university outside of Colorado should research that university's admission requirements as well.

The Colorado Commission on Higher Education does not review individual high school courses to determine whether or not the schools meet Colorado's Higher Education Requirements. Because local school districts in Colorado oversee their high school curricula and colleges and universities establish their own entrance requirements, it is at the school district's discretion to determine what course work meets the Higher Education Admission Recommendations.

Higher Education Admission Requirements (HEAR)	
Subject Areas *	Units
English **	4
Math ***	4
Natural Science ***	3 (2 Units Lab-based)
Social Studies	3 (1 U.S. or World History)
Foreign/World Language (In Same Language)	2
Academic Electives *****	2
<p><i>*CCHE, CDE, School Districts and its advisors are developing standards for acceptable demonstrations of proficiency to be accepted in lieu of course completion. For course guidelines, see paragraph 4.01 of the Admissions Standards Policy.</i></p> <p><i>**Two units of ESL English may count for HEAR requirements when combined with two units of successfully completed college preparatory English.</i></p> <p><i>***College preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements.</i></p> <p><i>***** Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses and appropriate CTE courses.</i></p>	

*Please check with the student's school counselor for specific scheduling details and more information.*



# College Preparation Opportunities

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## College Opportunity Fund

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

To apply for the College Opportunity Trust Fund, go to: [www.collegeincolorado.org](http://www.collegeincolorado.org)

## Free Application for Federal Student Aid (FAFSA)

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

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

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

To complete FAFSA, go to: <http://www.fafsa.ed.gov>

## Western Undergraduate Exchange Program (WUE)

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

# College Credit Opportunities

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

## Advanced Placement Program

The Advanced Placement (AP) program offers college-level curricula to high school students. AP courses follow a prescribed, nationally developed curriculum. Students *may receive college credit* by earning a qualifying score of a 3 on the AP exam taken at the end of each course. Students who earn a 2 or higher on a designated Mathematics or English test will *meet the Demonstration of Competency credit* needed for graduation. Advanced Placement courses are considered challenging courses that will receive weighted credit and a Laude Point (starting Class of 2022) upon successful completion of the course. A \$94 examination fee is required for each exam a student takes, but financial assistance may be provided. Contact the school counselor for additional information regarding AP courses, exams, and fees.

## Senior to Sophomore Program

The Senior to Sophomore (STS) program is an agreement between Colorado universities and Pueblo School District 60. This program allows qualified juniors and seniors to enroll in college-level courses at the high school and receive dual credit from both institutions. Students are required to meet certain prerequisites in order to take STS courses. A reduced tuition/fee per college semester hour will be assessed. STS classes are considered honors courses and will receive *weighted credit upon successful completion* of the course receive weighted credit and a Laude Point (starting Class of 2022) upon successful completion of the course. Contact the school counselor for additional information regarding STS courses and fees.

## Concurrent Enrollment Program

Through the Concurrent Enrollment program, students may access college-level coursework at Pueblo Community College (PCC) or Colorado State University-Pueblo (CSU-P). There are enrollment approval guidelines students must meet in order to be accepted in to courses at PCC or CSU-P. Students may apply for fall and/or spring semester coursework. Separate deadlines exist for both PCC and CSU-P. All college courses taken must be 100 level courses or higher, and courses earning a minimum of three college credit hours will receive weighted credit and a Laude Point (starting Class of 2022) upon successful completion of the course. Families who select to self-pay for college courses during or outside of the regular school day understand that these courses will not be recognized as district concurrent enrollment courses and will therefore not be transcribed on student high school transcripts or count toward the cumulative GPA. Any course that does not meet Pueblo School District 60's graduation requirements, or concurrent enrollment policy, will not be approved for concurrent enrollment. For additional information and details regarding Concurrent Enrollment, reference the Department of Secondary Education Concurrent Enrollment Handbook or contact the school counselor.

## Career & Technical Education Program

The Career & Technical Education (CTE) program is designed to help students choose a career pathway, select relevant courses needed, and build the right skills and knowledge to succeed in a postsecondary environment. All CTE programs are integrated with the academic courses needed to prepare students for postsecondary success. Students who successfully complete a CTE pathway are eligible to graduate with an industry certification. Contact the school counselor for additional information regarding Career & Technical Education programs and opportunities.

## International Baccalaureate Diploma Programme

The International Baccalaureate (IB) Diploma Programme is offered *only at East High School*. It is a challenging and balanced educational program that prepares students for postsecondary success. Students may choose to take single IB courses or choose to pursue the full IB Diploma. Students must take written examinations at the end of the program. IB courses are considered challenging courses that will receive weighted credit and a Laude Point (starting Class of 2022) upon successful completion of the course. Students *may receive college credit* by earning a qualifying score on the IB exam taken at the end of the course. Students who earn a 4 or higher on a designated mathematics or English test will *meet the Demonstration of Competency credit* needed for graduation. An examination fee of \$119 per subject is required, but financial assistance may be provided. Contact the East High School IB Coordinator for additional information regarding the IB program.

*Please check with the student's school counselor for specific scheduling details and more information.*

# **Athletic Information**

Information in this section includes:

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

# Athletic Information

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

## High School Athletic Eligibility

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

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

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

## College-Bound Student-Athletes

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

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

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

**NJCAA** – National Junior College Athletic Association: Colleges may not have entering eligibility requirements; visit [www.NJCCA.org](http://www.NJCCA.org) for information regarding eligibility and requirements

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

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

## NCAA Coursework Requirements

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

## Division I Academic Requirements

College-bound student-athletes enrolling at an NCAA Division I school will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

In order for a student-athlete to be considered as a full qualifier at a Division I school, he/she must complete 10 of 16 core courses before the 7th semester (12th grade), 7 of 10 core courses must be in English, math, or science, earn at least a 2.300 GPA, an ACT/SAT score matching the core-course GPA on the Division I full qualifier sliding scale (see below), and graduate.

In order for a student-athlete to be considered as an Academic Redshirt at a Division I school, he/she must complete 16 core courses, earn a core-course GPA of at least 2.000, earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see below), and graduate.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b> 4 years	<b>MATH</b> (Algebra I or higher) 3 years	<b>NATURAL/ PHYSICAL SCIENCE</b> (One year of lab, if offered) 2 years	<b>ADDITIONAL ENGLISH, MATH OR NATURAL/ PHYSICAL SCIENCE</b> 1 year	<b>SOCIAL SCIENCE</b> 2 years	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy) 4 years
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### Division I Full Qualifier Sliding Scale

Core GPA	SAT	ACT Sum	Core GPA	SAT	ACT Sum	ACADEMIC REDSHIRT
3.550	400	37	2.750	810	59	
3.525	410	38	2.725	820	60	
3.500	430	39	2.700	830	61	
3.475	440	40	2.675	840	61	
3.450	460	41	2.650	850	62	
3.425	470	41	2.625	860	63	
3.400	490	42	2.600	860	64	
3.375	500	42	2.575	870	65	
3.350	520	43	2.550	880	66	
3.325	530	44	2.525	890	67	
3.300	550	44	2.500	900	68	
3.275	560	45	2.475	910	69	
3.250	580	46	2.450	920	70	
3.225	590	46	2.425	930	70	
3.200	600	47	2.400	940	71	
3.175	620	47	2.375	950	72	
3.150	630	48	2.350	960	73	
3.125	650	49	2.325	970	74	
3.100	660	49	2.300	980	75	
3.075	680	50	2.299	990	76	
3.050	690	50	2.275	990	76	
3.025	710	51	2.250	1000	77	
3.000	720	52	2.225	1010	78	
2.975	730	52	2.200	1020	79	
2.950	740	53	2.175	1030	80	
2.925	750	53	2.150	1040	81	
2.900	750	54	2.125	1050	82	
2.875	760	55	2.100	1060	83	
2.850	770	56	2.075	1070	84	
2.825	780	56	2.050	1080	85	
2.800	790	57	2.025	1090	86	
2.775	800	58	2.000	1100	86	

*Please check with the student's school counselor for specific scheduling details and more information.*

## Division II Academic Requirements

College-bound student-athletes first enrolling at an NCAA Division II school will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

In order for a student-athlete to be considered as a **full qualifier** at a Division II school, he/she must complete 16 core courses, earn a core-course GPA of at least 2.200, an ACT/SAT score matching the core-course GPA on the Division II full qualifier sliding scale (see below), and graduate. In order for a student-athlete to be considered as a partial qualifier at a Division II school, he/she must complete 16 core courses, earn a core-course GPA of at least 2.000, earn the ACT/SAT score matching your core-course GPA on the Division II **partial qualifier** sliding scale (see below), and graduate.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b> 3 years	<b>MATH</b> (Algebra I or higher) 2 years	<b>NATURAL/ PHYSICAL SCIENCE</b> (including one year of lab science, if offered) 2 years	<b>SOCIAL SCIENCE</b> 2 years	<b>ADDITIONAL</b> (English, math, or natural/physical science) 3 years	<b>ADDITIONAL</b> (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy) 4 years
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### Division II Full Qualifier Sliding Scale

Core GPA	SAT	ACT SUM	Core GPA	SAT	ACT SUM
3.300 & above	400	37	3.050 & above	400	37
3.275	410	38	3.025	410	38
3.250	430	39	3.000	430	39
3.225	440	40	2.975	440	40
3.200	460	41	2.950	460	41
3.175	470	41	2.925	470	41
3.150	490	42	2.900	490	42
3.125	500	42	2.875	500	42
3.100	520	43	2.850	520	43
3.075	530	44	2.825	530	44
3.050	550	44	2.800	550	44
3.025	560	45	2.775	560	45
3.000	580	46	2.750	580	46
2.975	590	46	2.725	590	46
2.950	600	47	2.700	600	47
2.925	620	47	2.675	620	47
2.900	630	48	2.650	630	48
2.875	650	49	2.625	650	49
2.850	660	49	2.600	660	49
2.825	680	50	2.575	680	50
2.800	690	50	2.550	690	50
2.775	710	51	2.525	710	51
2.750	720	52	2.500	720	52
2.725	730	52	2.475	730	52
2.700	740	53	2.450	740	53
2.675	750	53	2.425	750	53
2.650	750	54	2.400	750	54
2.625	760	55	2.375	760	55
2.600	770	56	2.350	770	56
2.575	780	56	2.325	780	56
2.550	790	57	2.300	790	57
2.525	800	58	2.275	800	58
2.500	810	59	2.250	810	59
2.475	820	60	2.225	820	60
2.450	830	61	2.200	830	61
2.425	840	61	2.175	840	61
2.400	850	62	2.150	850	62
2.375	860	63	2.125	860	63
2.350	860	64	2.100	860	64
2.325	870	65	2.075	870	65
2.300	880	66	2.050	880	66
2.275	890	67	2.025	890	67
2.250	900	68	2.000	900	68 & above
2.225	910	69			
2.200	920	70 & above			

*Please check with the student's school counselor for specific scheduling details and more information.*

## NAIA Academic Requirements

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

### MUST MEET TWO OF THREE

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
<b>Achieve a minimum of 18 on the ACT or 860 on the SAT.</b>	<b>Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.</b>	<b>Graduate in the top half of your high school class.</b>
Tests must be taken on a national testing date; score must be achieved on a single test. The SAT must be achieved on the Critical Reading & Math section only; the Writing score cannot be used. You must meet the score requirement on a test date prior to the start of the term in which you tend to participate in athletics.  <ul style="list-style-type: none"><li>These minimum ACT and SAT scores are in place for 2017-18 and are subject to change moving forward.</li></ul>	The NAIA accepts the grade point average determined by the high school, provided it is recorded and awarded in the same manner as for every other student at the school.	If a student's class rank does not appear on the transcript, a signed letter from the principal or headmaster, vice principal, or guidance counselor written on the school's letterhead and with the school's official seal, stating the student's final class rank position or percent may be submitted.

*Please check with the student's school counselor for specific scheduling details and more information.*





# **Course Offerings and Descriptions**



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# East International Baccalaureate Program (IB)

## Middle Years Programme (MYP) and Diploma Years Programme (DP)

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The International Baccalaureate Programme currently works with 4,583 schools in 147 countries to develop and offer four challenging programmes to over one million students. Over 2,000 universities and colleges in the United States recognize the IB Diploma as a mark of academic excellence.

East High International Baccalaureate Magnet School strives to build upon the foundation of the curricula from both the Middle Years Programme and Diploma Years Programme and continues to foster well-rounded, dedicated individuals who exhibit the passion, innovation, and productivity necessary to be successful in the global market. Students will discover intrinsic value and tolerance of diverse viewpoints to enhance their character and encourage global interconnectedness with humanity.

The IB Programme is a comprehensive and challenging pre-collegiate course of study starting with MYP courses in the 9th and 10th grades and continuing through the 11th and 12th grades with DP coursework that demands the best from both motivated students and teachers. The rigorous curriculum covers a wide range of academic subjects.

Completion of the Full International Baccalaureate Diploma Programme requires candidates test in a minimum of three higher level courses and three standard level courses. Students can receive scores between 1 and 7. A minimum score of 24 points is required for the diploma. In addition to the exams, full diploma candidates must:

- successfully meet the 7 learning outcomes of Creativity, Action, and Service Hours
- submit a 4000 word Extended Essay
- complete the requirements for Theory of Knowledge course

Students who earn the East IB Diploma will be recognized at graduation for academic excellence. Students who are not pursuing the Full IB Diploma may also take single Diploma Programme courses. On the next page is a list of the MYP and IB course students may take each year to earn the Full IB Diploma.

*Please check with the student's school counselor for specific scheduling details and more information.*

MYP and IB Courses Offered to Earn Full IB Diploma			
9th Grade	10th Grade	11th Grade	12th Grade
<b>Language &amp; Literature</b> MYP 9th Language & Literature <b>Science</b> MYP Biology 1 Honors <b>Individuals &amp; Societies</b> MYP Government & Economics <b>Language B Acquisition</b> MYP Spanish 1 MYP French 1 <b>Mathematics</b> MYP Geometry Honors MYP Algebra 2 Honors <b>Arts, Design &amp; Electives</b> MYP Art 1 MYP PE MYP Engineering Graphics 1 MYP Computer Applications MYP Beginning Mixed Choir MYP Guitar MYP Piano MYP Orchestra MYP Marching/Concert Band MYP Jazz Band 2 MYP Manufacturing	<b>Language &amp; Literature</b> MYP 10th Language & Literature <b>Science</b> MYP Accelerated Chemistry <b>Individuals &amp; Societies</b> MYP US History STS <b>Language B Acquisition</b> MYP Spanish 2 MYP French 2 <b>Mathematics</b> MYP Geometry Honors MYP Algebra 2 Honors Trigonometry IB Analysis & Approaches 1 <b>Arts, Design &amp; Electives</b> MYP Art 2 MYP PE MYP Engineering Graphics 2 MYP Advanced Computer Applications MYP Marketing MYP Catering MYP Manufacturing MYP Advanced Treble Choir MYP Advanced Mixed Choir MYP Jazz/Pops Choir MYP Guitar MYP Piano MYP Orchestra MYP Band MYP Jazz Band 2	<b>Language &amp; Literature</b> IB Language A: Language & Literature 1 <b>Science</b> IB Core Biology IB Core Physics <b>Individuals &amp; Societies</b> IB World History <b>Language B Acquisition</b> IB Spanish 3 IB French 3 <b>Mathematics</b> IB Analysis & Approaches 1 IB Applications & Interpretation 1 <b>IB Theory of Knowledge</b> <b>Arts, Design &amp; Electives</b> IB Psychology IB Business Management IB Economics IB Visual Arts IB Music Analysis IB Geography IB Sports, Exercise, and Health Science 1	<b>Language &amp; Literature</b> IB Language A: Language & Literature 2 <b>Science</b> IB Advanced Biology IB Advanced Physics <b>Individuals &amp; Societies</b> IB History of the Americas <b>Language B Acquisition</b> IB Spanish 4 IB French 4 <b>Mathematics</b> IB Analysis & Approaches 2 IB Applications & Interpretation 2 <b>IB Theory of Knowledge</b> <b>Arts, Design &amp; Electives</b> IB Psychology IB Business Management IB Economics IB Visual Arts IB Music Analysis IB Geography IB Sports, Exercise, and Health Science 2

*Please check with the student's school counselor for specific scheduling details and more information.*

# IB Middle Years Programme (MYP) Courses

The MYP provides a framework of learning which encourages students ages 11 to 16 to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement – qualities that are essential for life in the 21st century.

The MYP is flexible enough to accommodate the demands of most national or local curricula, builds upon the knowledge, skills, and attitudes developed in the IB Primary Years Programme (PYP), and prepares students to meet the academic challenges of the IB Diploma Programme.

## The IB Middle Years Programme

- addresses students' intellectual, social, emotional, and physical well-being.
- enables students to understand and manage the complexities of our world and provides them with the skills and attitudes they need in order to take responsible action for the future.
- ensures breadth and depth of knowledge and understanding through the study of eight subject areas.
- requires the study of at least 2 languages to support students in understanding cultures.
- provides the opportunity for students to undertake an independent project into an area of interest.

