2025-2026
Curriculum Guide

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The curriculum guide will be available on the SSHS Website >Counseling>Academic Resources

Steamboat Springs High School
45 E. Maple Street
Steamboat Springs, Colorado 80487

https://sshs.steamboatschools.net/

Mission Statement: **Steamboat Springs High School will foster growth and wellbeing for our school community.**

Vision Statement: **We will create a climate where all people belong and are given opportunities to grow.**

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Steamboat Springs School District does not discriminate based on race, color, national origin, sex, disability or age in its programs or activities. Please direct inquiries to:
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Welcome to Steamboat Springs High School

We offer a variety of subjects, classes, and opportunities for students. However, how a student chooses to access or utilize these options may make a large difference in the resulting opportunities open to students. High school is a launching pad to opportunities for careers, education and life experiences. It is the goal of Steamboat Springs High School to allow all students to pursue a wide variety of options when they graduate and never limit any student's desire to excel. As freshmen enter SSHS they need to visualize a plan for their high school career. Each year at registration, that plan should become more focused on the student's plans for their post-secondary life. Having a clear or established goal for life after high school is more likely to result in a strong effort to achieve success. There are many ways to be successful following high school, but failure to make a decision results in decisions being made for you. Take the time at registration to communicate with parents, teachers and counselors what you want to do and achieve, and what steps you need to take to achieve these goals.

Each semester of high school is important. Students who want to enroll in college following high school graduation will be primarily evaluated on six semesters of grades and classes, standardized test scores (ACT or SAT), and the rigor of the student's senior year class schedule. Colleges want students to show educational excellence all four years of high school. There are other factors that colleges will look at as well, such as community service, ability to write at a college level and desire to attend their institution. All of these aspects contribute to a well-rounded student who will fit into and succeed at a particular post-secondary institution.

Whether a student is going to college or into the workforce, there are many ways to discover their interests and abilities. By taking specific elective classes, students can realize what nature of career they want to pursue. Being involved in some of the extracurricular activities available to Steamboat students will also help develop a students' self-knowledge leading to career choices. There are also many excellent programs and websites that can help discover possible career and educational opportunities. SSHS uses Naviance-http://succeed.naviance.com (Student Resources)

Establishing a plan for high school and developing clear goals will make what students do in high school relevant. By constantly looking toward the future, the present will be significant and realistic. By maintaining a high standard of achievement at the high school level, and by taking challenging and related classes during high school, students will have more possibilities available to them following graduation. Students who choose to take the easiest path through high school may find that their choices for life after graduation are limited. By developing a thoughtful plan, geared toward their interests, students will open many doors and opportunities for success.

This booklet contains a great deal of information that will be helpful to you for registration and beyond. It is important to plan all four years of your high school career right from the start. Keep this booklet and refer back to it during the year, to see how well you are meeting your goals and use it in future years to follow your plan. There is a good deal of important information in here to use to be informed and successful. While the staff is here to help you in many ways, you have the ultimate responsibility for achieving your goals.

Best wishes for a rewarding and successful school year!

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COURSE OFFERINGS

ENROLLMENT CRITERIA

All persons aged 6 and under 21 who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D), and reside within the boundaries of this school district may be permitted to attend public schools without payment of tuition. A child shall be deemed to reside within the school district if:

1. the student resides with either one or both natural parents within the boundaries of the school district.
2. the student resides with his/her legally appointed guardian within the boundaries of the school district.
3. the student resides within the school district after emancipation by his/her parents, and resides within the boundaries of the school district.
4. the student, in the judgment of the Superintendent, has been abandoned by his/her parents, and resides within the boundaries of the school district.
5. the student has become permanently dependent for his/her maintenance and support on someone other than his/her nonresident parents or upon any charitable organization, and resides within the boundaries of the school district.
6. the student adopts a dwelling place within the school district with the intent to remain there indefinitely and with the intent not to return to the dwelling place from which he/she came, and regularly eats or sleeps there, or both, during the entire school year, but the child shall be deemed not to have the requisite intent if he/she regularly returns to another dwelling place during summer vacations or weekends.
7. the student is determined to be homeless and presently seeks shelter or is located within the boundaries of the school district.
8. the student is enrolled for at least two classes at the middle school or high school level.

In addition, Colorado students who do not reside in the district may apply for admission under Administrative Policy S-4: Inter-District Choice (District to District) relating to nonresident students.

A birth certificate or other proof of legal age, as well as proof of residence, shall be required by the school administration.

Please refer to Steamboat Springs District Administrative policy S-2 for further explanation.

DAILY SCHEDULE

The high school has a modified block schedule in which students attend each class for 95 minutes every other day M-Th. The schedule is based on a RED Day, which are Mondays and Wednesdays (Periods 1, 2, 3, 4) and an alternating WHITE Day, which are Tuesdays and Thursdays (Periods 5, 6, 7, 8). On Friday, classes 1-8 will meet for 40 minute periods. Full-time status is six classes each semester. It is strongly recommended that underclassmen (9th & 10th) take seven classes each semester. Each full school day will begin at 8:20am and end at 3:35pm. See student handbook for additional information.

REQUIRED NUMBER OF CLASSES

It is highly recommended that freshmen and sophomores take seven classes per semester with a minimum requirement of six classes per semester. An eighth class can be added only with parent/counselor approval. Juniors are required to take a minimum of six classes per semester. Seniors are required to take a minimum of six classes first semester and five classes second semester. Please note that CHSAA requires a minimum of five classes to participate in sports/activities and other extra-curricular activities determined by SSHS.

Steamboat Springs High School
Graduation Requirements

To receive a Steamboat Springs High School diploma, students must earn a minimum of 24 credits. The following classes that are required to meet a proficiency standard are listed below. Students must complete a minimum of seven semesters of high school. We recommend that students use the following worksheet to track their progress towards graduation.