## The Curriculum

The IB Middle Years Programme consists of 8 subject groups with integrated global contexts for learning. Students are required to study at least 2 languages as part of the multilingual profile, humanities, sciences, mathematics, arts, physical education, and technology. In the final year of MYP, students undertake an independent *Personal Project* demonstrating the development of skills and understanding. The 8 subject groups in the MYP curriculum are:

1. **Mathematics**  
*Courses encompass number, algebra, geometry/trigonometry, statistics, and probability. Students learn how to represent information, explore/model situations, and find solutions to familiar and unfamiliar problems. These skills are useful in a wide range of arenas, including social sciences and the arts.*
2. **Language and Literature**  
*Courses engage students in the study of the language and literature of various communities and cultures. Students experience a wide range of literary and non-literary texts, writing styles/techniques, and comment on the significance of possible contexts, audiences, purposes, and linguistic/literary devices.*
3. **Language B Acquisition**  
*Courses provide students with the opportunity to develop insights into the features, processes, and craft of language and the concept of culture to realize that there are diverse ways of living, viewing, and behaving in the world. Students who wish to pursue the full IB Diploma should take either Spanish or French as those are our tested languages.*
4. **Individuals and Societies**  
*Courses ask students to collect, describe, and analyze data used in studies of societies, test hypotheses, and learn how to interpret complex information. Focus is on real-world examples, research, and analysis. Learners are encouraged to respect and understand the world and inquire about historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors impacting individuals, societies, and environments.*
5. **Arts**  
*Students will develop skills through creating, performing, and presenting arts in ways that engage and convey feelings, experiences, and ideas. Students will understand the arts in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Courses will challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.*
6. **Design**  
*Courses challenge students to apply practical and creative thinking skills to solve design problems, explore the role of design in both historical and contemporary contexts, and consider responsibilities when making design decisions and taking action. The focus is on a holistic process rather than final products/solutions.*
7. **Science**  
*Courses encourage students to investigate issues through research, observation and experimentation, working independently and collaboratively. Students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.*
8. **Physical and Health Education**  
*Courses empower students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. Focus is on learning about and through physical activity in order to live a balanced and healthy lifestyle. Courses also promote the holistic nature of well-being.*

*Please check with the student's school counselor for specific scheduling details and more information.*

# English Language Arts Course Offerings

<i>High School English Language Arts Courses</i>	9th Grade	10th Grade	11th Grade	12th Grade
<b>Non-Honors Courses</b>	+MYP 9th grade Literature and Composition	+MYP 10th grade Literature and Composition	+11th grade Literature and Composition	+12th grade Literature and Composition +Creative Writing Humanities
	Speech I *Journalism I			
		Speech II		
<b>Honors/ Advanced Placement (AP)/ Senior to Sophomore (STS) Courses</b>	MYP 9th grade Literature and Composition Honors	MYP 10th grade Literature and Composition Honors	IB Language A: Literature and Language 1	IB Language A: Literature and Language 2

+ Digital Equivalent Courses Available

\*Course is not an NCAA-approved course

The English Language Arts course guide contains the most up-to-date course descriptions. It is a Pueblo School District 60 expectation that all high school students have 4 credits of English Language Arts in order to graduate and that all high school students take the consistent freshmen and sophomore courses.

English Language Arts high school course choices should be determined based on admission requirements at specific universities, colleges, or Postsecondary Workforce Readiness goals listed in the student's ICAP. If students are planning to attend a 4-year college or university, they will need to know and understand which high school English Language Arts courses will be accepted for college or university admission.

Students may take Speech and/or Journalism as elective credits. Students and parents/guardians need to review the ICAP each year and then conference with counselors and teachers for guidance and recommendations. Most courses listed meet the NCAA coursework requirements and have been approved by NCAA. **Courses marked with an asterisks (\*) are not NCAA approved courses.** Students will need to inquire about additional Career & Technical Education (CTE) English Language Arts options for NCAA eligibility.

During junior and senior years, students have the option to take various junior and senior level English Language Arts courses; please reference the course sequences as well as the course descriptions to determine the course best suited for students.

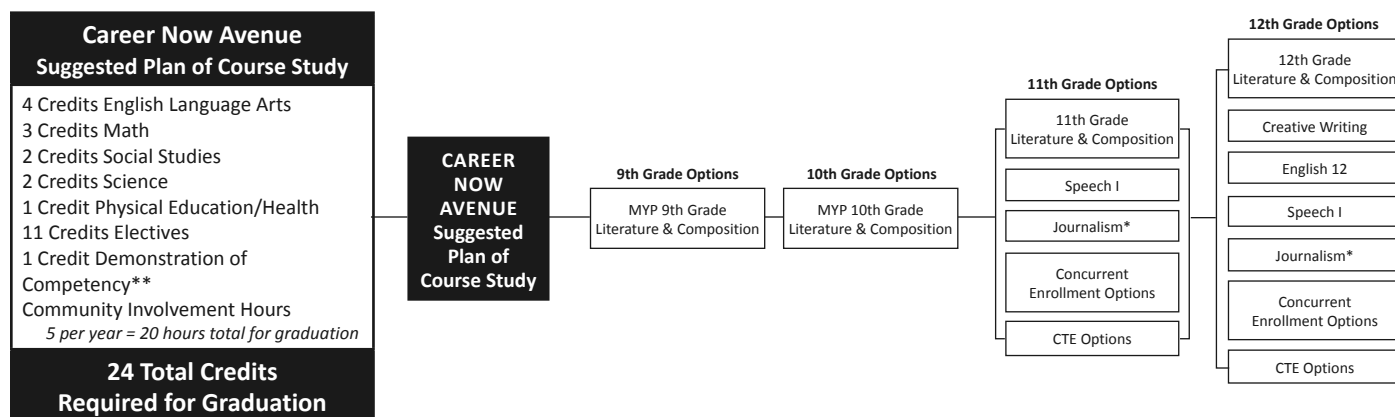
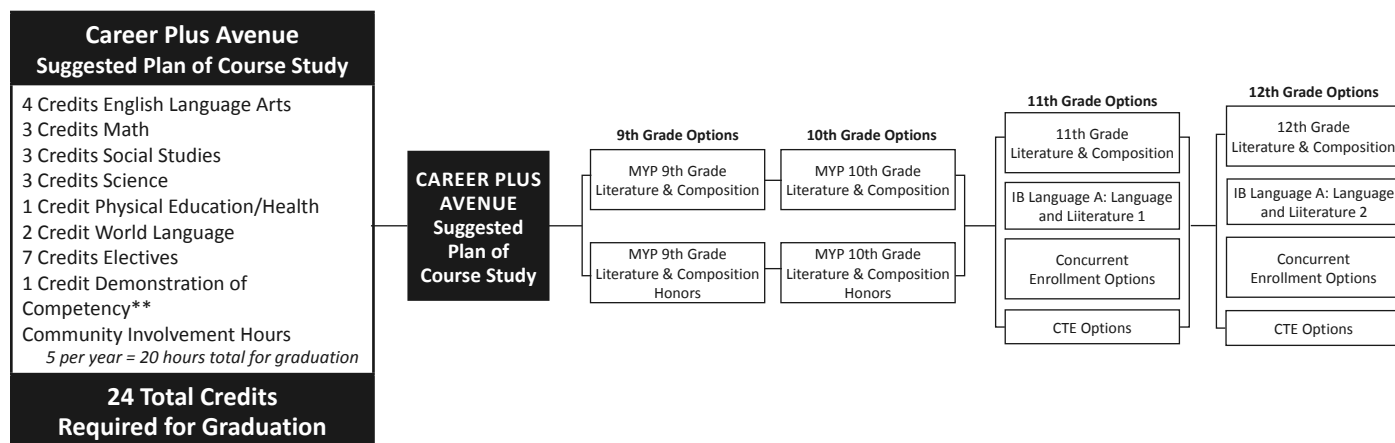
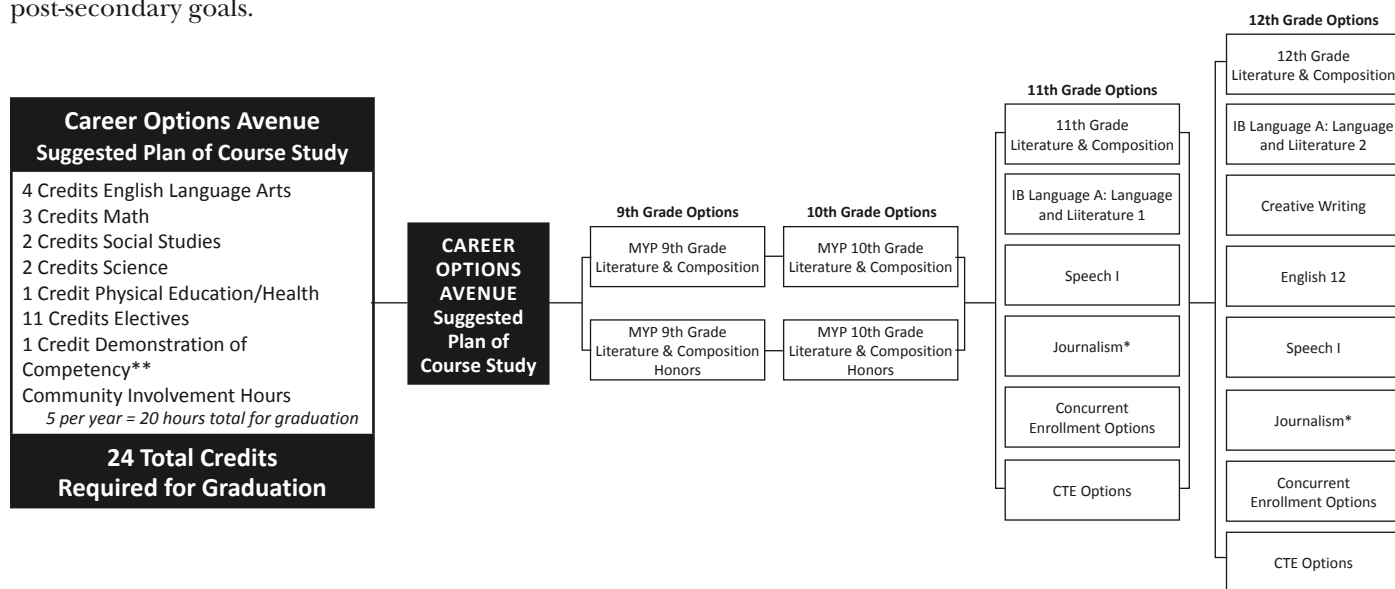
The following page illustrates the three different English Language Arts Plans of Course Study for each Career Avenue. For specific questions regarding the Career Avenues or English Language Arts courses offered, contact the high school counselors or the English Language Arts department chair.

Please note that **course sequences are subject to change based on student interest and course availability.** Please speak with the principal or counselor for details regarding course availability at the school.

*Please check with the student's school counselor for specific scheduling details and more information.*

# East HS English Language Arts Career Avenues Suggested Course Sequencing

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



*Please check with the student's school counselor for specific scheduling details and more information.*

# English Language Arts Courses

## MYP 9th Lit and Comp

**Course Numbers: 14221**

### 1 English credit

MYP 9th Language and Literature L4 is a year-long course emphasizing the mastery of grade-level skills in reading, writing, speaking, listening, and language conventions. A strong focus is placed on critical reading and writing skills as students interact with a variety of literary and informational texts bound by overarching unit themes and essential questions. Students will further develop and hone their communication skills by engaging deeply with a range of materials and genres including poetry, podcasts, multimedia presentations, graphic novels, and speeches among others. Students will begin to build a literary academic vocabulary, increase reading and writing stamina, and complete writing-based end-of-unit tasks to demonstrate their level of mastery over grade-level skills and concepts.

## MYP 9th Lit and Comp Honors

**Course Numbers: 14321H**

### 1 English credit – weighted

**Prerequisite:** Middle school teacher/counselor recommendation and completion of summer reading assignment(s)

MYP 9th Language and Literature Honors L4 is a year-long course which uses the same curriculum and standards as 9th grade Literature and Composition. However, students will be more deeply challenged to refine and extend their critical thinking skills through literary analysis and comparison, rigorous composition expectations, and higher order thinking skills such as analysis, synthesis, and evaluation. Students wishing to take the honors level course need to be self-motivated learners who are willing to complete assignments beyond average expectations. Student must accept the challenges associated with an honors-level course including additional reading, writing, and project assignments.

## MYP 10th Lit and Comp

**Course Numbers: 15321**

### 1 English credit

**Prerequisite:** MYP 9th Language and Literature L4

MYP 10th Language and Literature L5 is a year-long course designed to emphasize mastery in composition of various writing types as well as an understanding of various types of literature. Students will expend their skills in expository, persuasive, narrative, analytical, and research writing. Students will read a variety of literary genres including short stories, fiction, nonfiction, drama, and poetry from diverse authors and time periods. Critical thinking, speaking, academic vocabulary, and reading skills are stressed throughout the course. Students are expected to complete writing-based end-of-unit tasks to demonstrate their level of mastery over grade-level skills and concepts based on what they study throughout the course.

## MYP 10th Lit and Comp Honors

**Course Numbers: 15421HL**

### 1 English credit – weighted

**Prerequisite:** 9th Language and Literature L4 with a C or higher, teacher/counselor recommendation, and completion of required summer reading assignment(s)

MYP 10th Language and Literature Honors L5 is a year-long course which uses the same curriculum and standards as 10th Grade Literature and Composition. However, students will be more deeply challenged to refine and extend their critical thinking skills through literary analysis and comparison, rigorous composition expectations, and higher order thinking skills such as analysis, synthesis, and evaluation. The rigorous composition and literary analysis requirements for this course will help prepare students for the Advanced Placement language or the Senior-to-Sophomore Composition I courses. Students wishing to take the honors level course need to be self-motivated learners who are willing to complete assignments beyond average expectations. Students must accept the challenges associated with an honors-level course including additional reading, writing, and project assignments.

*Please check with the student's school counselor for specific scheduling details and more information.*



## 11th Grade Lit and Comp

**Course Number: 16051**

### 1 English credit

**Prerequisite:** Successful completion of 9th Grade and 10th Grade Literature and Composition

**Recommend:** Juniors

11th Grade Literature and Composition is a year-long course designed to introduce students to various literary periods, authors, and texts from the United States. Emphasis is placed on major American authors of historical documents, short stories, poetry, nonfiction, and novels that convey the attitudes and beliefs of Americans, American societies, and various American cultures. Students analyze rhetorical strategies used by writers to appeal to audiences and learn to incorporate those same strategies into their own writing and speaking. This course includes critical reading and thinking skills, oral discussion, and writing skills in the following types of writing: expository, argumentative, narrative/descriptive, analytical, and research. Material presented will help prepare students to take the SAT college entrance exam as well as provide skills necessary for college/career readiness.

## 12th Grade Lit and Comp

**Course Number: 17051**

### 1 English credit

**Prerequisite:** Successful completion of 9th, 10th, and 11th Grade Literature and Composition

12th Grade Literature and Composition is a year-long course that invites students to explore classical literature from various time periods. Students read a wide range of novels, short stories, plays, and poems beginning with the Anglo-Saxon and Medieval period and culminating with the study of Romanticism. Students will be expected to perform various writing tasks in response to the literature they have read. In addition to literary analysis, students will examine literary and artistic forms found in poetry, short stories, memoirs, and letters. Students will further examine how different forms of both shape and reflect the societies and cultures of the time periods and universal human experiences. Students will be expected to complete a writing-based task at the end of each of the four units.

## English 12

**Course Number: 17011**

### 1 English credit

**Prerequisite:** Senior standing and Counselor approval

This is a year-long course that will incorporate the development of a Capstone Project for the required Demonstration of Competency credit. Students will conduct research aligned to their individualized Career Academic Plan (ICAP) or area of interest and complete a project using information gained from their research. Students will deliver a well-organized oral presentation on their Capstone Project. Students will also explore a wide range of novels, short stories, plays, and poems to understand important universal themes and the human experience and write in response to the literature they have read. Students will engage in a wide range of non-fiction to interpret and evaluate complex texts and apply critical reading and analysis skills.

## Journalism I\*

**Course Number: 15501**

### 1 English credit

**Prerequisite:** Successful completion of 9th, 10th, and 11th Grade Literature and Composition

Journalism I provides instruction in journalistic style writing, information gathering, interviewing technique, news writing, news feature writing, editorial writing, column writing, and typography through page layout. Students will also focus on research, video interviews and editing will be incorporated into the course.

## Advanced Journalism\*

**Course Number: 15601**

### 1 English credit

**Prerequisite:** Journalism I, B average in Language Arts courses, a writing sample, teacher recommendation

**Recommend:** Juniors, Seniors

Advanced Journalism students use the skills learned from Journalism I to produce the school newspaper. Students who exhibit journalistic competence may request assignment in specific areas such as sports, photography, or news features. All students will develop competence in all areas of newspaper composition and layout.

*Please check with the student's school counselor for specific scheduling details and more information.*

## 1 English credit

**Prerequisite:** Successful completion of 9th, 10th, and 11th Grade Literature and Composition

**Recommend:** Seniors

Creative Writing is a year-long course for students who are proficient in the basic skills of writing, who desire to develop their skills in composing original drama, poetry, and fiction, and who are self-disciplined. Instruction will include creative techniques, production of creative literary works, and student readings of sample types of literature. Peer and self-evaluation are emphasized. Students will maintain a portfolio of several original pieces for each type of writing completed. Assessments will include the student's application of the writing process as well as grades on original and final pieces of writing.

## **International Baccalaureate Diploma Programme** **English Courses**

*Students taking IB Diploma Programme (DP) courses must sit for the International exam in order to earn weighted credit. An examination fee is required. Students are responsible for the fees but assistance may be provided.*

### **IB Language & Literature I**

#### **1 English credit – weighted**

**Course Number: 18021LP**

#### **1 Laude Point**

**Prerequisite:** Successful completion of a Freshmen and Sophomore Literature and Composition course, teacher recommendation

**Recommend:** Juniors who have taken an honors level Language Arts course in 9th and/or 10th grade

This course is the first of the two years of study in Language A: Literature Course.

**The Language A: Language & Literature course** is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. This course also allows teachers to choose works of literature from a prescribed list of authors and to construct a course that suits the particular needs and interests of students. Students will complete internal and external assessments. The course is divided into four parts, each with a particular focus:

**Part 1:** Language in cultural context

**Part 2:** Language and mass communication

**Part 3:** Literature – text and contexts

**Part 4:** Literature – critical study

The aims and objectives of this two-year course are as follows:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

*Please check with the student's school counselor for specific scheduling details and more information.*

# IB Language A: Language & Literature II

**1 credit – weighted**

**Course Number: 19021LP)**

**1 Laude Point**

**Prerequisite:** Successful completion IB Language A: Language & Literature 1

**Recommend:** Seniors

This course is the second of the two years of study in Language A: Language & Literature Course.

**The Language A: Language & Literature course** is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. This course also allows teachers to choose works of literature from a prescribed list of authors and to construct a course that suits the particular needs and interests of students. Students will complete internal and external assessments. The course is divided into four parts, each with a particular focus:

**Part 1:** Language in cultural context

**Part 2:** Language and mass communication

**Part 3:** Literature – text and contexts

**Part 4:** Literature – critical study

The aims and objectives of this two-year course are as follows:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

*Please check with the student's school counselor for specific scheduling details and more information.*

# Mathematics Course Offerings

Course Pathways are dependent upon prerequisites for each course.

<i>High School Mathematics Courses</i>	9th Grade	10th Grade	11th Grade	12th Grade
<i>Algebra I Pathway</i>	+MYP Algebra I * MYP Intermediate Algebra	* MYP Intermediate Algebra + MYP Geometry + MYP Geometry Honors	+ MYP Algebra II + MYP Algebra II Honors *Personal Finance *Integrated Technical Math	MYP Trigonometry *Personal Finance *Integrated Technical Math
<i>Geometry Pathway</i>	* MYP Intermediate Algebra + MYP Geometry +MYP Geometry Honors	+ MYP Algebra II + MYP Algebra II Honors *Personal Finance	MYP Trigonometry *Personal Finance *Integrated Technical Math IB Math Analysis & Approaches 1 IB Math Applications & Interpretation 1	*Personal Finance *Integrated Technical Math IB Math Analysis & Approaches 2 IB Math Applications & Interpretation 2
<i>Algebra II Pathway</i>	+ MYP Algebra II +MYP Algebra II Honors *Personal Finance	MYP Trigonometry *Personal Finance	*Personal Finance *Integrated Technical Math IB Math Analysis & Approaches 1 IB Math Applications & Interpretation 1	*Personal Finance *Integrated Technical Math IB Math Analysis & Approaches 2 IB Math Applications & Interpretation 2

+ Digital Equivalent Courses Available

\*Course is not an NCAA-approved course

*Please check with the student's school counselor for specific scheduling details and more information.*

The Mathematics course guide contains the most up-to-date course descriptions. It is a Pueblo School District 60 expectation that all high school students have 3 credits of mathematics in order to graduate. Please reference specific university requirements regarding required math courses for college admission.

Mathematics high school course choices should be determined based on admission requirements at specific universities, colleges, or Postsecondary Workforce Readiness goals listed in the student's ICAP. If students are planning to attend a 4-year college or university, they will need to know and understand which high school Mathematics courses will be accepted for college or university admission. Students and parents/guardians need to review the ICAP each year and then conference with counselors and teachers for guidance and recommendations. Most courses listed meet the NCAA coursework requirements and have been approved by NCAA. ***Courses marked with an asterisks (\*) are not NCAA approved courses.*** Courses marked with an asterisks (\*) are not NCAA approved courses. Students will need to inquire about additional Career & Technical Education (CTE) mathematics options for NCAA eligibility.

Each Mathematics course will prepare students for the next level coursework they will encounter at a two- or four-year university or mathematical practices, concepts, and knowledge necessary in a specific industry/profession. Based on the math courses taken in middle school, students may begin a mathematical instructional sequence during their Freshmen year in one of the following courses.

- MYP Algebra I
- MYP Geometry
- MYP Geometry Honors
- MYP Algebra II
- MYP Algebra II Honors

Student performance will determine the next level of math course needed in the instructional sequence. Parents/Guardians and students are encouraged to meet with the high school counselor and math department chair to determine the best mathematical instructional sequence that meets the student's needs.

Once the student has earned the required number of Math credits for graduation, additional Math courses taken will count as elective credit.

Students planning to graduate with a professional certification by completing a CTE pathway have additional CTE mathematics options. Students also have an opportunity to enroll in Concurrent Enrollment courses. Students and their parents/guardians need to conference with the counselor to know and understand all options available.

The following page illustrates the three different Mathematics Plans of Course Study for each Career Avenue. For specific questions regarding the Career Avenues or Mathematics courses offered, contact the high school counselor or the Mathematics department chair.

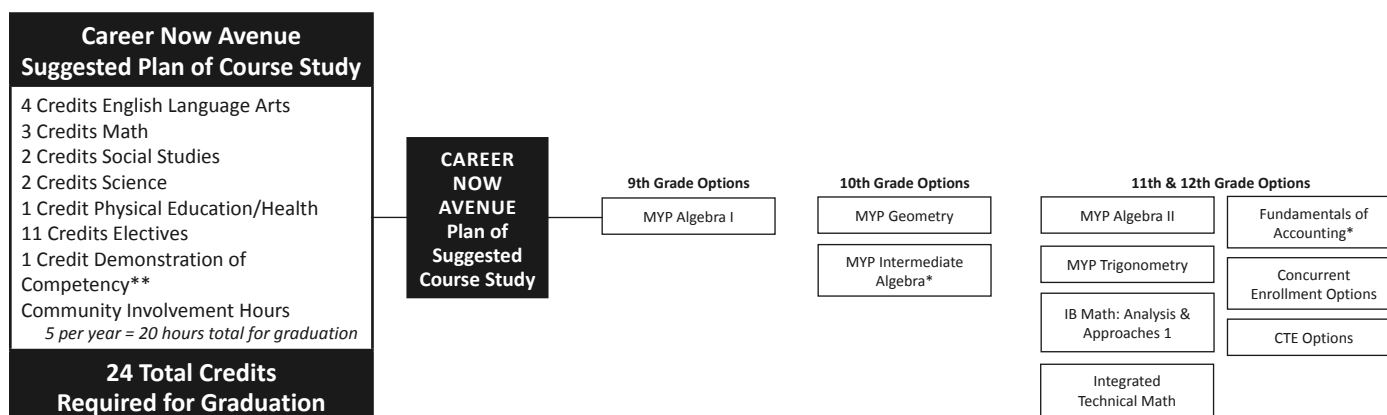
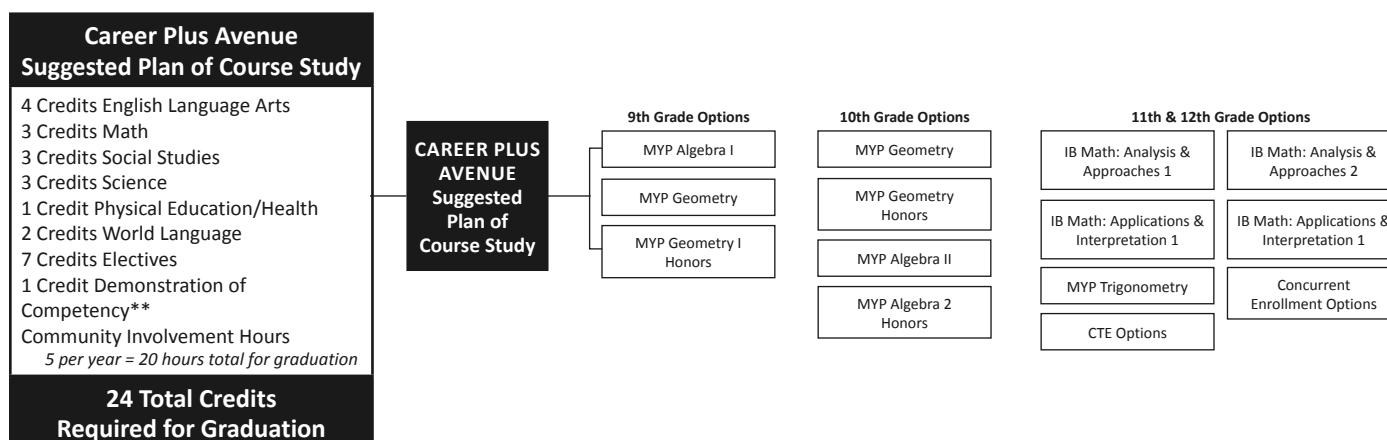
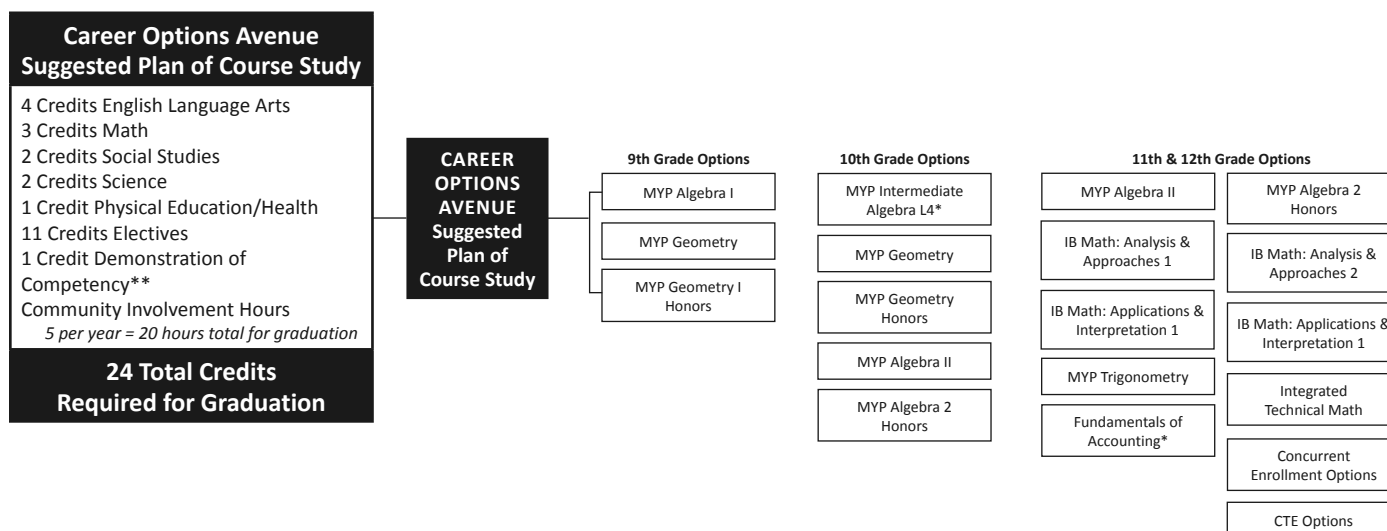
Please note that **course sequences are subject to change based on student interest and course availability**. Please speak with the principal or counselor for details regarding course availability at the school.

*Please check with the student's school counselor for specific scheduling details and more information.*

# East HS Mathematics

## Career Avenues Suggested Course Sequencing

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



*Please check with the student's school counselor for specific scheduling details and more information.*

# Mathematics Courses

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## MYP Algebra I

**Course Number: 42821**

### 1 Math credit

MYP Algebra I L4 is designed to provide students with techniques for simplifying mathematical expressions and solving equations. Included in the course are problem-solving techniques based upon linear and quadratic equations. Other topics of study include exponents, radicals, fractions, proportions, percent, polynomials, factoring, solving quadratic equations, and graph analysis.

## MYP Intermediate Algebra\*

**Course Number: 43321**

### 1 Math credit

**Prerequisite:** Successful completion of Introductory Algebra or MYP Algebra I L4

This course focuses on linear and quadratic relationships. Students will learn to represent linear and quadratic functions as verbal descriptions, equations, tables, and graphs, as well as solve linear and quadratic equations with real numbers. Students will perform basic polynomial operations, factor polynomials, and use statistics and probability to describe data sets and make predictions. Students will apply this learning to solve real-world mathematical problems. This course prepares students to be mathematically literate, as well as prepare them for future math courses.

## MYP Geometry

**Course Number: 43121**

### 1 Math credit

**Prerequisite:** Successful completion of Introductory Algebra, MYP Algebra I L4, or MYP Intermediate Algebra L4

MYP Geometry L4 emphasizes the relationship between points, lines, planes, and angle relationships including supplementary, complementary, and vertical angles, perpendicular and parallel lines, triangles, congruence theorems, constructions, similarity, coordinate geometry, introduction to trigonometric ratios, area, volume, circles and spheres. This course is centered on the principles of logic and problem-solving.

## MYP Geometry Honors

**Course Number: 43121HL**

### 1 Math credit – weighted

**Prerequisite:** Teacher/counselor recommendation, proficiency on predetermined criteria and body of evidence to indicate need

Geometry Honors is a course intended for students who excel in math and who intend to continue their study of higher levels of mathematics in high school and college. This accelerated course will take an in-depth look at creating geometric constructions for many of the geometric concepts covered in this course. Students will also solve enrichment application activity assignments that will require additional time outside the regular classroom scheduled time. This course is targeted for highly motivated students who have a strong algebra background, as the instruction will be faster paced. Students must have demonstrated a need for this course.

## MYP Algebra II

**Course Number: 44521**

### 1 Math credit

**Prerequisite:** Teacher/Counselor recommendation, successful completion of Algebra I and Geometry with a passing grade

**Fees:** TI-83, TI-84, or equivalent calculator highly recommended

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and the study of trigonometric functions. It also introduces matrices and their properties. The content of this course is important for students' success on the SAT and college mathematics entrance exams.

*Please check with the student's school counselor for specific scheduling details and more information.*



## **MYP Algebra II Honors**

**1 Math credit – weighted**

**1 Laude Point**

**Course Number: 44101LP**

**Prerequisite:** Teacher/counselor recommendation, proficiency on predetermined criteria and body of evidence to indicate need, Algebra I and Geometry

**Fees:** TI-83, TI-84, or equivalent calculator highly recommended

MYP Accelerated Algebra II L5 is designed for students of high mathematical ability who have completed Algebra I and Geometry. This course will allow students to study mathematical topics and concepts in more depth. This course builds on algebraic concepts and prepares students for advanced-level math courses in high school and college by focusing on advanced algebra and trigonometry. Students extend their mathematical knowledge by solving open-ended problems and thinking critically. This course is targeted for highly motivated students who have a strong algebra background, as the instruction will be faster paced. Students must have demonstrated a need for this course.

## **MYP Trigonometry**

**Course Number: 44621**

**1 Math credit**

**Prerequisite:** Algebra II completion with a passing grade

**Fees:** TI-83, TI-84, or equivalent calculator highly recommended

This comprehensive course in trigonometry covers the trigonometric functions, inverses, trigonometric identities, law of sines, law of cosines, unit circle, vectors, complex numbers, polar coordinates, and analytic geometry.

## **MYP Data Science**

**Course Number: 44721**

**1 Math credit**

**Prerequisite:** Algebra I and Geometry

Students will learn to be data practitioners in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.

## **IB Computer Science A**

**Course Number: 49311**

**1 Math credit**

**Prerequisite:** Algebra I completion with a passing grade and 10th, 11th, or 12th grade

The MYP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

## **MYP Computer Science Principles**

**Course Number: 60721**

**1 Math credit**

**Prerequisite:** Algebra I

MYP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology impact the world. Through computing and computational thinking, students will develop computational artifacts and analyze data, information, or knowledge represented for computational use. Students do not need previous computer science experience to take this course.

*Please check with the student's school counselor for specific scheduling details and more information.*

## Technical Mathematics\*

**1.5 Math credits – weighted, 2nd semester (4 hrs./PCC) Semester 1 Course Number: 45251**  
**0.5 Laude Point Semester 2 Course Number: 45261LP**

This course is designed to have students understand the interrelationships and connections that exist between algebra and geometry, as well as their relevance and application beyond the classroom to include industry specific skills. Topics will include, algebra, geometry, trigonometry, measurement, graphs and/or finance. These topics are presented at an introductory level and the emphasis is on work place application.

## Fundamentals of Accounting\*

**Course Number: 60801**

### 1 Elective or Math credit

Fundamentals of Accounting is a one-credit course suggested for those planning to major in Business Administration or Accounting at the college level or anyone who aspires to own their own business. Students will be introduced to the basic principles, concepts, and procedures of accounting systems. A good basic math background is important to achieve success. This course fulfills an additional math credit after the required math classes have been completed.

## Personal Finance\*

**Course Number: 49501**

### 1 Math credit

Personal Finance will provide an opportunity for students to learn about the development and use of financial information. Students will learn how to prepare a financial plan that includes budgeting, saving, investing, banking and credit, borrowing, risk management (insurance), securities, and retirement. The process of financial planning for the small business owner, such as pricing, taxes, annuities, amortization, and fraud will be included in this course. Students will develop mathematical and critical thinking skills and that will help them become better consumers and entrepreneurs. Occupational opportunities within the financial management field will also be investigated.

*Please check with the student's school counselor for specific scheduling details and more information.*

# **International Baccalaureate Diploma Programme**

## **Math Courses**

*Students taking IB Diploma Programme (DP) courses must sit for the International exam in order to earn weighted credit. An examination fee is required. Students are responsible for the fees but assistance may be provided.*

### **IB Math Applications & Interpretation 1**

**1 Math credit – weighted**

**Course Number: 44221LP**

**1 Laude Point**

**Prerequisite:** Algebra I, Geometry, completion with a passing grade

**Fees:** TI-83, TI-84, or equivalent calculator highly recommended and required on IB exam

This course covers topics in algebra, set logic, probability, functions, trigonometry, statistics, financial mathematics, and differential calculus. It is designed for students who intend on completing the IB Diploma Programme and had Algebra in 9th grade and Geometry in 10th grade. An individual math-based project is a requirement. It is expected that students will complete both years of the course and take the IB Application & Interpretation exam as a senior.

### **IB Math Application & Interpretation 2**

**1 Math credit – weighted**

**Course Number: 44321LP**

**1 Laude Point**

**Prerequisite:** Algebra I, Geometry, Algebra II completion with a passing grade

**Fees:** TI-83, TI-84, or equivalent calculator highly recommended and required on IB exam

This course covers topics in algebra, set logic, probability, functions, trigonometry, statistics, financial mathematics, and differential calculus. It is designed for students who intend on completing the IB Diploma Programme and had Algebra in 9th grade and Geometry in 10th grade. An individual math-based project is a requirement. It is expected that students will complete both years of the course and take the IB Application & Interpretation exam as a senior.

### **IB Math Analysis & Approaches 1**

**1 Math credit – weighted**

**Course Number: 48621LP**

**1 Laude Point**

**Prerequisite:** Algebra 1, Geometry, Algebra 2 completion with a passing grade

**Fees:** TI-83, TI-84, or equivalent calculator highly recommended

This course develops Algebra and Trigonometric topics and concepts prerequisite to Calculus. Study includes functions, inverses, domains, ranges, graphs, data scatter plots and curve fitting, solving equations and systems of equations, polynomial, rational, exponential and logarithmic functions, analytical geometry, angles and trigonometry functions of acute angles, analytic trigonometry, fundamental trigonometric functions and identities including hyperbolic trigonometry, parametric equations, and polar coordinate systems. Other topics include the complex number system, limits and their properties, and vectors. Applications are emphasized. It is expected that students will complete both years of the course and take the IB Analysis & Approaches exam at the end of the second year.

### **IB Math Analysis & Approaches 2**

**1 Math credit – weighted**

**Course Number: 48921LP**

**1 Laude Point**

**Prerequisite:** IB Application & Interpretation 1 completion with a passing grade

**Fees:** TI-83, TI-84, or equivalent calculator highly recommended

Students will study number computations, logarithms, linear equations, quadratic functions, geometric similarity, arcs and sectors, trigonometry, functions and calculus, vectors and matrices, and probability and statistics.