The SSHS curriculum committee recommends graduation requirements to the school board. The goals are as follows:

* Create a system of graduation by demonstration of skills and knowledge
* Provide a system to allow students to explore an emphasis in a chosen field/interest
* Prepare all students to have the skills and abilities to have choices after they graduate

The minimum graduation requirements have been established by the RE-2 Board of Education to ensure a well-balanced educational program to meet the challenges of our society. These requirements allow and encourage a wide range of electives to prepare the student for post high school work, training, and advanced study. However, we strongly encourage students to exceed these minimum requirements to prepare for career and college success.

For Class of 2025 & 2026

Language Arts (3.5)	
English Composition 9	.5
English Literature 9	.5
American Literature	1.0
World Literature	1.0
Speech	.5
Social Studies (3.0)	
World Geo **OR** AP Human Geo	.5
Civics	.5
American History	1.0
World History	1.0
Mathematics (3.0)	3.0
Science (2.0)	
Physical Science	1.0
Life Science	1.0
Physical Education (1.0)	
Health	.5
P.E. Class	.5
Fine Arts (1.0)	1.0
Career Tech Education (CTE) (1.0)	
FBCT **OR** Adv. FBCT	.5
Personal Finance, Business Econ **OR** Career & College Prep	.5
Electives	9.5
TOTAL CREDITS	**24.0**

For Class of 2027 and beyond

Language Arts (4.0)	
English Composition 9	.5
English Literature 9	.5
American Literature	1.0
English Electives	2.0
Social Studies (3.0)	
World Geo **OR** AP Human Geo	.5
Civics	.5
American History	1.0
World History	1.0
Mathematics (3.0)	3.0
Science (2.0)	
Physical Science	1.0
Life Science	1.0
Physical Education (1.0)	
Health	.5
P.E. Class	.5
Fine Arts (1.0)	1.0
Career Tech Education (CTE) (1.0)	
Intro to PC Applications **OR** Adv. Adv. PC Applications	.5
Personal Finance, Business Econ **OR** Career & College Prep	.5
Electives	9.0
TOTAL CREDITS	**24.0**

Colorado Department of Education
Graduation Requirements
(Beginning with the Class of 2021)

In pursuit of our mission, SSSD will educate and inspire students to thrive in an environment of change. The Colorado Board of Education has established the following graduation requirements for students entering the ninth grade in the 2017 -18 school and each ninth grade class thereafter.

To receive a high school diploma from the district, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district.

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines.

English

Measure	Cut Score/Criteria
Accuplacer Assessment	Score of at least 62 on Reading Comprehension
ACT Assessment	Score of at least 18 on English
ACT WorkKeys assessment that demonstrates English readiness, as identified on the accompanying exhibit*	Score of at least 3 (Bronze level) in all three assessments
Advanced Placement (AP) Exam that demonstrates English readiness, as identified on the accompanying exhibit*	Score of at least 2
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile (AFQT)
International Baccalaureate (IB) exam that demonstrates English readiness, as identified on the accompanying exhibit*	Score of 4
SAT Assessment	470 or higher on Evidence Based Reading & Writing (EBRW)
Concurrent enrollment course that demonstrates English readiness, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP)	Grade of at least a D

Math

Measure	Cut Score/Criteria
Accuplacer Assessment	Score of at least 61 on Elementary Algebra
ACT Assessment	Score of at least 19 on Math
ACT WorkKeys assessment that demonstrates Math readiness, as identified on the accompanying exhibit*	Score of at least 3 (Bronze level) in all three assessments
Advanced Placement (AP) Exam that demonstrates Math readiness, as identified on the accompanying exhibit*	Score of at least 2
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile (AFQT)
International Baccalaureate (IB) exam that demonstrates Math readiness, as identified on the accompanying exhibit*	Score of 4
SAT Assessment	480 or higher on Math
Concurrent enrollment course that demonstrates Math readiness, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP)	Grade of at least a D

PARTICIPATION IN GRADUATION CEREMONY

Students who successfully complete all graduation requirements established by the Board of Education and are in good standing may participate in graduation exercises. Students must meet all requirements prior to graduation rehearsal. Diplomas are issued after the ceremonies, provided there are no outstanding fines or detention assignments.

MID-YEAR GRADUATION

Students may complete the required number of credits for graduation in seven semesters of high school. They are still encouraged to participate in the graduation ceremony in May. Students planning to be mid-year graduates need to plan with their counselors, it is suggested this planning should begin in their sophomore or junior year. Mid-Year graduation candidates must submit an early graduation application in the fall of their senior year.

GRADUATION DISTINCTION

There are three different distinctions for graduates each year based on cumulative weighted GPA.
Those distinctions are:

4.200 GPA or higher distinguished as Summa Cum Laude
4.100 to 4.199 GPA distinguished as Magna Cum Laude
4.000 to 4.099 GPA distinguished as Cum Laude

All of the students who qualify for recognition with a 4.000 and higher will be awarded a medal prior to the graduation ceremony. There are two students who have the honor of speaking at graduation; the two students are chosen from the students who have been awarded the distinction of Summa Cum Laude. If there are no students with that distinction or there are not two students who want to speak, we would look for speakers with the distinction of Magna Cum Laude. If more than two students want to speak at graduation, those who want to speak would present their speech to a panel of SSHS staff and the panel would decide who the two speakers will be.

DIPLOMAS WITH EMPHASIS

DIPLOMAS WITH EMPHASIS

Students are encouraged to pursue a “Diploma with Emphasis”. This special recognition is awarded to students who have explored a particular passion or curriculum area in greater depth. Recognition of the “Diploma with Emphasis” will include notation on student records and in the graduation program. A “Diploma with Emphasis” will provide a student’s recognition of additional effort. Link to Diploma With Emphasis Pathways.