*Please check with the student's school counselor for specific scheduling details and more information.*

# Individuals & Societies (Social Studies) Course Offerings

<i>High School Social Studies Courses</i>	9th Grade	10th Grade	11th Grade	12th Grade
<i>Courses</i>	+MYP Government/ Economics	+MYP US History II L5	+World History <i>(highly recommended for college bound Juniors)</i> Psychology/Sociology Chicano Studies American Problems/Criminology	
<i>Senior to Sophomore (STS) Courses</i>			MYP U.S. History I STS MYP U.S. History II STS	
<i>International Baccalaureate (IB) Courses</i>			IB Economics IB World History IB Psychology IB Theory of Knowledge IB Geography	
			IB Sports, Exercise, and Health Science 1	IB History of the Americas IB Sports, Exercise, and Health Science 2

+Digital Equivalent Courses Available

The Individuals & Societies course guide contains the most up-to-date course descriptions. It is a Pueblo School District 60 expectation that all high school students have a minimum of 2 credits of Individuals & Societies (social studies) to include a **U.S. History course completed before earning a high school diploma**. College and university admission requirements recommend 3 credits of social studies. Please check with individual college or university admission requirements for social studies credits needed.

Individuals & Societies high school course choices should be determined based on admission requirements at specific universities or Postsecondary Workforce Readiness goals listed in the student's ICAP. Most courses listed below meet the NCAA coursework requirements and have been approved by NCAA. ***Courses marked with an asterisks (\*) are not NCAA approved courses.*** Students will need to inquire about additional Career & Technical Education (CTE) Individuals & Societies options for NCAA eligibility.

If students are planning to attend a 4-year college or university, it is ***highly recommended*** they enroll in a World History course prior to graduation. Parents/Guardians should research university admission requirements and speak to the student's high school counselor when determining in which Individuals & Societies class to enroll. Students and parents/guardians need to review the ICAP each year and then conference with counselors and teachers for guidance and recommendations.

Once students successfully complete their Freshmen and Sophomore courses, they may choose any of the courses offered during junior and senior years. Career & Technical Education (CTE) and Concurrent Enrollment Individuals & Societies options exist. When considering these options, students, parents/guardians, teachers, and counselors need to review the ICAP and conference about scheduling in order to make appropriate course recommendations and decisions. Once the student has earned the required number of Social Studies credits for graduation, additional Social Studies courses taken will count as elective credit. During junior and senior years, students have the option to take various junior and senior level Individuals & Societies courses; please reference the course sequence as well as the course descriptions to determine the course best suited for students.

The following page illustrates the three different Individuals & Societies Plans of Course Study for each Career Avenue. For specific questions regarding the Career Avenues or Social Studies courses offered, contact the high school counselors or the Individuals & Societies department chair.

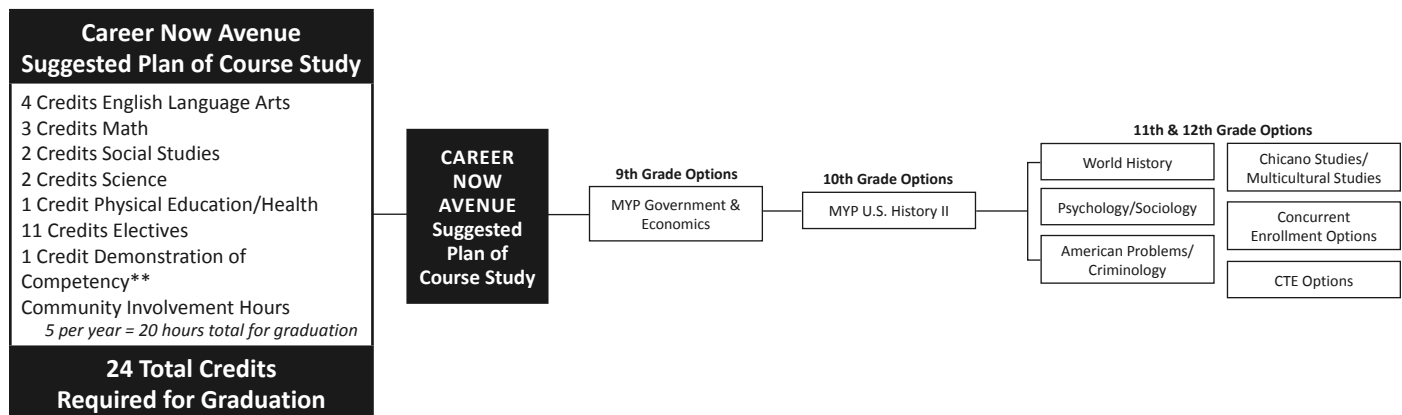
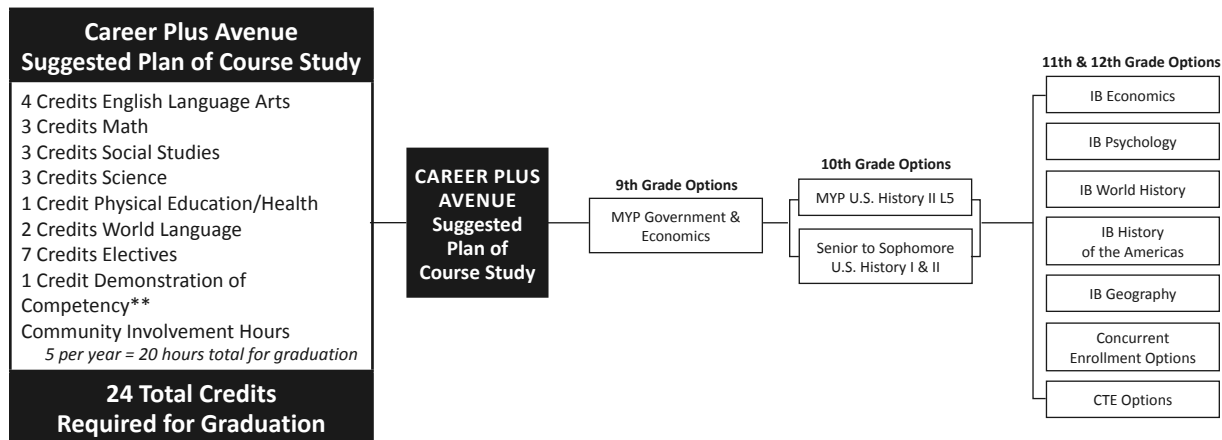
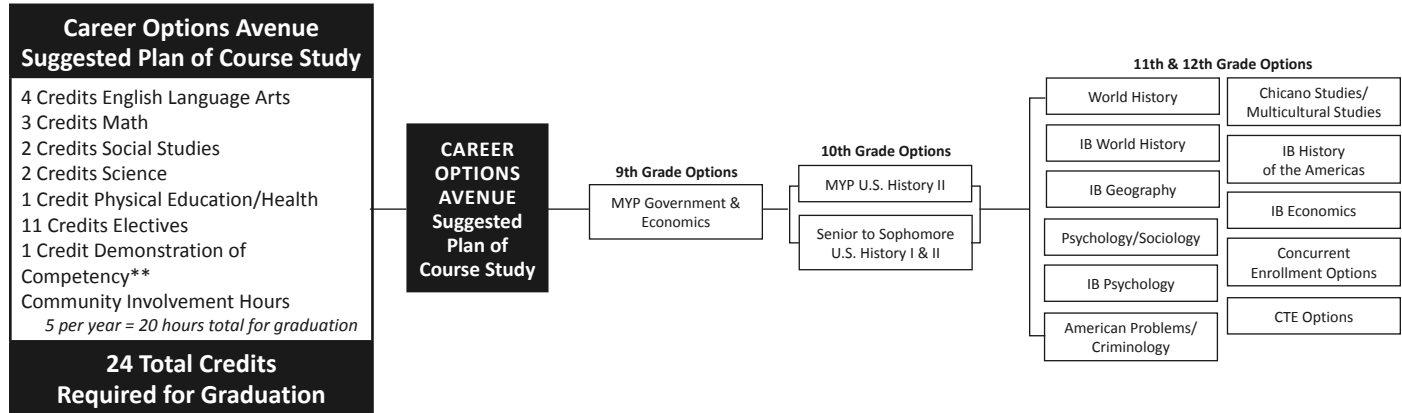
Please note that **course sequences are subject to change based on student interest and course availability**. Please speak with the principal or counselor for details regarding course availability at the school.

*Please check with the student's school counselor for specific scheduling details and more information.*

# East HS Individuals & Societies (Social Studies)

## Career Avenues Suggested Course Sequencing

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



*Please check with the student's school counselor for specific scheduling details and more information.*

# Individuals & Societies Courses

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## MYP Government/Economics

**Course Number: 27021**

### 1 Social Studies credit

Government is a semester course that studies the organization and functions of the federal, state, and local levels of United States Government. Students will be required to use analytical and critical thinking skills, compare and contrast governments in and out of the United States, and evaluate the successes and value of each level in American society. Economics is a semester course designed to help students understand the principles, concepts, and application of choice and scarcity made by individual firms and governments. Basic economic principles are analyzed in light of the present situation existent in the United States and global economics.

## MYP US History II

**Course Number: 21221**

### 1 Social Studies credit

**Prerequisite:** Sophomore and completion of MYP Government/Economics L4

MYP U.S. History II L5 is a required year-long course beginning with Industrialization and ending with the Cold War. Emphasis is placed on twentieth century history. Using primary source documents and current events, students will learn about the various political, social, and economic developments that have shaped and continue to shape the United States. Students will engage in a variety of Document-Based Questions (DBQ) and other assignments that will require and engage critical thinking in order to understand how the past relates to the present. Students will be asked to consider local and global contexts when studying historical accounts and connecting them to the United States today.

## World History

**Course Number: 23001**

### 1 Social Studies credit

**Prerequisite:** Successful completion of U.S. History II and American Government/Economics

World History is a year-long course which begins with Enlightenment and discusses world events through present day. Students will also study world religions and the role each played in world history. Students will identify the basic elements of all civilizations and will gain important geography skills and knowledge, recognize patterns and connections among places, and practice critical thinking and analysis. Students will also gain a global perspective of the events that helped create the society in which they live.

## Psychology/ Sociology

**Course Number: 25501**

### 1 Social Studies credit

**Prerequisite:** Successful completion of U.S. History II and American Government/Economics

Psychology/Sociology is a year-long course that is broken into two semesters. Students focus on psychology first semester and sociology second semester.

## Chicano Studies / Multicultural Studies

**Course Number: 25201**

### 1 Social Studies credit

**Prerequisite:** Successful completion of U.S. History II and American Government/Economics

Chicano Studies/Multicultural Studies is a year-long course designed to provide students with an understanding of the historical aspects of various cultures. Topics addressed in Chicano Studies include the political, social, and cultural aspects of the Aztec and Maya civilizations. Mexican history, immigration, pre/post World War II, and modern issues related to the Chicano are also explored. Multicultural Studies explores America's diversity. The course surveys U.S. history from various ethnic perspectives and investigates current issues on race and ethnicity. In addition, students will examine women's issues and contribution to the United States.

*Please check with the student's school counselor for specific scheduling details and more information.*

## 1 Social Studies credit

**Prerequisite:** Successful completion of U.S. History II and American Government/Economics

American Problems/Criminology explores a variety of disciplines within the scope of social studies: psychology, sociology, American government, economics, law, and philosophy. A special emphasis is placed on acquiring an understanding of skills which are expected of citizens in current society, including understanding law and legal relationships. Active classroom participation is expected from all students.

## **Senior-to-Sophomore (STS) Courses**

*Students who enroll in Senior to Sophomore (STS) courses are expected to maintain a C or better and meet the specified course requirements and grade expectations of the university in order to receive university credit. Students follow the university's corresponding syllabus and will receive transcripts upon completion of any STS course. **Freshmen MAY NOT receive STS college credit.** For detailed information regarding STS courses, please contact the school counselor.*

## **MYP U.S. History I STS**

**1 Social Studies credit – weighted (3 hours/CSU-P)**

**Course Number: 2402LP**

**1 Laude Point**

**Prerequisite:** Teacher/Counselor recommendation, completion of U.S. History II or American Government/Economics with a B average or higher

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the major eras, events, and historical materials in American history. The course prepares students for additional college work by making demands upon them equivalent to those of a full-year introductory college course.

## **MYP U.S. History II STS**

**1 Social Studies credit – weighted (3 hours/CSU-P) Course Number: 2502LP (12th grade)**

**1 Laude Point**

**Prerequisite:** Teacher/Counselor recommendation, completion of U.S. History II or American Government/Economics with a B average or higher

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the major eras, events, and historical materials in American history. The course prepares students for additional college work by making demands upon them equivalent to those of a full-year introductory college course.

*Please check with the student's school counselor for specific scheduling details and more information.*



# **International Baccalaureate Diploma Programme**

## **Individuals and Societies (Social Studies) Courses**

*Students taking IB Diploma Programme (DP) courses must sit for the International exam in order to earn weighted credit. An examination fee is required. Students are responsible for the fees but assistance may be provided.*

### **IB Economics**

**1 Social Studies credit – weighted**

**Course Number: 27221LP**

**1 Laude Point**

**Prerequisite:** Acceptance into the IB Programme, successful completion of a U.S. History, American Government/Economics

**Recommend:** Juniors/Seniors

Students will come to have an understanding and knowledge of microeconomic and macroeconomic theories and concepts and their real world application. Students will also develop an appreciation of the impact on individuals and societies of economic interactions between nations and an awareness of development issues facing nations as they undergo the process of change. Students will demonstrate knowledge and understanding of current economic issues through the identification and analysis of economic data, the evaluation, illustration and interpretation of economic concepts and issues and will be able to construct and present an argument and produce well-structured written material, using appropriate economic terminology, within specified time limits. Students will prepare a portfolio of four essays that include using correctly labeled diagrams to help explain economic concepts and theories, the selection, interpretation and analysis of appropriate extracts from the news media. **Students are required to take the IB Economics exam (Standard Level).**

### **IB World History**

**1 Social Studies credit – weighted**

**Course Number: 27121LP)**

**1 Laude Point**

**Prerequisite:** Completion of a U.S. History I & II and American Government/Economics with a B average and acceptance into the IB Programme

**Recommend:** Juniors

Students study a selection of twentieth century world history topics prescribed by the instructor. Emphasis is placed on knowledge and understanding of historical context, cause and effect, continuity and change, application and interpretation through the use of historical evidence, the consideration of different approaches to and interpretation of historical issues and events, the ability to compare and contrast historical sources of evidence, the presentation of a summary of evidence, synthesis through the evaluation of historical sources for origin, purpose, value and limitations, background knowledge, the integration of evidence, and critical commentary. Students must have the ability to demonstrate detailed, in-depth knowledge of specific historical topics and demonstrate their ability to structure an essay using evidence to support relevant, balanced, and focused historical arguments. Students will demonstrate evidence of research skills, organization, and referencing by undertaking an in-depth study on any historical topic. **This class is a prerequisite to IB History of the Americas (Higher Level).**

*Please check with the student's school counselor for specific scheduling details and more information.*

## IB Psychology

**1 Social Studies credit – weighted**

**Course Number: 27621LP**

**1 Laude Point**

**Prerequisites:** Acceptance into the IB Programme; successful completion of a U.S. History, American Government/Economics, Biology, Chemistry, and IB English 11; instructor permission to enroll

**Recommend:** Seniors

Students interpret and/or conduct psychological research and apply the resulting knowledge, consider the ethical practices and responsibilities of psychological inquiry, and develop an understanding of biological, social, and cultural influences on human behavior. In addition, students focus on understanding the different theoretical psychological theories. Students develop an awareness of how applications of psychology in everyday life are derived from psychological theories, develop and appreciation of the eclectic nature of the subject, and understand and use the diverse methods of psychological inquiry. **Students are required to complete and submit an Internal Assessment and take the Standard Level exam in May.**

## IB Geography

**1 Social Studies credit – weighted**

**Course Number: 27101LP**

**1 Laude Point**

**Prerequisite:** Completion of a U.S. History, American Government/Economics with a grade of C or higher

**Recommend:** Juniors/Seniors

Students will develop an understanding of the interrelationships between people, places, spaces and the environment at different scales. Students will develop a critical awareness and consider complexity in the content of geographic issues, including: acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes, and compiling diverse geographic knowledge in order to form viewpoints about how these issues could be resolved. Students will understand and evaluate the need for planning and sustainable development through the management of resources at varying scales. Students will participate in field work and data analysis for an internal assessment. **Students are required to complete and submit an Internal Assessment and take the Standard Level exam in May.**

## IB History of the Americas

**1 Social Studies credit – weighted**

**Course Number: 27521LP**

**1 Laude Point**

**Prerequisite:** IB World History

**Recommend:** Seniors

Students will focus on topics in history which are centered on the Americas (United States, Canada, and Latin America). Emphasis is placed on knowledge and understanding of historical context, cause and effect, continuity and change, application and interpretation through the use of historical evidence, the consideration of different approaches to and interpretation of historical issues and events, the ability to compare and contrast historical sources of evidence, the presentation of a summary of evidence, synthesis through the evaluation of historical sources for origin, purpose, value and limitations, background knowledge, the integration of evidence, and critical commentary. Students must have the ability to demonstrate detailed, in-depth knowledge of specific historical topics and demonstrate their ability to structure an essay using evidence to support relevant, balanced, and focused historical arguments. Students will demonstrate evidence of research skills, organization, and referencing by undertaking an in-depth study on any historical topic. **Students are required to take the IB Higher Level History (Higher Level) exam.**

*Please check with the student's school counselor for specific scheduling details and more information.*

# IB Theory of Knowledge

**1 Social Studies credit – weighted**

**Course Number: 29921LP**

**1 Laude Point**

**Prerequisite:** Acceptance into the Full International Baccalaureate Diploma Programme or teacher recommendation

The interdisciplinary TOK course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of that they encounter. Its core content focuses on questions such as the following:

- What counts as knowledge?
- How does it grow?
- What are its limits?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified. This Course is required for the Full IB Diploma. <http://www.ibo.org/diploma/curriculum/core/>

*Please check with the student's school counselor for specific scheduling details and more information.*

# Science Course Offerings

<i>High School Science Courses</i>	9th Grade	10th Grade	11th Grade	12th Grade
<i>Non-Honors Courses</i>	MYP Biology 1 L4	MYP Integrated Physical/Earth and Space Science L5 MYP Conceptual Chemistry MYP Chemistry I L5	Anatomy Astronomy	
<i>Honors Courses</i>	MYP Biology I Honors	MYP Chemistry I Honors L5		
<i>International Baccalaureate (IB) Courses</i>			IB Core Biology IB Core Physics	
			IB Sports, Exercise, and Health Science 1	IB Advanced Biology IB Advanced Physics IB Sports, Exercise, and Health Science 1 IB Sports, Exercise, and Health Science 2

The Science course guide contains the most up-to-date course descriptions. It is a Pueblo School District 60 expectation that all high school students have a minimum of 2 credits of Science to include coursework in physical, earth, and life sciences in order to earn a high school diploma. College and university admission requirements recommend 3 credits of Science with 2 consisting of a lab. Please check with individual college or university admission requirements for science credits needed.