Career Technical Education	**To earn a Diploma With Emphasis in CTE, students must meet the following requirements:**
	1. Earn at least 2.0 credits of the same CTE program (ie. Media & Information Technology, Business, Engineering, Construction, Health Sciences, Biotechnology, Natural Resources, Outdoor Recreational Leadership)
	2. Complete an official school internship (this may count towards the 2 CTE credits) in the CTE program of focus.
	3. Receive a certification or Diploma Seal in the CTE program of focus (if applicable to the program)
	4. Participate as an active member with the student organization of the CTE program of focus for at least 2 years (if one is available)
Instrumental Music	**To earn a Diploma With Emphasis in Instrumental Music, students must meet the following requirements:**
	1. Earn four credits of Concert Band and/or Jazz Band and/or Orchestra, earning grades of A- or higher in all courses
	2. Teach/mentor a minimum of four lessons at the Middle or Elementary Schools (either with an individual student or with an instrumental section) during the student's junior or senior year
	3. Participate in at least 2 years of Colorado High School Honor Band, college sponsored Honor Band, Colorado All State Band, District/regional Honor Band, and/or a summer band camp
	4. Demonstrate appropriate musical proficiency during senior year
Language Arts	**To earn a Diploma With Emphasis in Language Arts, students must meet the following requirements:**
	1. Complete at least 5.0 credits in Language Arts including at least 1 AP English class, earning grades of "B" or higher in all courses (See Registration Guide)
	2. Participate in at least one Language Arts related club or activity (e.g. Drama Club, Speech and Debate, Yearbook, Students for Social Justice) for a period of two years
	3. Complete a department approved demonstration/exploration in the field of Language Arts

	To earn a Diploma With Emphasis in Math, students must meet the following requirements:
	1. Complete 3 AP mathematics courses, earning grades of "B" or higher in all courses in all courses , AND sit for the 3 coordinating AP exams **OR**
	Complete 2 AP mathematics courses, earning grades of "B" or higher in all courses, AND sit for the 2 coordinating AP exams, AND complete one of the following:
	a. At least one CMC course, more advanced than Calculus 2, earning a grade of "B" or higher
	b. An approved exploration in the field of mathematics which is then presented to the math department by the 1st Friday in May
Math	c. Attend or participate in a pre-approved camp or internship program (consult math teachers for opportunities or options) and provide a one page summary of the student's reflection addressing why the program/internship advanced or contributed to the student's passion for mathematics and mathematical knowledge. The paper must be submitted to the math department by the 1st Friday in May.

	To earn a Diploma With Emphasis in Science, students must meet the following requirements:
	1. Complete a minimum of five science courses including at least 2 AP classes, earning grades of "B" or higher in all courses (See Registration Guide) **Guaranteed Transfer credits from CMC can be used for the five total credits*
Science	2. Complete a Capstone experience demonstrating a passion for the study of science. Possible Capstone experiences include: Science internship, Science Olympiad competitions (at least 2), Science camps or programs outside of the normal coursework **Capstone experience must be approved by the sponsor and students will be required to discuss how their experiences supported their appreciation of science.*

	To earn a Seal of Climate Literacy, students must meet the following requirements:
	1. Complete 2 courses in the area of climate literacy: Biology and Natural Resources & Environmental Science
Seal of Climate Literacy	2. Complete a final project in the area of climate literacy: Students must get projects pre-approved before applying for the Seal of Climate Literacy. Options include but are not limited to: Independent research project on climate or sustainability topic (in or out of school), Eco Club community project, Peace & Justice project related to climate change, Internship or work based learning in job using green skills or technical green skills. Artwork, creative writing, or digital media project related to climate change or sustainability

	To earn a Diploma With Emphasis in Social Studies, students must meet the following requirements:
	1. Earn 4 credits in Social Studies, earning grades of "B"or higher in all courses
	2. Complete an approved project proposal
Social Studies	3. Complete an approved demonstration / exploration with a link to the community in the field of Social Studies

	To earn a Diploma With Emphasis in Visual Arts, students must meet the following requirements:
	1. Earn a minimum of 3 credits in Art, including earning a "B" or better in AP Studio Art or AP Photography
	2. Students must submit one of the following AP portfolios: AP Studio Art: Drawing: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing
Visual Arts	3. Participate in a public exhibition

	To earn a Diploma With Emphasis in Vocal Music, students must meet the following requirements:
	1. Earn 3.0 credits in choir, earning grades of A- or higher in all courses
	2. Participate in at least one extra curricular group vocal performance per year. (Colorado All-State Choirs, Colorado Honor Choirs, local church/community choir or singing groups)
Vocal Music	3. Demonstrate appropriate musical proficiency during senior year

	To earn a Diploma With Emphasis in Spanish, students must meet the following requirements:
	1. Complete 4 Spanish classes at SSHS, earning at least a "B" in all four classes.
	2. 40 hours of community service positively affecting the Spanish-speaking community.
Spanish	3. A score of 3 or higher on the AP Spanish Language and Culture test, **OR** 50 or higher on the Spanish Language 1 CLEP test.

	To earn a Diploma With Emphasis in French, students must meet the following requirements:
	1. Complete 4 French classes at SSHS, earning at least a "B" in all four classes.
	2. 40 hours of community service positively affecting the French-speaking community.
French	3. A score of 3 or higher on the AP French Language and Culture test, **OR** 50 or higher on the French Language 1 CLEP test.

SSHS Seal of Biliteracy

"A seal of biliteracy is a credential given by a Colorado school or district recognizing students who have studied and attained proficiency in two or more languages by high school graduation. A seal of biliteracy encourages students to pursue biliteracy skills that are attractive to future employers and college admissions offices." (CDE, Apr 2024)

The Seal of Biliteracy is recognized nationally and signifies that a student has achieved college-level biliteracy in two or more languages. Students who earn a Seal of Biliteracy receive a seal indicative of their achievement on their diploma and are recognized at the graduation ceremony.

Students may begin working towards earning a Seal of Biliteracy their freshman year. Students may earn the Seal of Biliteracy once they have met a measure from each of the three following requirements:

CRITERIA ONE-Demonstration of English Proficiency

- Demonstrate proficiency or higher in English by completing all of the English Language Arts (ELA) coursework required for graduation with a minimum overall grade point average of a 3.0 in the required ELA classes
    - Class of 2024-2026 →3.5 credits required ELA classes
        - English Composition 9
        - English Literature 9
        - American Literature
        - World Literature
        - Speech
    - Class of 2027 and beyond → 4.0 credits required ELA classes
        - English Composition 9
        - English Literature 9
        - American Literature
        - 1.0 credits of other English options

CRITERIA TWO-Demonstration of English Proficiency

MEET ONE OF THE FOLLOWING:

- Score a minimum of a 470 on the Evidence-Based Reading & Writing (EBRW) section of the SAT
- Score a minimum of a 25 on the English AND Reading sections on the ACT
- Score a minimum of a 3 on the Advanced Placement (AP) English Language & Composition or the AP English Literature & Composition exams
    - These AP exams must be completed by May of the Junior year

CRITERIA THREE-Demonstration of World Language Proficiency

MEET ONE OF THE FOLLOWING:

- Score a minimum of a 3 or higher on a World Language AP exam
- Successfully complete a four-year high school course of study of a single World Language with a minimum overall grade of a 3.0
- Achieve a passing score on a nationally recognized test
    - *If a World Language AP test is not available: Achieving a passing score on a CDE identified summative test in WL that is comparable in rigor to the AP test can be accepted. If a CDE identified test is not available: LEA-created test or body of evidence that demonstrates knowledge of the WL can be accepted.

STUDENTS MAY SUBMIT THE SEAL OF BILITERACY APPLICATION ONCE REQUIREMENTS ARE MET. THE DEADLINE TO SUBMIT THE APPLICATION IS BY THE FIRST FRIDAY OF MARCH

SCHEDULE CHANGES AND CLASS WITHDRAWALS

The number of class sections offered and teaching positions needed are determined by student requests during registration. Therefore, those course decisions are important and students should be thoughtful about their choices when completing registration in the spring. Students wishing to have a schedule change considered must fill out a “Schedule Change” request form and submit it to their counselor; this includes CMC courses, online courses and any Off-Site courses. Your counselor will inform students if their request has been approved or denied. After classes begin, elective changes are not permitted. Changes will **only** be made for the following reasons:

- Missing Credits
- Missing Core Classes
- Level Placement
- Graduation Requirement
- Off Campus Course
- Failed class

Students should refer to the SSHS Student Handbook for schedule adjustment dates and course withdrawal dates.

SKIER SCHEDULE

A Skier Schedule is provided in conjunction with the Steamboat Springs Winter Sports Club to help the student athlete continue their studies throughout the winter competition season. Student athletes must meet SSWSC's / SSHS's eligibility requirements. Please review SSWSC's handbook for additional details. Students are approved for a Skier Schedule by roster confirmation from SSWSC that a full or partial skier schedule is necessary.

OUTGOING FOREIGN EXCHANGE STUDENT TRANSCRIPT POLICY

SSHS requires our students who have studied abroad to bring back a transcript or official grade report in order to earn credit for classes taken while abroad. Pass or Fail grades will be entered onto the transcript. Pass grades will have no impact on the student's GPA. However, fail grades (F) will impact the GPA. Specific credits earned abroad will be determined by the student's counselor. Exchange students are encouraged to speak to their counselor prior to leaving to fully understand any academic consequences of their exchange year.

REPEATING A SSHS COURSE

The reasons a student may repeat a course are as follows:

1) **The following courses are approved to be repeated for credit and grade:**

Choir
Concert Band
Internship
Jazz Band
Learning Lab
Lifetime Sports & Fitness
Literacy I
Literacy II
Peer Aide
Steamboat String Ensemble
Strength Training & Fitness
Strength Training & Conditioning
Student Aide
Student Leadership
Study Hall
Team Sports & Fitness
Unified PE
Work Based Learning
Yearbook

2) **If a student repeats a course, the record of both classes will remain on the student's transcript and will factor into the student's GPA and credit accumulation.**

GRADING

All classes assigning a grade of A, B, C, D, and F are figured into the grade point average (GPA) at semester. A "Pass" grade is not included in the GPA. The GPAs are recalculated after each semester. Semester Honor Roll students are recognized if their GPA is 3.5 and higher, with no F grades and they are full time students taking at least 4 classes in that semester on the SSHS campus.

Additionally, academic letters are earned by maintaining a 3.75 GPA for 2 consecutive semesters at SSHS. Higher-level courses can receive more quality points for letter grades earned. This is known as grade weighting. AP courses are on a weighted scale.

Letter Grade	Regular Courses	Weighted Courses (AP)
A+	4 pts.	5 pts.
A	4 pts.	5 pts.
A-	4 pts.	5 pts.
B+	3 pts.	4 pts.
B	3 pts.	4 pts.
B-	3 pts.	4 pts.
C+	2 pts.	3 pts.
C	2 pts.	3 pts.
C-	2 pts.	3 pts.
D+	1 pts.	1 pt.
D	1 pts.	1 pt.
D-	1 pts.	1 pt.
F	0 pts.	0 pts.

Students and parents should review course syllabus to get full details for each class grading policy and scales. Some teachers at SSHS use a proficiency grading scale that is transferred to an A, B, C, D, F scale.

SUPPLEMENTAL ONLINE COURSES

Students may sign up for BYU High School online courses upon completion of the BYU online Course Contract 2025-2026 and approval from their counselor. Students may not sign up on their own for BYU classes. All registration will be through their high school counselor and the BYU coordinator. List of High School courses available through BYU all courses must be approved by your counselor.