Science high school course choices should be determined based on admission requirements at specific universities, colleges, or Postsecondary Workforce Readiness goals listed in the student's ICAP. Most courses listed below meet the NCAA coursework requirements and have been approved by NCAA. ***Courses marked with an asterisks (\*) are not NCAA approved courses.*** Students will need to inquire about additional Career & Technical Education (CTE) science options for NCAA eligibility.

If students are planning to attend a 4-year college or university, they will need to know and understand which high school science courses will be accepted for college or university admission. Parents/ Guardians should research university admission requirements and speak to the student's high school counselor when determining in which science class to enroll. Once students successfully complete MYP Biology L4 and MYP Chemistry L5, they may choose any of the courses offered during the junior and senior years. Additional Career & Technical Education (CTE) science options exist. When considering CTE options, students, parents/guardians, teachers, and counselors need to review the ICAP and conference about scheduling in order to make appropriate course recommendations and decisions. Students and parents/guardians need to review the ICAP each year and then conference with counselor and teacher for guidance and recommendations.

Once the student has earned the required number of Social Studies credits for graduation, additional Social Studies courses taken will count as elective credit.

It is recommended for students pursuing a science-based career to take MYP Biology L4 and MYP Chemistry L5 during the 9th and 10th grade years. They are strongly encouraged to take an earth science or environmental science class by the end of the junior year in preparation for state assessments. It is recommended for students who are not pursuing a science-based career to take MYP Integrated Physical & Earth Science and MYP Biology L4 during the 9th and 10th grade years. They are strongly encouraged to take MYP Conceptual Chemistry L5 the junior year in preparation for state assessments. Please reference the course sequence as well as the course descriptions to determine the course best suited for students.

The following page illustrates the three different Science Plans of Course Study for each Career Avenue. Course sequences are subject to change based on student interest and availability. For specific questions regarding the Career Avenues or Science courses offered, contact the high school counselor or the Science department chair.

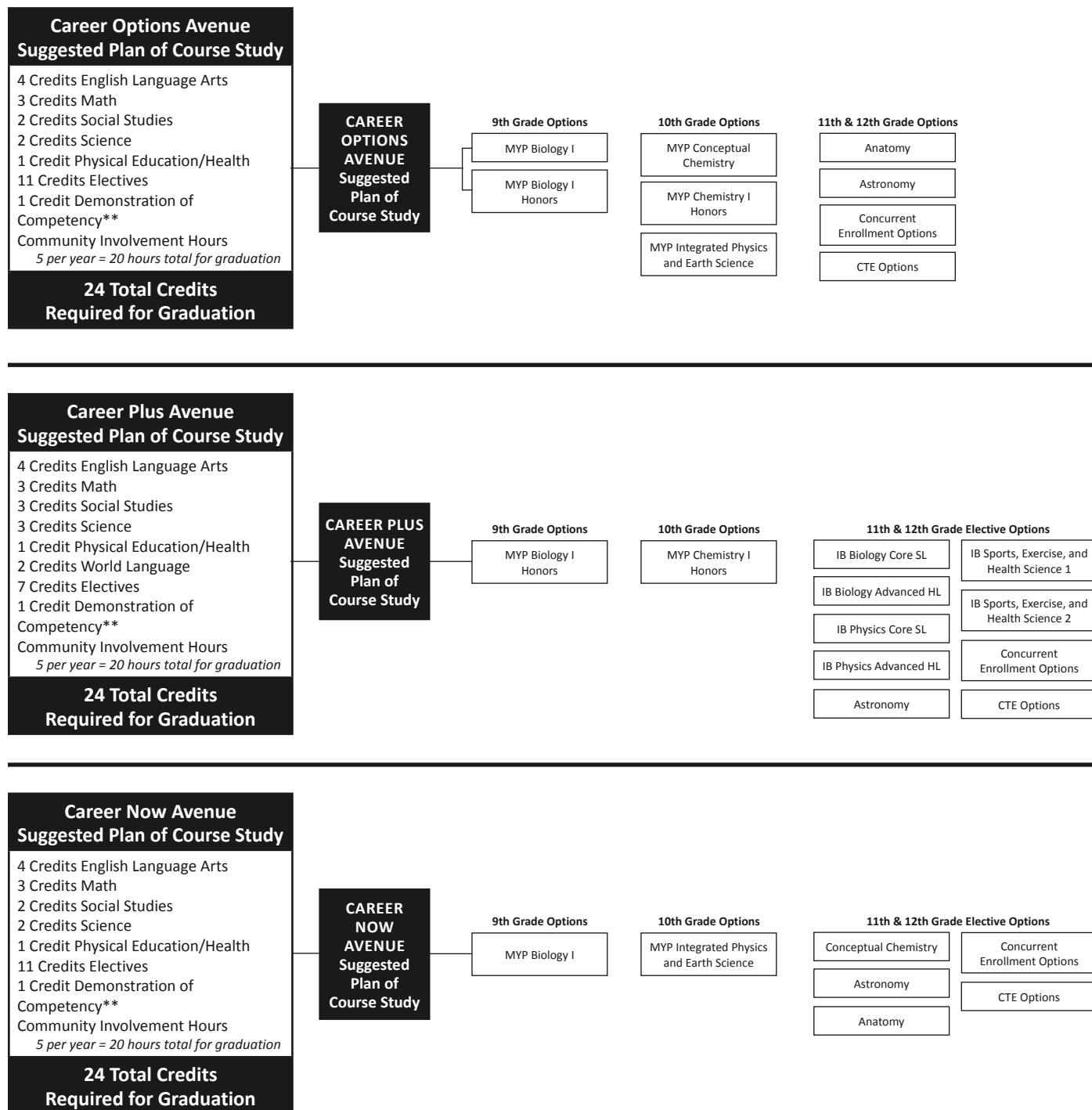
Please note that **course sequences are subject to change based on student interest and course availability.** Please speak with the principal or counselor for details regarding course availability at the school.

*Please check with the student's school counselor for specific scheduling details and more information.*

# East HS Science

## Career Avenues Suggested Course Sequencing

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



*Please check with the student's school counselor for specific scheduling details and more information.*

# Science Courses

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## MYP Biology I

**Course Number: 31221**

### **1 Science credit**

**Fee:** A lab fee may be required

MYP Biology I is a laboratory-based course that studies the relationship of living things to each other and their environment. This course includes a deeper study of ecosystems and interdependence, communities and populations, evolution and natural selection, cells and organs, genetics, classification, and diseases. Other topics from introductory microbiology and zoology along with an introduction to chemistry may be included as material is presented. Scientific problem-solving is experienced through scientific method and hands-on activities.

## MYP Biology I Honors

### **1 Science credit – weighted**

**Course Number: 31121LP**

### **1 Laude Point**

**Prerequisite:** Concurrent enrollment in Geometry or higher math

**Fee:** A lab fee may be required

MYP Biology I Honors is designed for the student to advance through the Middle Years International Baccalaureate Programme to the two year IB Diploma Programme. This class will introduce methods, measurements, and nomenclature used in science. The underlying theme for this course is conceptual biology with emphasis toward organization. The following topics will be explored: scientific investigations, life at the molecular and cellular level, life at the systems and organism's level, and interaction of life forms. The objectives of this course center on the student gaining an understanding of scientific facts and concepts, methods and techniques, terminology, and methods of presenting scientific information. Students will be able to construct, analyze, and evaluate scientific explanations and carry out guided and independent investigations with precision and safety. This year-long course will prepare students for further biology studies in the IB Biology HL Diploma Programme.

## MYP Integrated Physical/Earth and Space Science

**Course Number: 37021**

### **1 Science credit**

**Prerequisite:** Successful completion of MYP Biology I

**Fee:** A lab fee may be required

MYP Integrated Physical/Earth and Space Science is a fully integrated exploration of physical, earth, and space sciences. The course continues to emphasize science literacy through problem solving, critical and analytical thinking and stresses cooperative, hands-on learning and life coping skills. Laboratory investigations and hands-on activities are included to help students better understand many of the concepts presented.

## MYP Conceptual Chemistry

**Course Number: 36021**

### **1 Science credit**

**Prerequisite:** Successful completion of MYP Biology I

**Fee:** A lab fee may be required

MYP Conceptual Chemistry is an introduction to chemistry principles and applications. Topics include nuclear chemistry, bonding and energy, chemical reactions, and real-world applications of chemistry.

*Please check with the student's school counselor for specific scheduling details and more information.*

## MYP Chemistry I

**Course Number: 35021**

### 1 Science credit

**Prerequisite:** Teacher/Counselor recommendation, successful completion of Algebra I and Geometry with a C or better, or concurrently enrolled in Geometry or higher math

**Fee:** A lab fee may be required

Chemistry is an experimental science dealing with the study of interaction between matter and energy. This course is designed with a laboratory approach to the investigation of the composition and properties of matter. There is a mathematical emphasis as well as reliance on effective communication skills. This is a transitional course intended for the college bound student who may be interested in pursuing careers in engineering, nursing, biochemistry, biology, physics, chemistry, and other related fields.

## MYP Chemistry 1 Honors

### 1 Science credit – weighted

**Course Number: 35221LP)**

### 1 Laude Point

**Prerequisite:** Successful completion of an MYP Biology I course

**Fee:** A lab fee may be required

MYP Chemistry I Honors is designed for the student to advance through the two-year IB Diploma Programme. This class is an experimental science dealing with the study of interaction between matter and energy. This course is designed with a laboratory approach to the investigation of the composition and properties of matter. The class will introduce and reinforce methods, measurements, and nomenclature of a scientific nature. The overall themes for this course are change over time, transfer of energy, interrelationships, and conservation. Each theme is taught using chemistry as a framework and other science content areas such as life science and physical science. Mathematics and effective communication skills are emphasized. Students will construct, analyze, evaluate scientific explanations, and carry out guided/independent investigations.

## Anatomy

**Course Number: 39411**

### 1 Science credit

Human Anatomy provides an introduction to the structure and function of the human body using an organ system approach. The topics/organ systems studied are homeostasis, chemistry, cells and tissues, along with skeletal, muscular, circulatory, respiratory, digestive, excretory, nervous endocrine and reproductive systems. Human development and heredity will also be integrated.

## Astronomy

**Course Number: 33301**

### 1 Science credit

**Prerequisite:** Teacher/counselor recommendation required

**Fees:** A lab fee may be required

Astronomy topics will include the universe, solar systems, asteroids, comets, moons, star type and formation, galaxy type and large scale structure of the known universe. The physics of light, mirrors, and lenses used in *telescopes*, as well as the role of NASA in scientific discovery and current space exploration will be studied.

*Please check with the student's school counselor for specific scheduling details and more information.*



# **International Baccalaureate Diploma Programme**

## **Science Courses**

*Students taking IB Diploma Programme (DP) courses must sit for the International exam in order to earn weighted credit. An examination fee is required. Students are responsible for the fees but assistance may be provided.*

### **IB Biology Core**

**1 Science credit – weighted**

**Course Number: 31821LP**

**1 Laude Point**

**Prerequisite:** Junior or Senior standing and successful completion (C grade or better) of Biology 1 and Chemistry 1

This course expands upon the concepts introduced in Biology 1 and Chemistry 1 including molecular biology, cell biology, microbiology, immunology, and human anatomy and physiology according to the IB syllabus. Advanced guided and student designed labs are required.

### **IB Physics Core**

**1 Science credit – weighted**

**Course Number: 36621LP**

**1 Laude Point**

**Prerequisite:** Junior or Senior standing, successful completion of (C grade or better) Chemistry 1, and successful completion or concurrent enrollment in IB Math Analysis & Approaches I.

Physics is the mathematical understanding of the fundamental properties, changes, and interactions of matter and energy. Topics include motion, forces, momentum and energy, heat transfer, sound and light waves, electricity, nuclear fission and fusion according to IB syllabus requirements.

### **IB Biology Advanced**

**1 Science credit – weighted**

**Course Number: 31921LP**

**1 Laude Point**

**Prerequisite:** Senior standing and successful completion (C grade or better) of Biology 2

This course offers an in-depth study of natural science that includes biochemistry, DNA technology, genetics, zoology, botany, life history and ecology according to the IB syllabus. Advanced guided labs, student designed labs, field trips, and IB group 4 project are required.

### **IB Physics Advanced**

**1 Science credit – weighted**

**Course Number: 36721LP**

**1 Laude Point**

**Prerequisite:** Senior standing and successful completion (C or higher) of Physics 1

Physics Advanced is a college-level algebra-based physics course. Course topics include expansion of the concepts introduced in Physics 1 plus rotational and harmonic motion, thermodynamics, interference patterns of light, magnetism, relativity, and quantum mechanics. Advanced guided labs, student designed labs, and the IB group 4 project are required.

### **IB Sports, Exercise, and Health Science I**

**1 Science credit – weighted**

**Course Number: 37501LP**

**1 Laude Point**

**Prerequisite:** Junior standing and successful completion (C or higher) of Biology 1

IB Sports, Exercise, and Health Science is designed to provide a deeper understanding of the issues related to sports, exercise, and health. This course incorporates anatomy, physiology, biomechanics, psychology, and nutrition. The internally assessed component for SEHS (portfolio) is a substantial piece of research based on different areas of the syllabus and representing five types of tasks (Personal engagement, Exploration, Analysis, Evaluation, and Communication.) This course prepares students ultimately for the Sports, Exercise, and Health Science II and provides a good foundation for further study towards a career in sports, leisure, and health industries.

*Please check with the student's school counselor for specific scheduling details and more information.*

# IB Sports, Exercise, and Health Science II

**1 Science credit – weighted**

**Course Number: 37601LP**

**1 Laude Point**

**Prerequisite:** Senior standing and successful completion (C or higher) of Biology 1

IB Sports, Exercise, and Health Science II is a continuation of IB Sports, Exercise, and Health Science I and is designed to provide a deeper understanding of the issues related to sports, exercise, and health. This course incorporates anatomy, physiology, biomechanics, psychology, and nutrition. The internally assessed component for SEHS (portfolio) is a substantial piece of research based on different areas of the syllabus and representing five types of tasks (Personal engagement, Exploration, Analysis, Evaluation, and Communication.) It is expected that students will complete both years of the course and take the IB Sports, Exercise, and Health Science exam at the end of the second year.

*Please check with the student's school counselor for specific scheduling details and more information.*

# Language B Acquisition Course Offerings

<i>High School World Language Courses</i>	Level 1	Level 2	Level 3	Level 4
<i>French</i>	MYP Language B Acquisition French 1	MYP Language B Acquisition French 2	IB Language B Acquisition French 3	IB Language B Acquisition French 4
<i>Spanish</i>	MYP Language B Acquisition Spanish 1	MYP Language B Acquisition Spanish 2	IB Language B Acquisition Spanish 3	IB Language B Acquisition Spanish 4

The high school Language B Acquisition course guide contains the most up-to-date course descriptions. It is **highly recommended** that college bound students take 2-3 consecutive years of a Language B Acquisition prior to graduation. After successful completion of a Level 2 course, students have a variety of options in Levels 3 and 4.

Language B Acquisition high school course choices should be determined based on admission requirements at specific universities, colleges, or Postsecondary Workforce Readiness goals listed in the student's ICAP. Most courses listed below meet the NCAA coursework requirements and have been approved by NCAA.

If students are planning to attend a 4-year college or university, students and parents/guardians will need to research **university admission requirements**, know and understand **university admission requirements**, and speak to the student's high school counselor when determining World Language enrollment. Students and parents/guardians need to review the ICAP each year and then conference with counselors and teachers for guidance and recommendations.

During junior and senior years, students have the option to take various junior and senior level World Language courses; please reference the course sequence as well as the course descriptions to determine the course best suited for students.

The following page illustrates the three different Language B Acquisition Plans of Course Study for each Career Avenue. For specific questions regarding the Career Avenues or Language B Acquisition courses offered, contact the high school counselor or the Language B Acquisition department chair.

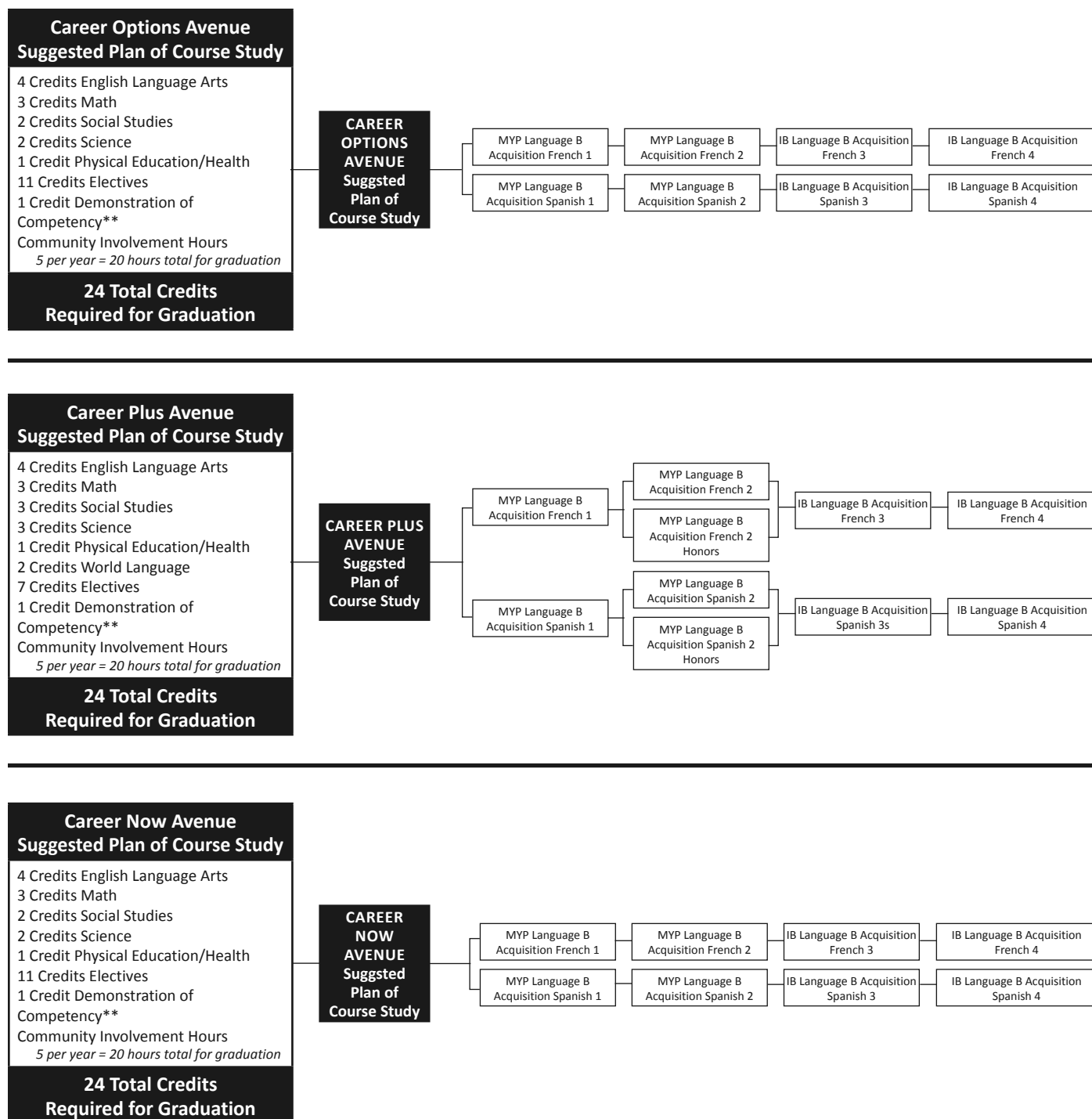
Please note that **course sequences are subject to change based on student interest and course availability**. Please speak with the principal or counselor for details regarding course availability at the school.