OFFSITE CREDIT FOR SSHS GRADUATION

Students interested in these opportunities should contact their counselor **prior** to registering for a class. Guidelines for approval of outside courses to earn credit towards graduation include: 1) Prior approval is required 2) Application must be completed and approved 3) Student must demonstrate proficiency 4) Course must be taught by an accredited school and by a licensed teacher. The District approved programs are listed on the application form 5) School must provide an official transcript showing credit, score, and completion by the end of the SSHS semester it is taken 6) Student must meet full-time enrollment requirements, not including the Off-Site class. While Off-Site classes count toward graduation credits, they don't count towards full-time enrollment.

ATHLETICS/ACTIVITIES/MUSIC/SPEECH ELIGIBILITY

If athletics, dance, play, choir and band competitions, speech team or other extra-curricular activity is part of a student's plans in high school, they should be aware of eligibility rules adopted by the Colorado High School Activities Association (CHSAA).

The CHSAA Guidelines are as follows:

(1) The student must enroll in at least five classes, both the semester before and during participation
(2) The student cannot fail more than one class per semester in order to participate
(3) A student may not participate in the upcoming year if they reach the age of 19 prior to August 1
(4) Any student who has attended more than eight semesters is ineligible for high school athletics.

SSHS follows a higher standard of weekly eligibility. Steamboat Springs School District's "No Pass-No Play" Policy states as follows: All high school students participating in any extracurricular activity must be passing all classes in order to be eligible to participate in the activity. Any student who is failing in any class on any Friday will not be allowed to participate in any extracurricular activity during the following week (Monday - Sunday inclusive). Students should be aware of specific eligibility requirements for all school-related activities. Refer to additional policies regarding eligibility in the student handbook.

EXTRACURRICULAR ACTIVITIES

There are many opportunities for students outside of the academic day at SSHS. These clubs, groups and activities help students gain a better understanding of themselves, their strengths, and areas of interest. All of these help a student make better career choices and demonstrate commitment and leadership skills to colleges.

Academics	**Arts**	**Sports**
★ Chess Club ★ Dungeons & Dragons ★ Eco Club ★ Fellowship of Christian Athletes (FCA) ★ Esports (eSailors) ★ Future Business Leaders of America (FBLA) ★ Gay Straight Alliance	★ Baking Club ★ Band ★ Choir ★ Dance Showcase ★ Dance Troupe ★ Film **Service**	★ Baseball ★ Basketball ★ Cheerleading ★ Cross Country ★ Football ★ Golf ★ Ice Hockey ★ Lacrosse (Boys & Girls) ★ Skiing - Alpine/Nordic

★ Med Prep/Health Occupations Students of America (HOSA) ★ Knots & Thoughts ★ Knowledge Bowl ★ Magic the Gathering Club ★ Math Club ★ Model United Nations ★ National Honor Society ★ Science Olympiad ★ Speech and Debate ★ Students for Social Justice ★ Yearbook	★ Helping Hands Collective ★ Interact Club ★ Link Crew ★ Sailor Senate **School Decision Making Committees** ★ District Accountability DAC ★ Parent Info Committee PIC ★ School Accountability Committee SAC ★ Spirit Club ★ Students for Social Justice	★ Soccer ★ Swimming ★ Tennis ★ Track ★ Volleyball ★ Fly Fishing ★ Wrestling

COLLEGE ADMISSION FACTORS

The order of importance varies from school to school; however, most schools base their admission requirements on the following:

- **Quality of academic records as reflected in the course selection:** Students are encouraged to take the most challenging curriculum that can be successfully completed. It is recommended that a student enroll in at least 4 core academic classes each year. Academic courses are English, Math, Science, Social Studies, and World Language.
- **Rigor of class schedule:** Colleges look critically at the rigor of the course selection – especially both semesters of senior year.
- **SAT and/or ACT scores:** Some colleges have actual cutoff scores for the SAT and ACT while others use tests for placement.
- **Grade point average and class rank:** Colleges use the grade point average as a predictor of academic success in college. SSHS does not rank our students.
- **Essay**: If the college application requires an essay, students should take ample time to write a well constructed and thoughtful essay.
- **Recommendations from counselors and teachers:** Many schools place considerable weight on recommendations from teachers, counselors, and employers. Students should request these from teachers early in their senior year.
- **Extracurricular and community service activities:** Schools are usually looking for a well-rounded student. Participation in activities such as clubs, student leadership, athletics, drama, and out of school organizations are increasingly seen as important in the admission process. Colleges want to see students select one or two areas and make a significant difference in these activities.
- **Ability to pay:** The majority of colleges consider this factor to be of little or no importance.

COLLEGE CREDIT OPPORTUNITIES

Students can turn their high school work into college credit by taking classes and examinations that grant college credit for successful completion. Students not only benefit by saving college tuition and time, they also find such courses challenging and rewarding. The opportunities offered are:

1. **Advanced Placement Tests:**

The College Board has developed a program of college-level courses and exams for high school students. The cost of exam(s) is the student's responsibility. These tests are offered each May; test dates and times are set by the College Board. The advantages of taking AP course work are many. Colleges recognize that applicants with AP experience are much better prepared for college level classes. Earning AP credit can exempt students from required introductory courses. Individual universities and colleges make their own determination of scores needed and credit earned. Tuition savings are recognized for students whose AP performance earns them college credit, and AP students can be eligible for special programs in college.

AP Exams - SSHS students are strongly encouraged to take AP exams. Test prep resources and yearly testing schedules are available on the SSHS website. **If a student has a 504 Accommodations Plan or Individualized**

Education Plan (IEP), they should see their high school counselor for accommodation requests at least six weeks prior to the test registration deadline.

The following SSHS courses (AP and other) are designed specifically toward preparing students for these demanding tests:

English	Math	Social Studies	Science	World Language	Fine Arts
AP English Literature & Comp	AP Statistics	AP World. History	AP Biology	AP Spanish Lang & Culture	AP Studio Art
AP English Language & Comp	AP Calculus AB	AP Human Geography	AP Chemistry	AP French Language & Culture	AP Photography
	AP Calculus BC		AP Physics 1: Alg Based		
	AP Computer Science		AP Physics 2: Alg Based		

2. Concurrent Enrollment:

At Steamboat Springs School District, we are proud to offer opportunities for qualifying students to participate in concurrent enrollment classes. Concurrent enrollment allows high school students to take courses that count toward college credit, certification credit and/or graduation required credits at Colorado Mountain College (CMC), through the same course. SSHS counselors have a current list of concurrent enrollment (CE) courses offered at SSHS and CMC.

To be Eligible for Concurrent Enrollment a Student Must:

- Be in the 9th -12th grade
- Be a full time student
- Have no less than 85% attendance rate the semester before enrollment
- Have no more than 1 out of school suspension (suspension must not be violence related) the semester before enrollment or not have chronic behavior referrals.
- Complete the application process including, but not limited to;
    - Meet with the Concurrent Enrollment Coordinator to discuss the process
    - Meet all concurrent enrollment prerequisites including the Accuplacer assessment
    - Complete relevant concurrent enrollment agreements and college applications
    - Meet with their school counselor for a credit check, <u>students who are not on track for graduation are NOT eligible for concurrent enrollment</u>
    - Provide SSHS's signed agreement form from a Parent/Guardian
    - Have their concurrent enrollment courses approved by their high school counselor and high school administration

Other Important Information:

- CE courses that will be approved are:
    - CE Courses that are not offered at Steamboat Springs School District and that align with the student's Individual Career Academic Plan and/or Career Technical Education pathway.
    - CE Courses that are taught by Steamboat Spring School District staff members and/or on SSHS campus may count towards content area or elective credits to meet graduation requirements.
    - CE courses that count as elective credits after content area graduation requirements have been fulfilled.

- Steamboat Springs School District will pay the student's TUITION; however, books, any additional fees and the cost of transportation to the college are the student/family responsibility.
- Students must have reliable transportation to get to and from CMC.
- Students who earn a final grade of an "F", or "WF" (as transcribed by SSHS) in one or more concurrent enrollment courses will not be allowed to enroll the following semester in concurrent enrollment courses outside of the building.

- Students can opt out of a CMC course up until the CMC deadline, which is considerably later than high school's deadline. If the high school's course adjustment deadline has passed, students will be placed into a high school course by their counselor to meet full time student status of 6 courses.

CMC CEPA (Concurrent) Courses Taught @ SSHS			
SSHS Course + Credits	**Weighted Grade/ Guaranteed Transfer (GT) course ***All AP Classes Weighted***	**CMC Course+Credits**	**CMC Notes**
Advanced PC Applications (.5 cr)	No	CIS-1018 Intro to PC Applications (3 cr)	
Business Economics (.5 cr)	Yes/GT	ECO 2001-Principles of Microeconomics (3 cr) + ECO 2002-Principles of Macroeconomics (3 cr)	
Introduction to Business (.5 cr)	No	BUS 1015-Intro to Business (3 cr)	
Construction Technology I (.5 cr)	No	Credit awarded at end of year for entire class	
Construction Technology II (.5 cr)	No	CON 1057-Intro to Construction Part II (5 cr)	Year long need both Construction Tech I & II
Carpentry I (1 cr)	No	CON 1058-Carpentry I (6 cr)	
Carpentry II (1 cr)	No	CON 1059-Carpentry II (6 cr)	
Wilderness Route Finding(.5)	No	OUT 1075-Special Topics (4 cr)	
AP Calculus AB (1 cr)	Yes/GT	MAT 2410-Calculus I (5 cr)	
AP Calculus BC (1 cr)	Yes/GT	MAT 2410- Calculus I (5 cr Fall) & MAT 2420-Calculus II (5 cr Spring)	
AP Pre Calculus (1 cr)	Yes-for AP	Pre-Calculus (5 cr)	CMC credit not available 2024.2025
AP Statistics (1 cr)	Yes/GT	MAT 1260-Intro to Statistics (3 cr)	
Calculus III (1 cr)	Yes/GT	MAT 2430-Calculus III (5 cr)	
College Algebra Stretch (1 cr)	Yes/GT	MAT 1340-College Algebra (4 cr)	
College Math Liberal Arts Stretch (1 cr)	Yes/GT	MAT 1240-Math for Liberal Arts (4 cr)	
Differential Equations (1 cr)	Yes/GT	MAT 2560-Differential Equations (3 cr)	
Strength Training & Conditioning (.5 cr)	No	PED 1002-Weight Training I (1 cr)	Students may take the course multiple times, but may only earn CMC credit for PED 1002 once. If a student takes the

			course twice, they may earn 1 credit for PED 1003. Students may only earn a MAX OF TWO CREDITS (PED 1002+PED 1003)
Strength Training & Fitness (.5 cr)	No	PED 1002-Weight Training I (1 cr)	Students may take the course multiple times, but may only earn CMC credit for PED 1002 once. If a student takes the course twice, they may earn 1 credit for PED 1003. Students may only earn a MAX OF TWO CREDITS (PED 1002+PED 1003)
AP Biology (1 cr)	Yes/GT	BIO 1111-General College Biology +Lab (5 cr)	BIO-1111
Biotech Research I (1 cr)	No	BIO 2112-Molecular Biology (4 cr)	
Biotech Research II (1 cr)	No	BIO 2175-Special Topics (4 cr)	
AP Human Geography (1 cr)	Yes-for AP Not a GT	GEO 1006-Human Geography (3 cr)	
AP United States History A (.5 cr)	Yes/GT	HIST 1210-US History to Reconstruction (3 cr)	
AP United States History B (.5 cr)	Yes/GT	HIST 1220-US History Since Civil War (3 cr)	

** Course offerings subject to change.
** College credit option subject to change based on the teacher qualification factors.

CMC credits of 0.5 receive 0.25 credits at SSHS
CMC credits of 1-3 receive 0.5 credits at SSHS
CMC credits of 4-6 receive 1 credit at SSHS
CMC credits of 7-9 receive 1.5 credits at SSHS.