*Please check with the student's school counselor for specific scheduling details and more information.*

# East HS Language B Acquisition

## Career Avenues Suggested Course Sequencing

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



*Please check with the student's school counselor for specific scheduling details and more information.*

# Language B Acquisition Courses

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## MYP Language B French I

**Course Number: 53121**

### **1 Elective credit**

MYP Language B French I will provide students a linguistic and academic challenge and give them the opportunity to develop their language skills to their full potential. Students will be provided the opportunity to develop insights into the French features, processes, and culture to realize the diverse ways of living, viewing, and behaving in the world. Students will learn basic French as it is spoken in France and other French-speaking countries through various activities in the classroom and language lab. Lab assignments are an integral part of the program.

## MYP Language B French II

**Course Number: 53521**

### **1 Elective credit**

**Prerequisite:** Successful completion of French I or a proficiency test

MYP Language B French II is an expansion of MYP Language B French I. Listening, speaking, reading, and writing in French are reinforced through more advanced conversations and readings. French culture is examined in greater detail within the classroom and language lab. Students will participate in classroom and language lab activities. Lab assignments are an integral part of the program. To prepare students for the higher levels of French and for the IB exam, this course will dedicated increased time and effort toward reading comprehension and writing through the study of French mini novels.

## MYP Language B Spanish I

**Course Number: 51621**

### **1 Elective credit**

MYP Language B Spanish I will provide students a linguistic and academic challenge and give them the opportunity to develop their language skills to their full potential. Students will be provided the opportunity to develop insights into the Spanish features, processes, and culture to realize the diverse ways of living, viewing, and behaving in the world. Students will learn basic Spanish as it is spoken in Spanish-speaking countries through various activities in the classroom and language lab. Lab assignments are an integral part of the program.

## MYP Language B Spanish II

**Course Number: 51521**

### **1 Elective credit**

**Prerequisite:** Successful completion of Spanish I or a proficiency test

MYP Language B Spanish II is an expansion of MYP Language B Acquisition Spanish I. Listening, speaking, reading, and writing in Spanish are reinforced through more advanced conversations and readings. Spanish culture is examined in greater detail within the classroom and language lab. To prepare students for the higher levels of Spanish and for the IB exam, this course will dedicated increased time and effort toward reading comprehension and writing.

*Please check with the student's school counselor for specific scheduling details and more information.*

# **International Baccalaurete Diploma Programme**

## **Language B Acquisition Courses**

*Students taking IB Diploma Programme (DP) courses must sit for the International exam in order to earn weighted credit. An examination fee is required. Students are responsible for the fees but assistance may be provided.*

### **IB Language B French 3**

**1 Elective credit – weighted**

**Course Number: 53221LP**

**1 Laude Point**

**Prerequisite:** Successful completion of French 2, proficiency test

This course is developed to introduce students to an in-depth study of the French language. The emphasis is in the area of reading, writing and speaking. By the end of the year, students are expected to be able to converse in basic French with a native French speaker. Thematic units center on health, holidays/celebrations, occupations/professions, transportation, travel, vacations. Lab assignments are an integral part of the program.

### **IB Language B French 4**

**1 Elective credit – weighted**

**Course Number: 53321LP**

**1 Laude Point**

**Prerequisite:** Successful completion of French 3, proficiency test

This course seeks to develop language skills that are useful and can be applied to various activities and disciplines. Extensive writing of compositions, discussions of selected readings of current literature and intensive listening exercises will be used in the program. Lab assignments are an integral part of the program. Thematic units center on future plans, culture/contemporary issues, current events, and literature. Students who take the Diploma Programme Course examination given in mid-May may be eligible to obtain college credit based on their DP test scores. College Credit may be obtained through CSU-Pueblo as French 101.

### **IB Language B Spanish 3**

**1 Elective credit – weighted**

**Course Number: 51221LP**

**1 Laude Point**

**Prerequisite:** Successful completion of Spanish 2, proficiency test

This course is developed to introduce students to an in-depth study of the Spanish language. The emphasis is in the area of reading, writing and speaking. By the end of the year, students are expected to be able to converse in basic Spanish with a native Spanish speaker. Thematic units center on health, holidays/celebrations, occupations/professions, transportation, travel, vacations. Lab assignments are an integral part of the program.

### **IB Language B Spanish 4**

**1 Elective credit – weighted**

**Course Number: 51321LP**

**1 Laude Point**

**Prerequisite:** Successful completion of Spanish 3, proficiency test

This course seeks to develop language skills that are useful and can be applied to various activities and disciplines. Extensive writing of compositions, discussions of selected readings of current literature and intensive listening exercises will be used in the program. Lab assignments are an integral part of the program. Thematic units center on future plans, culture/contemporary issues, current events, and literature. Students who take the Diploma Programme Course examination given in mid-May may be eligible to obtain college credit based on their DP test scores. College Credit may be obtained through CSU-Pueblo as Spanish 101.

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Physical Education/Health Course Offerings

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The high school Physical Education and Comprehensive Health course guide contains the most up-to-date course descriptions. It is a Pueblo School District 60 expectation that all high school students have 1 credit of Physical Education and Comprehensive Health in order to graduate. A waiver of requirement for one-half Physical Education credit may be granted for participation in an entire season of any interscholastic sport included in the PCS athletic program. The designated one-half credit would then be added to the elective credit. *Physical Education/Health courses are not NCAA-approved courses*

## MYP Physical Education

**Course Number: 01221**

### 1 Physical Education credit

MYP Physical Education is designed to provide development for psychomotor skills and fundamental exercise. Students will learn the value of exercise and its many health benefits. Throughout the semester, students will participate in a variety of team, individual, and dual sport activities. Students will also complete skill and physical fitness tests.

## MYP Physical Fitness/Weight Training

**Course Number: 01321**

### 1 Physical Education credit

MYP Physical Fitness/Weight Training offers students the opportunity to assess his/her present level of fitness. Improvement and maintenance of a desirable level of fitness and knowledge of health concepts will be provided through an individualized program with emphasis on the development of the cardiovascular system, flexibility, and strength. Running, weight training, plyometric, and other strengthening exercises are the activities of this class.

## MYP Advanced Physical Fitness/Weight Training

**Course Number: 01421**

### 1 Physical Education credit

**Prerequisite:** Physical Fitness/Weight Training or teacher/counselor recommendation

MYP Physical Fitness/Weight Training is designed for the student who understands the components of physical fitness and weight training. This course is an extension of basic fitness with greater emphasis placed on the more specialized disciplines of athletics, power lifting, and body building. Training cycles and individual workouts will be specialized for the desired discipline. The activities presented are appropriate training practices now and for the future.

## MYP Fitness and Dance

**Course Number: 01521**

### 1 Physical Education credit

MYP Fitness and Dance provides students a safe and comfortable learning environment so students will reach their optimal fitness level. The class is designed to meet the needs and interests of all students, regardless of fitness level. The following activities may be offered: fitness profile, stretching, aerobics, fitness ball, Tae-Bo, walking/jogging, Pilates, dance, Lummi Sticks, sports stacking, jump rope, circuit training, and cooperative games. Pedometers and the Physical Best Fitness Assessment may also be incorporated.

## MYP Beginning Swimming

**Course Number: 01621**

### 1 Physical Education credit

MYP Beginning Swimming teaches students how to swim and water safety. Students work on completing the American Red Cross Level I Introduction to Water Skills, Level II Fundamental Aquatic Skills, Level III Stroke Development, Level IV Stroke Refinement. Skills include water entry/exit, breath control, underwater swimming, buoyancy, changing direction/position, treading, front, back, side strokes, and helping others. Activities may include water games, skin diving, conditioning, and canoeing.

*Please check with the student's school counselor for specific scheduling details and more information.*



## **MYP Intermediate Swimming**

**Course Number: 01821**

### **1 Physical Education credit**

**Prerequisite:** MYP Beginning Swimming

MYP Intermediate Swimming is an extension of MYP Beginning Swimming. Students will work on completing the American Red Cross Level V Stroke Refinement, Level VI Swimming and Skill Proficiency. Other activities may include springboard diving, water games, skin diving, conditioning, and canoeing.

## **MYP Advanced Swimming**

**Course Number: 01721**

### **1 Physical Education credit**

**Prerequisite:** MYP Intermediate Swimming

This course is designed for a strong swimmer, a swimmer who competes year-round, or is on the swim team. This course is designed for a swimmer to improve muscle tone and improve cardiovascular endurance.

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Junior ROTC

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Junior Reserve Officer Training Corps (JROTC) uses a military setting to teach students a variety of character traits and life skills such as citizenship, leadership, character, and community service. These are the core tenets of high school JROTC programs. Students and their parents should consider these aspects of JROTC before enrolling in a program:

1. **There is no military obligation.** Students who participate in JROTC are not required to join the military after high school, and the program is not a military preparation class.
2. **The program emphasizes skills for life.** In a JROTC class, students can build soft skills such as leadership, self-confidence, and discipline – qualities that are necessary to thrive in any career.
3. **JROTC can prepare students for postsecondary success.** Instructors help students navigate options for life after high school.

It is a Pueblo School District 60 expectation that all high school students have 1 credit of Physical Education in order to graduate – JROTC fulfills this requirement. Students enrolled in these courses will also have an opportunity to complete the graduation requirement of Community Involvement hours through JROTC sponsored activities. Contact the school counselor for options and specific scheduling details regarding JROTC courses.

The high school Junior Reserve Officer Training Corps (JROTC) course guide contains the most up-to-date course descriptions. Below are bullet points to help students, parents and counselors in determining a student's schedule.

- JROTC courses are elective semester courses which are open to all high school students who are at least 14 years of age and can be applied toward Physical Education and elective credit requirements.
- The program is designed to develop in each cadet good citizenship, patriotism, self-reliance, leadership, responsiveness to constituted authority, and knowledge of basic academic subjects.
- All uniforms, texts, and equipment are issued to students on a loan basis. Students are required to wear the JROTC uniform once per week, as specified by the JROTC instructors.
- Students are encouraged to participate in co-curricular activities including the JROTC Rifle Team, Color Guard, Drill Team, and Honor Guard. Students must be enrolled in JROTC to participate in any of these co-curricular activities.
- The Rifle Team is recognized as a varsity sport, and students who qualify earn a varsity letter. Members of the Color Guard, Drill Team, and Honor Guard may earn the JROTC activities letter.

The following pages provide course descriptions for JROTC. Please note that **course sequences are subject to change based on student interest and course availability**. Please speak with the principal or counselor for details regarding course available at the school.

## JROTC 1

**Course Number: 00101**

### 1 Physical Education credit

In JROTC 1 students are introduced to JROTC with instruction in leadership development, American citizenship (emphasizing the rights, responsibilities, privileges and freedoms of citizens), military drills, weapon safety and marksmanship, health and first aid. The course also includes instruction in techniques of effective communications and physical training. Emphasis is placed on citizenship training.

## JROTC 2

**Course Number: 00201**

### 1 Physical Education credit

**Prerequisite:** JROTC 1

In JROTC 2 students continue their leadership and citizenship development. The student receives more advanced instruction in oral and written communication skills, respect for authority, map reading, and conflict resolution. The course places heavy emphasis on ethical values, fitness, and drug abuse prevention awareness. Students have the opportunity to be appointed to basic positions of leadership and responsibility proportionate with their abilities.

*Please check with the student's school counselor for specific scheduling details and more information.*

## **JROTC 3**

**Course Number: 00301**

### **1 Physical Education credit**

**Prerequisite:** JROTC 2 and instructor approval

Leadership and citizenship development is intensified in the JROTC 3 course with qualified cadets serving as cadet officers and assistant instructors. The course places heavy emphasis on solving small group problems, written communications, fitness, basic management techniques, and technology.

## **JROTC 4**

**Course Number: 00401**

### **1 Physical Education credit**

**Prerequisite:** JROTC 3 and instructor approval

This course is designed for cadets who have demonstrated above average proficiency in all aspects of the leadership development curriculum during their first three levels of JROTC. Students enrolled in this course will perform duties as assistant instructors and will actually present classroom, drill and physical training instructions to JROTC 1, 2, & 3 cadets. These students will also receive practical experiences in planning, coordinating, and conducting ceremonies, drill meets, parades, social activities, rifle matches, service projects, and other school and community events and activities involving the JROTC unit.

## **JROTC 5**

**Course Number: 00501**

### **1 Physical Education credit**

**Prerequisite:** JROTC 4 and instructor approval

The JROTC 5 course offers students opportunities for leadership and citizenship development beyond those available to JROTC 1-4 students. The course presents advanced learning experiences in the academic areas of communication skills, citizenship, leadership, wellness, fitness, environmental awareness, financial planning, emotional intelligence and American history and government. JROTC 5 students will continue their leadership development by assuming higher positions of leadership and command in the JROTC program. They will perform the duties as class leaders and program staff officers and will develop, implement and monitor large group projects and activities. These projects and activities include, but are not limited to, school and community service projects, service learning projects, physical training programs, JROTC co-curricular activities, and instructional programs. JROTC 5 cadets will be directly involved in developing and presenting JROTC specific instruction to JROTC 1 and JROTC 2 students.

## **Drill/Ceremony**

**Course Number: 00901**

### **0.5 Physical Education credit**

**Prerequisite:** Enrollment in JROTC 1-5

Drill With and Without Arms is a zero hour class designed to support and enhance JROTC's Drill Team program. Students will go well beyond the basic drill movements taught in the JROTC class. This class also offers additional leadership development opportunities, especially for academic juniors and seniors. In this class, Elective credit is awarded for successful completion each semester. The grading system is based on Satisfactory or Unsatisfactory participation by the student.

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Performing Arts Course Offerings

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The Performing Arts course guide contains the most up-to-date descriptions of courses offered in Drama and Music. It is a Pueblo School District 60 expectation that high school students have 11 elective credits in order to graduate. All Performing Arts courses will count toward elective credit. ***Performing Arts courses are not NCAA approved courses.*** For specific details regarding NCAA eligibility requirements, students and parents/guardians should meet with the high school counselor. ***Courses marked with an asterisks (\*)*** are courses that require an audition or teacher recommendation to enroll.

Students who wish to challenge themselves and further improve their overall musicianship are encouraged to take certain music classes with an honors option. This is also an appropriate pathway for students wanting to pursue the IB Music Analysis course or continue on to study music in their post-secondary goals. To sign up for the honors option, students must complete the “**Honors Credit Requirement**” form. Students can get this form from their respective music teachers or their counselors; it is also found at the end of this section.

The following pages provide course descriptions for Performing Arts. Please note that **courses are subject to change based on student interest and course availability**. Please speak with the principal or counselor for details regarding course availability at the school

## Drama I

**Course Number: 15701**

### 1 Elective credit

**Recommend:** 9th-12th grade

Drama I gives students experience with acting, staging, production techniques for theater. Students learn about the history of theater, read plays, improvise, and construct sets.

## Eagle Pride Choir – MYP Beginning Mixed Choir

**Course Number: 72121**

### 1 Elective credit

Eagle Pride Choir is a beginning mixed choir that is made up of soprano, alto, tenor and bass voices. This course has class work that includes reading music notation, singing with improved tone and pitch, and gaining experience in part singing and in performance. This course will emphasize the correct use of the voice and incorporate literature suitable for that voice. This course is open to all students who enjoy singing. Students will be expected to participate in performances beyond the school day. Students who elect to participate in honor groups or other performance activities may have additional financial obligations. Honors requirements for choir can be found on page 69.

## Las Voces Bonitas – MYP Advanced Treble Choir\*

**Course Number: 73021**

*Honors* – **Course Number: 73031HL**

### 1 Elective credit (weighted if taken for Honors credit)

**Prerequisite:** Recommendation of high school choral director. Audition required.

**Fees:** Purchase or rental of performance attire is expected.

Students in Las Voces Bonitas are expected to be able to read music. With further instruction, they become able choristers, small ensemble singers, or soloists. Ample opportunity is provided for performance of a wide variety of choral music. This choir is for three- or four-part treble voices. Purchase or rental of performance attire is expected. Students will be expected to participate in performances beyond the school day. Students who elect to participate in honor groups or other performance activities may have additional financial obligations. ***This course may earn weighted credit one time only. Weighted grades must be approved by the instructor before the student is scheduled into the course.*** Honors requirements for choir can be found on page 69.

*Please check with the student's school counselor for specific scheduling details and more information.*

## Les Jongleurs – MYP Advanced Mixed Choir\*

Course Number: 73121

**1 Elective credit (weighted if taken for Honors credit)**

Honors – Course Number: 73131HL

**Prerequisite:** Recommendation of high school director. Audition required.

**Fees:** Purchase or rental of performance attire is expected.

Student in Les Jongleurs groups are expected to be able to read music. With further instruction they become able choristers, small ensemble singers, or soloists. Ample opportunity is provided for performance of a wide variety of choral music. This is a mixed choir of soprano, alto, tenor and bass voices. Students will be expected to participate in performances beyond the school day. Purchase or rental of performance attire is expected. Students who elect to participate in honor groups or other performance activities may have additional financial obligations. *This course may earn weighted credit one time only. Weighted grades must be approved by the instructor before the student is scheduled into the course.* Honors requirements for choir can be found on page 69.

## Tone Troopers – MYP Jazz/Pops Choir\*

Course Number: 71221

**1 Elective credit (weighted if taken for Honors credit)**

Honors – Course Number: 71231HL

**Prerequisite:** Recommendation of Choral Director. Audition required.

**Fees:** Purchase or rental of performance attire is expected.

The Tone Troopers will sing music in the jazz/pops idiom. This choir is selected by an audition process. Students must be a member of another choir in order to participate in the Jazz/Pops Choir. Students will be expected to participate in performances beyond the school day. Students who elect to participate in honor groups or other performance activities may have additional financial obligations. *This course may earn weighted credit one time only. Weighted grades must be approved by the instructor before the student is scheduled into the course.* Honors requirements for choir can be found on page 69.

## MYP Beginning Band

Course Number: 76121

**1 Elective credit**

Beginning band is designed to provide students with an introductory experience with band instruments. The curriculum for this course is an extension of the skills and concepts introduced in General Music classes. Beginning Band is open to all 9th-11th grade students. Prior instrumental music experience is not required. Recruiting and enrollment registration occur in the spring.

## MYP Band

Course Number: 73221

**1 Elective credit (weighted if taken for Honors credit)**

Honors – Course Number: 75111HL

**Fees:** Purchase or rental of performance attire is expected.

The Marching Band is required for all band students and occurs during the first nine weeks of the school year. Some extra rehearsals, competitions, and football games will be required. Following marching season, the students will audition and be placed in either the Symphonic Band (advanced) or Concert Band (intermediate) for the remainder of the school year. Extra performances, rehearsals, contests, and concerts will be required for both ensembles. In schools where there is not a marching band, Concert Symphonic Band description applies. Students who elect to participate in honor groups or other performance activities may have additional financial obligations. A course fee may be charged, please see individual instructor. *This course may earn weighted credit one time only. Weighted grades must be approved by the instructor before the student is scheduled into the course.* Honors requirements for Band can be found on page 70.

*Please check with the student's school counselor for specific scheduling details and more information.*

## **MYP Jazz Band I – Advanced\***

**Course Number: 75221**

**1 Elective credit (weighted if taken for Honors credit)**

*Honors – Course Number: 75611HL*

**Prerequisite:** Audition and instructor approval

This ensemble is designed to showcase musically mature students who have previous experience in a jazz ensemble. Admission to this ensemble requires an audition. Improvisation will be stressed as a key to develop a true jazz experience. Members of this group must also be enrolled in another performance ensemble. There may be a course fee. See individual instructor. Students who elect to participate in honor groups or other performance activities may have additional financial obligations. *This course may earn weighted credit one time only. Weighted grades must be approved by the instructor before the student is scheduled into the course.* Honors requirements for Jazz I can be found on page 71.

## **MYP Jazz Band II\***

**Course Number: 76221**

**1 Elective credit**

**Prerequisite:** Audition and instructor approval

This ensemble is designed to showcase students who have previous experience in a jazz ensemble. Admission to this ensemble requires an audition. Improvisation will be stressed as a key to develop a true jazz experience. There may be a course fee. See individual instructor. Students who elect to participate in honor groups or other performance activities may have additional financial obligations.

## **MYP Orchestra**

**Course Number: 71321**

**1 Elective credit (weighted if taken for Honors credit)**

*Honors – Course Number: 75011HL*

Orchestra is a stringed instrument performance group acquainting student with music of all types and from all periods of music development. This group embraces all skill levels. Students will be expected to participate in performances beyond the school day. Students who elect to participate in honor groups or other performance activities may have additional financial obligations. A course fee may be charged, please see individual instructor. *This course may earn weighted credit one time only. Weighted grades must be approved by the instructor before the student is scheduled into the course.* Honors requirements for orchestra can be found on page 72.

## **MYP Guitar**

**Course Number: 71421**

**1 Elective credit**

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

## **MYP Piano**

**Course Number: 74121**

**1 Elective credit**

This class is open to all students who play or want to learn how to play the piano. The class is mostly geared toward an independent study environment allowing for different ability levels to be enrolled. Note reading will be taught and expected in combination with weekly playing tests. Students will be required to purchase their own technique books.

## **International Baccalaureate Diploma Programme Music Courses**

*Students taking IB Diploma Programme (DP) courses must sit for the International exam in order to earn weighted credit. An examination fee is required. Students are responsible for the fees but assistance may be provided.*

## **IB Music Analysis**

**1 Elective credit – weighted**

**Course Number: 78921LP**

**1 Laude Point**

**Recommend:** Juniors/Seniors who are able and interested

This course is designed to go beyond the requirements of Music Analysis through a chronological approach of musical styles and history. Emphasis is placed on performance of these styles through individual or group experiences. Students will be expected to perform original compositions as well as master works. Students must be enrolled in an advanced ensemble as well during the year to be able to take the IB test.

*Please check with the student's school counselor for specific scheduling details and more information.*



# VOCAL MUSIC HONORS CREDIT REQUIREMENTS

Honors credit will be offered with any high school choir through the Honors Chamber Ensemble course. In order to receive Honors Credit students must be members in good standing of their high school performing organization for the entire year. In addition, students must complete four (4) of the following nine (9) requirements **per semester**: A file containing each individual's documentation will be kept throughout the year. **Documentation for each item is due no later than the last day of the semester.**

1. In addition to school performances, students will be selected to perform with a youth or community group (such as, but not limited to): *Pueblo Choral Society, Bella Prima Musica, Colorado Springs Children's Chorale*  
**REQUIRED DOCUMENT:**  
☐ **Concert program from at least one event per semester with a one page written critique of personal performance.**
2. Students will perform in solos or small ensembles in adjudicated CHSAA events and earn a rating of I or II. (2nd semester only)  
**REQUIRED DOCUMENT:**  
☐ **Adjudicated form indicating a II proficiency or above.**
3. Students will audition for a High School honor group (such as, but not limited to): All-State Choirs/Jazz Choir, Top of the Nation Honor Choir, Western State Honor Choir, Pueblo All City Honor Choir  
**REQUIRED DOCUMENT:**  
☐ **Copy of submission Tape/CD or copy of blue All-State audition card.**
4. Students will know and demonstrate advanced vocal techniques through private instruction.  
**REQUIRED DOCUMENT:**  
☐ **Letter indicating on-going private instruction from private instructor, one per semester.**
5. Students will enroll in a Music Theory Course if one exists at their school. If one does not exist they will study Beginning and/or Intermediate Music Theory as an Independent Study Project.  
**REQUIRED DOCUMENT:**  
☐ **Enrollment by semester of course or completion of assigned Music Theory Workbooks and composition projects.**
6. Students will attend a minimum of 3 outside musical performances, evaluate and critique the performance in written form. Performances in which the student is a participant cannot be used to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Event program for each performance. Typed or handwritten critique at least one page in length for each performance.**
7. Students will research the anatomy and physiology of the human voice, write a summary\* (see specifics below) of their findings and choose a famous professional musician (must be approved in advance by director) to listen to and critique.  
**REQUIRED DOCUMENT:**  
☐ **Research on the anatomy and physiology of the human voice. Typed paper at least five pages in length (may include one picture or other graphic) and include at least four properly documented sources.**
8. Students will tutor less experienced musicians enrolled in music classes offered in their school. Tutoring sessions must equal 10 (ten) hours per semester to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Practice or lesson sheet which includes dates tutored, start and end times, signature of tutored individual and parent signature. Tutoring sessions may be in piano and/or voice.**  
☐ **Tutor will write a self-evaluation of this tutoring experience.**
9. Students will form small ensembles—group practice sessions must equal 12 hours per semester to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Practice or lesson sheet which includes dates rehearsed, start and end times, signatures of all ensemble participants.**  
☐ **Choose at least two songs from different styles (approved by the teacher.) These selections must be performed at the end of the semester for the teacher.**

*Please check with the student's school counselor for specific scheduling details and more information.*



# BAND HONORS CREDIT REQUIREMENTS

Honors credit will be offered for the high school Band course. In order to receive Honors Credit students must be members in good standing of their high school performing organization for the entire year. In addition, students must complete four (4) of the following nine (9) requirements **per semester**. A file containing each individual's documentation will be kept throughout the year. **Documentation for each item is due no later than the last day of the semester.**

1. In addition to school performances, students will be selected to perform with a youth or community group (such as, but not limited to): *Colorado Springs Youth Symphony Organization, Pueblo Symphony Orchestra, Pueblo Youth Symphony, Pueblo West Community Band, Southern Colorado Community Band*

**REQUIRED DOCUMENT:**

- ☐ **Concert program from at least one event per semester with a one-page written critique of personal performance.**

2. Students will perform in solos or small ensembles in adjudicated CHSAA events and earn a rating of I or II. (2nd semester only)

**REQUIRED DOCUMENT:**

- ☐ **Adjudicated form indicating a II proficiency or above.**

3. Students will audition for high school honor groups (such as, but not limited to): *All-State Band, Top of the Nation Honor Band, CSU Honor Band, CU Honor Band, CSU-Pueblo Festival of Winds*

**REQUIRED DOCUMENT:**

- ☐ **Copy of submission tape or CD.**

4. Students will know and demonstrate advanced techniques on their instrument through private instruction.

**REQUIRED DOCUMENT:**

- ☐ **Letter indicating on-going private instruction from private instructor, one per semester.**

5. Students will enroll in a Music Theory Course if one exists at their school. If one does not exist they will study Beginning and/or Intermediate Music Theory as an Independent Study Project.

**REQUIRED DOCUMENT:**

- ☐ **Enrollment by semester of course or completion of assigned Music Theory Workbooks and composition projects.**

6. Students will attend a minimum of three (3) outside musical performances, evaluate and critique the performance in written form. Performances in which the student is a participant cannot be used to satisfy this requirement.

**REQUIRED DOCUMENT:**

- ☐ **Event program for each performance. Typed or hand-written critique at least one page in length for each performance.**

7. Students will research their instrument, write a summary of their findings and choose a famous professional musician (must be approved in advance by director) to listen to and critique.

**REQUIRED DOCUMENT:**

- ☐ **The research will be on the history of the student's chosen instrument. Typed paper will be at least five pages in length (may include one picture or other graphic) and include at least four properly documented sources.**

8. Students will tutor less-experienced musicians enrolled in music classes offered in their school. Tutoring sessions must equal ten (10) hours per semester to satisfy this requirement.

**REQUIRED DOCUMENT:**

- ☐ **Practice or lesson sheet which includes dates tutored, start and end times, signature of tutored individual.**

9. Students will form small ensembles – group practice sessions must equal twelve (12) hours per semester to satisfy this requirement.

**REQUIRED DOCUMENT:**

- ☐ **Practice or lesson sheet which includes dates rehearsed, start and end times, signature of all ensemble participants.**
- ☐ **Choose at least two songs from different styles (approved by the teacher.) These selections must be performed at the end of the semester for the teacher.**

*Please check with the student's school counselor for specific scheduling details and more information.*

# JAZZ I HONORS CREDIT REQUIREMENTS

Honors credit will be offered for the high school Jazz I course. In order to receive Honors Credit students must be members in good standing of their high school performing organization for the entire year. In addition, students must complete four (4) of the following nine (9) requirements **per semester**. A file containing each individual's documentation will be kept throughout the year. **Documentation for each item is due no later than the last day of the semester.**

1. In addition to school performances, students will be selected to perform with a youth or community group (such as, but not limited to): *Colorado Springs Youth Symphony Organization, Pueblo Symphony Orchestra, Pueblo West Community Band, Southern Colorado Community Band*  
**REQUIRED DOCUMENT:**  
☐ **Concert program from at least one event per semester with a one-page written critique of personal performance.**
2. Students will perform in solos or small ensembles in adjudicated CHSAA events and earn a rating of I or II. (2nd semester only)  
**REQUIRED DOCUMENT:**  
☐ **Adjudicated form indicating a II proficiency or above.**
3. Students will audition for high school honor groups (such as, but not limited to): *All-State Jazz Band, Top of the Nation Honor Band, CSU Honor Band, CU Honor Band, CSU Pueblo Festival of Winds*  
**REQUIRED DOCUMENT:**  
☐ **Copy of submission tape or CD.**
4. Students will know and demonstrate advanced techniques on their instrument through private instruction.  
**REQUIRED DOCUMENT:**  
☐ **Letter indicating on-going private instruction from private instructor, one per semester.**
5. Students will enroll in a Music Theory Course if one exists at their school. If one does not exist they will study Beginning and/or Intermediate Music Theory as an Independent Study Project.  
**REQUIRED DOCUMENT:**  
☐ **Enrollment by semester of course or completion of assigned Music Theory Workbooks and composition projects.**
6. Students will attend a minimum of three (3) outside musical performances, evaluate and critique the performance in written form. Performances in which the student is a participant cannot be used to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Event program for each performance. Typed or hand-written critique at least one page in length for each performance.**
7. Students will research their instrument, write a summary of their findings and choose a famous professional musician (must be approved in advance by director) to listen to and critique.  
**REQUIRED DOCUMENT:**  
☐ **The research will be on the history of the student's chosen instrument. Typed paper will be at least five pages in length (may include one picture or other graphic) and include at least four properly documented sources.**
8. Students will tutor less-experienced musicians enrolled in music classes offered in their school. Tutoring sessions must equal ten (10) hours per semester to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Practice or lesson sheet which includes dates tutored, start and end times, signature of tutored individual.**
9. Students will form small ensembles – group practice sessions must equal twelve (12) hours per semester to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Practice or lesson sheet which includes dates rehearsed, start and end times, signature of all ensemble participants.**  
☐ **Choose at least two songs from different styles (approved by the teacher.) These selections must be performed at the end of the semester for the teacher.**

*Please check with the student's school counselor for specific scheduling details and more information.*

# ORCHESTRA HONORS CREDIT REQUIREMENTS

Honors credit will be offered with high school orchestra. In order to receive Honors Credit students must be members in good standing of their high school performing organization for the entire year. In addition, students must complete four (4) of the following nine (9) requirements **per semester**. A file containing each individual's documentation will be kept throughout the year. **Documentation for each item is due no later than the last day of the semester.**

1. In addition to school performances, students will be selected to perform with a youth or community group (such as, but not limited to): *Colorado Springs Youth Symphony Organization, Pueblo Symphony, Pueblo Youth Symphony*  
**REQUIRED DOCUMENT:**  
☐ **Concert program from at least one event per semester with a one-page written critique of personal performance.**
2. Students will perform in solos or small ensembles in adjudicated CHSAA events and earn a rating of I or II. (2nd semester only)  
**REQUIRED DOCUMENT:**  
☐ **Adjudicated form indicating a II proficiency or above.**
3. Students will audition for high school honor groups (such as, but not limited to): *All-State Orchestra, CSU Pueblo Honor Orchestra, Western States Honor Orchestra Festival*  
**REQUIRED DOCUMENT:**  
☐ **Copy of submission tape or CD.**
4. Students will know and demonstrate advanced techniques on their instrument through private instruction.  
**REQUIRED DOCUMENT:**  
☐ **Letter indicating on-going private instruction from private instructor, one per semester.**
5. Students will enroll in a Music Theory Course if one exists at their school. If one does not exist, they will study Beginning and/or Intermediate Music Theory as an Independent Study Project.  
**REQUIRED DOCUMENT:**  
☐ **Enrollment by semester of course or completion of assigned Music Theory Workbooks and composition projects.**
6. Students will attend a minimum of three (3) outside musical performances, evaluate and critique the performance in written form. Performances in which the student is a participant cannot be used to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Event program for each performance. Typed or hand-written critique at least one page in length for each performance.**
7. Students will research their instrument, write a summary of their findings and choose a famous professional musician (must be approved in advance by director) to listen to and critique.  
**REQUIRED DOCUMENT:**  
☐ **The research will be on the history of the student's chosen instrument. Typed paper will be at least five pages in length (may include one picture or other graphic) and include at least four properly documented sources.**
8. Students will tutor less-experienced musicians enrolled in music classes offered in their school. Tutoring sessions must equal ten (10) hours per semester to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Practice or lesson sheet which includes dates tutored, start and end times, signature of tutored individual.**
9. Students will form small ensembles – group practice sessions must equal twelve (12) hours per semester to satisfy this requirement.  
**REQUIRED DOCUMENT:**  
☐ **Practice or lesson sheet which includes dates rehearsed, start and end times, signature of all ensemble participants.**  
☐ **Choose at least two songs from different styles (approved by the teacher.) These selections must be performed at the end of the semester for the teacher.**

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Visual Arts Course Offerings

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The Visual Arts course guide contains the most up-to-date descriptions of courses offered in visual arts. It is a Pueblo School District 60 expectation that all high school students have 11 elective credits in order to graduate from high school. All Visual Arts courses will count toward elective credit. ***Visual Arts courses are not NCAA approved courses.*** For specific details regarding NCAA eligibility requirements, students and parents/guardians should meet with the high school counselor.

Students who take a visual arts course develop a greater sensitivity to the world around them and an appreciation for works of art by other artists. Creativity, originality, whole brain problem solving, the development of small motor skills, eye-hand coordination, an appreciation of art, and the efforts of artists of the past and present are emphasized in visual arts courses. Interests, appreciation, and skills developed in the art class will enrich the rest of the student's life. Courses may be repeated for credit at the school's discretion.

The following pages provide course descriptions for Visual Arts. Please note that courses are subject to change based on student interest and course availability. Please speak with the principal or counselor for details regarding course availability at the school.

## MYP Art I

**Course Number: 71021**

### 1 Elective credit

**Fees:** \$20 lab fee

MYP Art allows students to explore a variety of 2D media including, but not limited to, pencil, watercolor and collage. Students will also explore 2D art. Students will begin to get a strong understanding of many art movements including, but not limited to, realism, surrealism, impressionism, and fauvism. These art movements will be incorporated within the art-making process.

## MYP Art II

**Course Number: 71121**

### 1 Elective credit

**Prerequisite:** MYP Art I

**Recommend:** 10th–12th grade

**Fees:** \$20 lab fee

MYP Art II allows students to explore a variety of 3D media including, but not limited to, recycled materials, paper mache, clay, found objects, and bookmaking. Students will continue expanding drawing techniques learned in MYP Art I.4.

*Please check with the student's school counselor for specific scheduling details and more information.*

# **International Baccalaurete Diploma Programme**

## **Visual Arts Courses**

*Students taking IB Diploma Programme (DP) courses must sit for the International exam in order to earn weighted credit. An examination fee is required. Students are responsible for the fees but assistance may be provided.*

### **IB Visual Arts I**

**1 Elective credit - weighted**

**Course Number: 70121LP**

**1 Laude Point**

**Prerequisite:** MYP Art or full IB student

**Fees:** \$20 lab fee

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

### **IB Visual Arts II**

**1 Elective credit - weighted**

**Course Number: 70221LP**

**1 Laude Point**

**Prerequisite:** MYP Art or full IB student

**Fees:** \$20 lab fee

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The IB Visual Arts II course consists of the same educational aims, core syllabus and curriculum and assessment models as the IB Visual Arts I course, but also includes a range of additional elements designed to allow students to explore areas of interest within the subject in more depth.