GPA are adjusted for all Guaranteed Transfer courses:
A = 5
B = 4
C = 3
D = 1

ELIGIBILITY: NCAA DIVISION I & II COLLEGE INSTITUTIONS

Students who want to play sports at a Division I or II College/ University, must be certified through the NCAA Clearinghouse. Students must register with the NCAA late in their Junior year or early in their Senior year at the NCAA website at www.ncaaclearinghouse.net/. A registration fee applies. Students must request that each high school attended send an official transcript to the NCAA.

NCAA ELIGIBILITY FACT SHEET*

*This is a brief summary of NCAA information and is neither official nor complete. Full information can be reviewed at www.ncaa.org. SSHS students must complete and pass the following courses to meet NCAA requirements.

Please refer to and familiarize yourself with the official NCAA guide and requirements. The NCAA initial-eligibility rules require student athletes to have ACT/SAT scores submitted directly from the testing companies. NCAA no longer accepts test scores from high school transcripts. In brief, the requirements are as follows:

Division I	Division II
16 Core Courses:	**16 Core Courses:**
• 4 years of English • 3 years of Mathematics (Algebra I or higher) • 2 years of Natural/Physical Science (1 year of lab) • 1 year of additional English, Mathematics or natural/Physical Science • 2 years of Social Science • 4 years of additional courses (from any area above, World Language or comparative religion/philosophy)	• 3 years of English • 2 years of Mathematics (Algebra I or higher) • 2 years of Natural/Physical Science (1 year of lab) • 3 years of additional English, Mathematics or Natural/Physical Science • 2 years of Social Science • 4 years of additional courses (from any area above, World Language or comparative religion/philosophy)

Please note: NCAA uses the unweighted GPA.

The NCAA must approve the "core" classes listed above; SSHS approved classes are listed below. NCAA guides are downloadable from the NCAA website. It is the student's responsibility to keep track of the required coursework for NCAA.

Steamboat Springs High School Approved Core Courses:

English	Social Studies	Mathematics	Natural/Physical Science	Additional Core Courses
American Literature	Civics	Integrated Math I	Biology	French I
English Comp 9	Psychology	Integrated Math II	AP Biology*	French II
Eng Lit 9: Self & Society	Sociology	Integrated Math III	AP Chemistry*	French III
English Lit 9: Choice & Conflict	American History	Advanced Integrated Math III	Chemistry	French IV
AP English Lit & Comp*	AP World History	AP Statistics*	Astronomy and Geology	AP French V*
AP English Lang & Comp*	World Geography	AP Calculus AB*(CMC Calc I)	Physics	Spanish I
Space Time and Other Worlds	World History	AP Calc BC* (CMC Calc I/II)	Natural Resources & Environmental Science	Spanish II
Sports & Adventure Lit & Writ	AP Human Geography*	AP Precalc*(College Alg/Preca)	AP Physics 1: Algebra-Based*	Spanish III
Speech		AP Computer Science A*	AP Physics 2: Algebra-Based*	Spanish IV
World Literature		AP Computer Sci Principles*	Plant & Animal Science	AP Spanish Lang & Culture*
Writers' Workshop		Statistics & Comp Science		Spanish Communication
Dramatic Lit & Film Adaptation		College Algebra Stretch (CMC)		
		College Math for Liberal Arts Stretch		

Please see your counselor to determine if CMC classes are approved by NCAA

COLLEGE PREPARATION

Four-Year Academic Plans and Recommended <u>Minimum</u> High School Programs of Study

Most Selective Institutions	
English	4 years/AP Level
Math	4 years/AP Level
Social Studies	3-4 years with AP
Science	3-4 years/AP Level
World Languages	3-4 years/AP Level

Very Selective Institutions	
English	4 years
Math	4 years
Social Studies	3-4 years
Science	2-4 years depending on major
World Languages	2 years

Highly Selective Institutions	
English	4 years with AP encouraged
Math	3-4 years with AP encouraged
Social Studies	3-4 years with AP encouraged
Science	3-4 years with AP encouraged
World Languages	3-4 years with AP encouraged

Less Selective Institutions	
English	4 years
Math	4 years
Social Studies	3 years
Science	3 years
World Languages	1 year, per HEAR requirements

College Preparation Recommendations according to the Higher Education Admission Recommendations (HEAR)

English	4 years
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)	4 years
Natural/Physical Sciences (two units must be lab-based)	3 years
Social Sciences (at least one unit of U.S. or World History)	3 years
World/Foreign Language	1 year
Academic Electives	2 years

ASCENT PROGRAM

This program allows students to delay official high school graduation for one year, and attend Colorado Mountain College during their “5th year” of high school. ASCENT provides the opportunity for a student to delay their official high school graduation for one year in order to enroll at Colorado Mountain College in a degree or certificate program with the tuition paid for by the school district. Students do not have any classes at SSHS, and are treated in every way as college students.

Students are still able to participate in their high school graduation ceremony. Their official graduation date is the May of their ASCENT year, and they receive their diploma at this time.

Students must meet the following criteria in order to be eligible for the ASCENT program:

- Meet all high school graduation requirements
- Complete 9 college credits by the end of their senior year and/or earn qualifying scores on AP exams.
- The college program is part of the student’s ICAP (Individual Career and Academic Plan). The ICAP outlines the student’s career goals and aligns his/her high school coursework with future plans.

If the above criteria are met, the student may be eligible for the ASCENT program. The District will fund tuition at either part-time or full-time rates. Students/families are responsible for fees and supplies.

ASCENT students cannot receive scholarships or financial aid or participate in collegiate athletics. Students should visit with their counselor for details. Students do need to apply for ASCENT, as slots are EXTREMELY limited.