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Additional Course Offerings

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Pueblo School District 60 offers courses to students that will help enhance their academic experience. These courses require students to be responsible, accountable, and/or reliable based on the expectations of each course. Below are bullet points to help students, parents and counselors in determining a student's schedule.

- Additional courses count toward Elective credit only.
- Not all additional courses will receive a letter grade or points that count toward a student's GPA.

## Freshmen Seminar

**Course Number: 90101**

### 0.5 Elective credit

**Recommend:** 9th grade

Freshmen Seminar is a course specifically designed to help freshmen successfully transition into high school. Students will learn how to navigate the road to high school graduation, foster academic success during high school, understand what it means to be college and/or career-ready, and successfully plan and life goals. This course will emphasize and focus on the importance of academic, social, personal, and physical well-being of the whole student. Students will practice collaboration with peers, learn stress and time management strategies, test-taking skills, and identify the aptitudes needed to successfully transition into high school, enter postsecondary education and/or training, the workforce, and adulthood. Students will develop their knowledge of concepts and skills that influence career choices by exploring, planning, and setting goals relevant to their career and lifestyle choices. Students will also develop an Individual Career and Academic Plan (ICAP) to guide them through identifying possible college and career interests and goals, researching those goals, and creating a portfolio to attain those goals.

## Student Council

### 0.5 Elective credit per semester

**Course Number: 9400**

### 1 credit for full year enrollment

**Course Number: 94001**

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

## Annual Staff

### 0.5 Elective credit per semester

**Course Number: 9500**

### 1 credit for full year enrollment

**Course Number: 95001**

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*

## Office Aide

**0.25 Elective credit per semester**

**0.5 credit for full year enrollment**

**Course Number: 9120**

**Course Number: 91201**

**Prerequisite:** Teacher/counselor recommendation

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

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

## Teacher Aide

**0.25 Elective credit per semester**

**0.5 credit for full year enrollment**

**Course Number: 9130**

**Course Number: 91301**

**Prerequisite:** Teacher/counselor recommendation

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

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

## Counselor Aide

**0.25 Elective credit per semester**

**0.5 credit for full year enrollment**

**Course Number: 9140**

**Course Number: 91401**

**Prerequisite:** Teacher/counselor recommendation

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

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

## Media Aide

**0.25 Elective credit per semester**

**0.5 credit for full year enrollment**

**Course Number: 9150**

**Course Number: 91501**

**Prerequisite:** Teacher/counselor recommendation

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

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

*Please check with the student's school counselor for specific scheduling details and more information.*



# Career & Technical Education Course Offerings

Career and Technical Education ensures a thriving Colorado economy by providing relevant and rigorous education that is connected, responsive and real. CTE provides quality educational programs emphasizing core academic content, Postsecondary & Workforce Readiness (PWR) competencies, technical skills, and seamless transition to further education or employment and better prepare students, including special populations to meet challenges of the workforce, economic development, and emerging occupations. Many opportunities for Weighted and College credit are available. *Career and Technical Education courses are not NCAA-approved courses unless already stated in the subject course offering section.*

## East High School Career and Technical Education Pathways Business, Management, Marketing Pathway

Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business and Marketing Essentials	Principles of Marketing	IB Business Management (SL)	School-Based Enterprise – Retail
			Work Based Learning: Marketing

## Hospitality & Food Production

Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Interpersonal Relationships	Catering	ProStart 2	Work Based Learning – FCS
Life Management	ProStart 1		

## Manufacturing Production

Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Principles of Manufacturing	Manufacturing Technology	Metal and Machining Fabrication	Metal and Machining Fabrication II

## Teacher Cadet

Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
		Teacher Cadet 1	Teacher Cadet 2

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Business, Marketing, Management

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The Business, Marketing, Management program offers students the opportunity to learn skills that can be used for job-entry proficiency upon graduation and provide a solid foundation for students who go on to higher education in the area of Business. Business and Technology courses feed into the following pathways of study: Management and Administration, Marketing, Finance, and Government and Public Administration. The courses offered increase educational options, prepare students with entry-level skills for the job market, teach math and language skills applicable to business, and provide leadership activities through membership in Distributive Education Clubs of America (DECA).

## Business and Marketing Essentials

**Course Numbers: 60401 (Fall)**

**1 Elective credit**

**60402 (Spring)**

**Fee:** \$50

An introductory business and marketing course, enables students to acquire a realistic understanding of business processes and activities. Students examine fundamental economic concepts, the business environment, and primary business activities. They develop an understanding of and skills in such areas as customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. **Students must enroll in both semesters.**

## Principles of Marketing

**Course Numbers: 61301 (Fall)**

**1 Elective credit**

**61302 (Spring)**

**Prerequisite:** Business and Marketing Essentials or Instructor approval

**Fee:** \$50

Presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer. **Students must enroll in both semesters.**

## IB Business Management (SL)

**1 Elective credit – weighted**

**Course Numbers: 61521LP**

**1 Laude Point**

**Fee:** \$50

Business and Management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business and management.

## School-Based Enterprise – Retail

**Course Number: 64901**

**1 Elective credit**

**Prerequisite:** Principles of Marketing

**Fee:** \$50

This course is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of a market. Students will learn hands-on retail procedures including customer service, advertising, sales, merchandising and math.

## Work Based Learning: Marketing

**Course Number: 62201**

**1 Elective credit**

**Prerequisite:** Instructor approval

Work Based Learning is a course that provides job search skills, career opportunities, employment preparation, communication techniques, leadership activities, and human relations. Students will learn practical business applications such as employee motivation, handling customer complaints, conflict resolution, discrimination, and sexual harassment. A variety of life-skills will be addressed including, but not limited to, tax preparation, checkbook balancing, and lease agreements.

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Hospitality and Food Production

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The Hospitality and Food Production program at Pueblo East High School is a 4 year program where students can complete the program with food certifications from ProStart and concurrent enrollment credits from PCC. Students can then continue on to Pueblo Community College and earn a 2 year degree. Students can begin the program by taking Interpersonal Relationships and Life Management. Their second year is in the Catering course. During their second year students get real life hands on catering experience. The students will work for and plan events for Eagle Nest Catering a work based experience for the students. The third and fourth years the students will take either ProStart 1 or 2 depending which is offered during that year. Along with the ProStart course they have the opportunity to run the on campus restaurant "The Golden Feather." We have partnerships throughout the community where students can work and many community members are guest speakers as well as made donations to our program.

## Interpersonal Relationships

**Course Number: 80401**

### 0.5 Elective credit

The purpose of the course is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friendly dynamics, effective communication, and healthy interpersonal relationships.

## Life Management

**Course Number: 80402**

### 0.5 Elective credit

**Prerequisite:** Interpersonal Relationships

Students will develop decision-making skills to become educated consumers with an understanding and academic knowledge of consumer resources and financial organizations. The course focuses on personal and family resources, job and career, personal and family finances, and wellness. (Relevant topics include: independent living, healthy lifestyles, career research and job portfolios, personal financial literacy, investments, credit, insurance, leasing vs. purchasing of autos and homes.)

## Catering

**Course Numbers: 81201 (Fall)**

### 1 Elective credit

**81202 (Spring)**

**Prerequisite:** Interpersonal Relationships, Life Management

**Fee:** \$15

This class explores careers in the culinary industry with an emphasis on Catering. The content of this class covers safety and sanitation, food service equipment usage and identification, knives and small wares, proper measuring techniques, recipe standardization and conversion, menu planning, Garde Manger, food preparation, presentation and garnishing. Students will learn the basics of setting up and running a successful catering business. After Servsafe instruction, each student must complete the Servsafe test with a 75% or above. Labs begin after successfully completing tests on Servsafe, kitchen safety and measuring. Lab experiences are shared with classroom instruction. **Students must enroll in both semesters.**

## IB ProStart 1

### 1 Elective credit – weighted

**Course Numbers: 81621LP (Fall)**

### 1 Laude Point

**81622LP (Spring)**

**Prerequisite:** Catering or Instructor approval

**Fee:** \$20

ProStart Year 1 provides and builds basic culinary skills. Year 1 offers an introduction to Culinary Arts principles including food safety and sanitation. Special emphasis will be placed on proper commercial kitchen protocol procedures. Students are introduced to culinary terminology, techniques, and culinary history with a special emphasis on food service operations. This will include customer service and effective workplace communication. Culinary instruction will involve measurement practices, fundamental work with commercial tools and equipment that will include knife skills along with an overview of classic cooking methods. Stocks, soups, sauces, fruits, vegetables, pastas, and grains will be explored. **Students must enroll in both semesters.**

*Please check with the student's school counselor for specific scheduling details and more information.*

## IB ProStart 2

**1 Elective credit - weighted**

**1 Laude Point**

**Course Numbers: 81401LP (Fall)**

**81402LP (Spring)**

**Prerequisite:** Catering & ProStart 1 or Instructor approval

**Fee:** \$20

ProStart 2 is the companion course to ProStart 1 from the National Restaurant Association (NRA). Students will explore the world of culinary arts and hospitality management as they learn about topics such as breakfast foods, sandwiches, salads, plating, meat, poultry, seafood, desserts, baked goods, nutrition, marketing, cost control and global food preparation. Prior to beginning this course, instructor will review safety and sanitation with their students. **Students must enroll in both semesters.**

## Work Based Learning – FCS

**Course Number: 81801**

**1 Elective credit**

**Prerequisite:** Instructor approval

The Work-based Learning (WBL) experience allows for the application of the Knowledge, Skills, and Abilities that are delivered through the coursework of the Program of Study (POS). Students build on prior knowledge and skills in the program of study to further develop and apply employability and technical skills that prepare them for success in future career and postsecondary education.

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Manufacturing Production

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A program that generally prepares individuals to apply technical knowledge and skills in creating products using precision crafting and technical illustration. At East High School, students have the opportunity to participate in work-based learning. Examples include repairing school projects and items, for example furniture, carts, safety equipment, vehicle parts, etc. Students also create projects for school and community, e.g. signage and event equipment. These experiences provide students with real-life industrial skills.

## Principles of Manufacturing

**1 Elective credit**

**Fee:** \$15

**Course Numbers:** 86611 (Fall)

86612 (Spring)

In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers. **Students must enroll in both semesters.**

## Manufacturing Technology

**1 Elective credit**

**Prerequisite:** Principles of Manufacturing

This course focuses on introducing and building basic to intermediate-level skills for manufacturing technicians. Students will learn about the operation of various manufacturing technologies and develop intermediate skills involving CNC machine operation and robotic machine operation. **Students must enroll in both semesters.**

**Course Numbers:** 86621 (Fall)

86622 (Spring)

## Metal and Machining Fabrication

**1 Elective credit**

**Prerequisite:** Manufacturing Technology

Metal Fabrication and Machining provides the knowledge, skills, and certifications required for equal employment opportunities in the metal production industry. This course is designed to teach students industry skills applicable to welding, sheet metal, and machining occupations. Technical Concepts and skills in this course include: shielded and gas metal arc welding, hand and power tools common in metal manufacturing, machine tool operation including automated welding machines, lathe and mill machine processes, metallurgy, and sheet metal processes. **Students must enroll in both semesters.**

**Course Numbers:** 86631 (Fall)

86632 (Spring)

## Metal and Machining Fabrication II

**1 Elective credit**

**Prerequisite:** Metal and Machining Fabrication

Metal Fabrication and Machining II builds on the knowledge, skills, and certifications students acquire in Metal Fabrication and Machining I. Students will develop advanced concepts and skills related to metal fabrication and machining. Topics include: blueprint planning and layout, advanced concepts in welding and machine processes and procedures, and advanced construction techniques in sheet metal manufacturing. **Students must enroll in both semesters.**

**Course Numbers:** 86641 (Fall)

86642 (Spring)

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Teacher Cadet

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The Teacher Cadet Program is part of the Education and Training Pathway that includes courses that study the history, development, organization, and practices of preschool, elementary, and secondary education. Created by CERRA in South Carolina, the Colorado Teacher Cadet Program utilizes similar approaches as the CERRA Teacher Cadet Program model, but partnered with the Colorado Community College System; This provides the basis for the training and curriculum for the Education & Training Pathways' Teacher Cadet Program. Students will immerse in collegiate work in Semester 1, participate in field experience during semester 2; and experience work based learning alongside experiential learning while assuming the role of teacher in one of our pipeline "Lab Schools". Potential Teachers will learn about best practices, standards achievement, and classroom management. Students will be engaged in research that stimulates the creation of inclusive learning zones, broadening the diversity of the educational community, and improving the overall quality of education for future generations to come.

## Teacher Cadet 1

**Course Numbers: 67021HL (Fall)**

**1 Elective credit, weighted (Honors)**

**67022HL (Spring)**

**Prerequisite:** Instructor Approval

**Recommend:** Juniors, minimum 3.0 G.P.A.

This course is designed for students who have a strong interest in, or who are considering a career related to, the occupation of "teacher" at any age or grade level. Students will complete self-assessments, participate in individual and group projects, complete observations at various ages and stages of learning, and increase their understanding of themselves and others as "learners". The culminating event in the first semester class is 50 hours of field experience during second semester at an area school where students will plan and deliver lessons under the supervision of a cooperating teacher. The culminating event in the second semester is a 6-week mini-teaching experience at an area school where students will plan and deliver lessons under the supervision of a cooperating teacher. **Students must enroll in both semesters.**

## Teacher Cadet 2

**Course Numbers: 67031HL (Fall)**

**1 Elective credit, weighted (Honors)**

**67032HL (Spring)**

**Prerequisite:** Instructor Approval

**Recommend:** Juniors, minimum 3.0 G.P.A.

This course is designed to provide additional field experience for those students who have completed the Teacher Cadet course. For students who know they want to enter the education profession, this field experience will enhance their experience and understanding of classroom instruction and the challenges facing education today. Field time will include field contact hours working with a mentor plus seminar time at the home high school. Field experience placement will consist of two sites, a different site each semester, to provide a variety of experiences. These will be documented in a culminating portfolio. **Students must enroll in both semesters.**

*Please check with the student's school counselor for specific scheduling details and more information.*

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# Learning Strategies Courses

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Learning Strategies courses provide atypical learners that focus on functional skills needed in order to live as independently as possible. *Learning Strategies courses are not NCAA-approved courses.*

## Learning Strategies – Daily Living

**Course Number: 98601DL**

### 1 Elective credit

Prerequisite: Counselor/Teacher Recommendation

This course emphasizes basic daily living skills. Housing and shelter needs. Rent, rental agreements, and landlord communication. Learn what repairs a landlord should perform and how to contact the landlord. Basic housekeeping skills including washing dishes, making bed, disposing of garbage. How to sweep or clean floors, stairs, and vacuum. Clean sinks, tubs, showers, stove, refrigerator and will learn appropriate cleaning products to use for the different jobs. Learn to do minor household repairs.

## Learning Strategies – Career Preparation

**Course Number: 98601CP**

### 1 Elective credit

Prerequisite: Counselor/Teacher Recommendation

This course emphasizes job-seeking skills. Types of jobs/careers available for him/her. Learn what minimum wage means, including how to get a raise. Learn to read the want ads (Job Postings). Where and how to apply for jobs. Learn how to fill out a job application, on paper or online. Teach how the Workforce helps individuals with job prep, tests and job listing. Teach how to write a resume, cover letter, follow-up letter, references. Practice one-on-one mock interviews to prepare for actual interview. Learn what could be potential questions and answers in order to have a successful interview.

## Learning Strategies – Self-Care

**Course Number: 98601SC**

### 1 Elective credit

Prerequisite: Counselor/Teacher Recommendation

This course emphasizes personal care/appearance. Learn to use soap, shampoo, deodorant, shaving cream, other common personal products appropriate to him/her. Dressing self with appropriate clothing for the seasons. Learn to shower or bathe regularly, keeping hair clean and neat, brushing teeth, etc. Learn to read and understand clothing labels and determine which clothes are to be dry cleaned, hand washed, or machine washed. Teach to sort clothing and use appropriate water temperatures, amounts of soap, bleach, etc. Dry clothes in a dryer using appropriate settings. Learn how to iron clothes, and sew on buttons, and make minor clothing repairs.

## Learning Strategies – Health and Wellness

**Course Number: 98601HW**

### 1 Elective credit

Prerequisite: Counselor/Teacher Recommendation

This courses emphasizes health and wellness. Teach not to take someone else's medication. Learn that drugs, alcohol, and tobacco may be harmful to your health. Learn the different parts of the body, including sexual functioning, and how pregnancy occurs. Teach students what to do for a minor cut, minor burn, or a splinter, taking temperature, and using a thermometer. Teach correct use of over-the-counter drugs for pain, stomach upset, diarrhea, fever, cold/allergy. Teach students how to contact a doctor's office to make appointments, or when to go to the emergency room. Teach students about medical insurance. Teach students about diet, exercise, good eating habits, and other preventative health measures.

*Please check with the student's school counselor for specific scheduling details and more information.*



## Learning Strategies – Money Management

Course Number: 98601MM

### 1 Elective credit

Prerequisite: Counselor/Teacher Recommendation

This course emphasizes money management. Teach students the value of coins and currency. How to make a transaction at the local store and count change. Learn the difference between “Luxuries” and Necessities in food, transportation, clothing and housing. Will learn the difference in sale price and regular price. Learn how to open a checking or saving account. Learn how to make a monthly budget for independent living. How to use a calculator to add, subtract, divide and multiply. Teach how to balance a checkbook, understand payroll deductions, taxes, insurance, etc. Students will learn to read monthly bank statements, compare balances, and adjust as necessary.

## Learning Strategies – Food Management

Course Number: 98601FM

### 1 Elective credit

Prerequisite: Counselor/Teacher Recommendation

This course emphasizes food management. Student would learn to wash hands before eating, and how to prepare food. How to order in a restaurant, using a menu. Learn the food pyramid and foods that contribute to healthy lifestyle. Teach student the names of different cooking utensils. Using the utensils effectively and safely ( knives, grater, can opener, potato peeler, pots, pans, etc. Student will learn how to cook breakfast, lunch, and dinner for one. Learn how to make a grocery shopping list. Teach student to follow instructions for preparing food from the box, can, frozen food, etc. Students will learn to set the table properly, use acceptable table manners, prepare recipes from a cookbook, and prepare a balanced diet.

*Please check with the student's school counselor for specific scheduling details and more information.*