Freshmen Semester Course

Advanced PC Applications**
Beginning Guitar
Bicycle Mechanic
Ceramics I
Ceramics II
Civics
Drawing
English Comp 9
English Lit 9: Choice & Conflict
English Lit 9: Self & Society
Graphic Design
Health
Intro to Engineering Design
Intro to Music Theory
Intro to PC Applications
Intro to Theatre Arts
Learning Lab
Painting
Playwriting & Directing
Ski & Snowboard Technician
Speech
Strength Training & Fitness**
Strength Train. & Conditioning**
Studio Art
Study Hall (.25 credits)
Team Sports & Fitness
Unified P.E.
Wood & 3D Design
Metal & 3D Design
World Geography

Freshmen Full Year Courses

AP Calculus AB**
AP Calculus BC**
AP Human Geography**
AP PreCalculus**
AP Statistics**
Adv. Integrated Math III
Biology
Choir
College Algebra Stretch**
College Math for Liberal Arts Stretch**
Concert Band
French I
French II
Integrated Math I
Integrated Math I Lab
Integrated Math II
Integrated Math III
Literacy I
Math Lab
Pre-Integrated Math I
Skills Lab
Spanish I
Spanish II
Spanish for Beginners
Spanish for Spanish Speakers
Statistics & Comp Science
Steamboat String Ensemble
Student Leadership

Sophomore Semester Courses

Acting I
Acting II
Advanced PC Applications**
Applied Engineering
Backpacking/Outdoor Leadership
Beginning Guitar
Bicycle Mechanic
Ceramics I
Ceramics II
Civics
Construction Technology I **
Construction Technology II **
Design Technology
Digital Media I
Digital Media II
Digital Photography
Drawing
Graphic Design
Health
Intro to Business **
Intro to Engineering Design
Intro to Film Photography
Intro to Music Theory
Intro to PC Applications
Intro to Theatre Arts
Learning Lab
Metal and 3D Design
Painting
Peer Aide - Emerging Bilingual
Peer Aide - Resource
Peer Aide - Unified Music
Peer Aide - Unified P.E.
Personal Finance
Photo II
Playwriting & Directing
Principles of Marketing
Ski & Snowboard Technician
Speech
Sports Medicine
Strength Training & Fitness**
Strength Train. & Conditioning**
Studio Art
Study Hall (.25 credits)
Team Sports & Fitness
Unified P.E.
Wilderness Route Finding **
Wood and 3D Design
World Geography

Sophomore Full Year Courses

American History
AP Biology**
AP Calculus AB**
AP Calculus BC**
AP Computer Science A
AP Computer Sci Principles
AP Human Geography**
AP Music Theory
AP Physics 1: Algebra Based
AP Photography
AP PreCalculus**
AP Statistics**
AP Studio Art
Adv. Integrated Math III
American History
American Literature
Astronomy & Geology
Biology
Chemistry
Choir
College Algebra Stretch**
Concert Band
Engineering CAD
French I
French II
French III
Integrated Math I
Integrated Math I Lab
Integrated Math II
Integrated Math III
Introduction to Health Science
Jazz Band
Literacy II
Math Lab
Natural Resources & Environmental Science
Physics
Plant and Animal Science
Pre-Integrated Math I
Skills Lab
Spanish I
Spanish II
Spanish III
Spanish Communication
Spanish for Beginners
Spanish for Spanish Speakers
Statistics & Comp Science
Steamboat String Ensemble
Student Leadership
Yearbook

***** Can Earn CMC Concurrent Credit***

Junior
Semester Courses

Acting I
Acting II
Advanced PC Applications**
Applied Engineering
Backpacking/Outdoor Lead **
Beginning Guitar
Bicycle Mechanic **
Business Economics **
Carpentry I **
Carpentry II **
Career & College Preparation
Ceramics I
Ceramics II
Civics
Construction Technology I **
Construction Technology II **
Design Technology
Digital Media I
Digital Media II
Digital Photography
Dramatic Lit & Film Adaptation
Drawing
Entrepreneurship
Graphic Design
Health
Internship
Intro to Business **
Intro to Engineering Design
Intro to Film Photography
Intro to Music Theory
Intro to PC Applications
Intro to Theatre Arts
Learning Lab
Lifetime Sports & Fitness
Metal and 3D Design
Music as Literature
Painting
Peer Aide - Emerging Bilingual
Peer Aide - Resource
Peer Aide - Unified Music
Peer Aide - Unified P.E.
Personal Finance
Photo II
Playwriting & Directing
Principles of Marketing
Psychology
Sociology
Ski & Snowboard Technician **
Space, Time and Other Worlds
Speech
Sports & Adventure Lit & Writ
Sports Medicine
Strength Training & Fitness **
Strength Training & Conditioning**
Student Aide
Studio Art
Study Hall (.25 credits)
Team Sports & Fitness
Theory of Knowing
Unified P.E.
Wilderness Route Finding **
Writers' Workshop
Wood and 3D Design
Work-Based Learning
World Geography

Junior
Full Year Courses

Adv. Integrated Math III
American History
American Literature
AP Biology**
AP Calculus AB**
AP Calculus BC**
AP Chemistry
AP Computer Science A
AP Computer Sci Principles
AP English Lang & Comp
AP English Lit & Comp
AP Human Geography**
AP Music Theory
AP Photography
AP Physics 1: Algebra Based
AP Physics 2: Algebra Based
AP PreCalculus**
AP Statistics**
AP Studio Art
AP World History: Modern
Astronomy & Geology
Biology
Chemistry
Choir
College Algebra Stretch**
Concert Band
Construction Math
Engineering CAD
French I
French II
French III
French IV
Health Science Internship
Integrated Math I
Integrated Math I Lab
Integrated Math II
Integrated Math III
Intro to Biotechnology **
Intro to Health Science
Jazz Band
Literacy II
Math Lab
Natural Resources & Environmental Science
Plant and Animal Science
Physics
Pre-Integrated Math I
Skills Lab
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish Communication
Spanish for Beginners
Spanish for Spanish Speakers
Statistics & Comp Science
Steamboat String Ensemble
Student Leadership
World History
World Literature
Yearbook

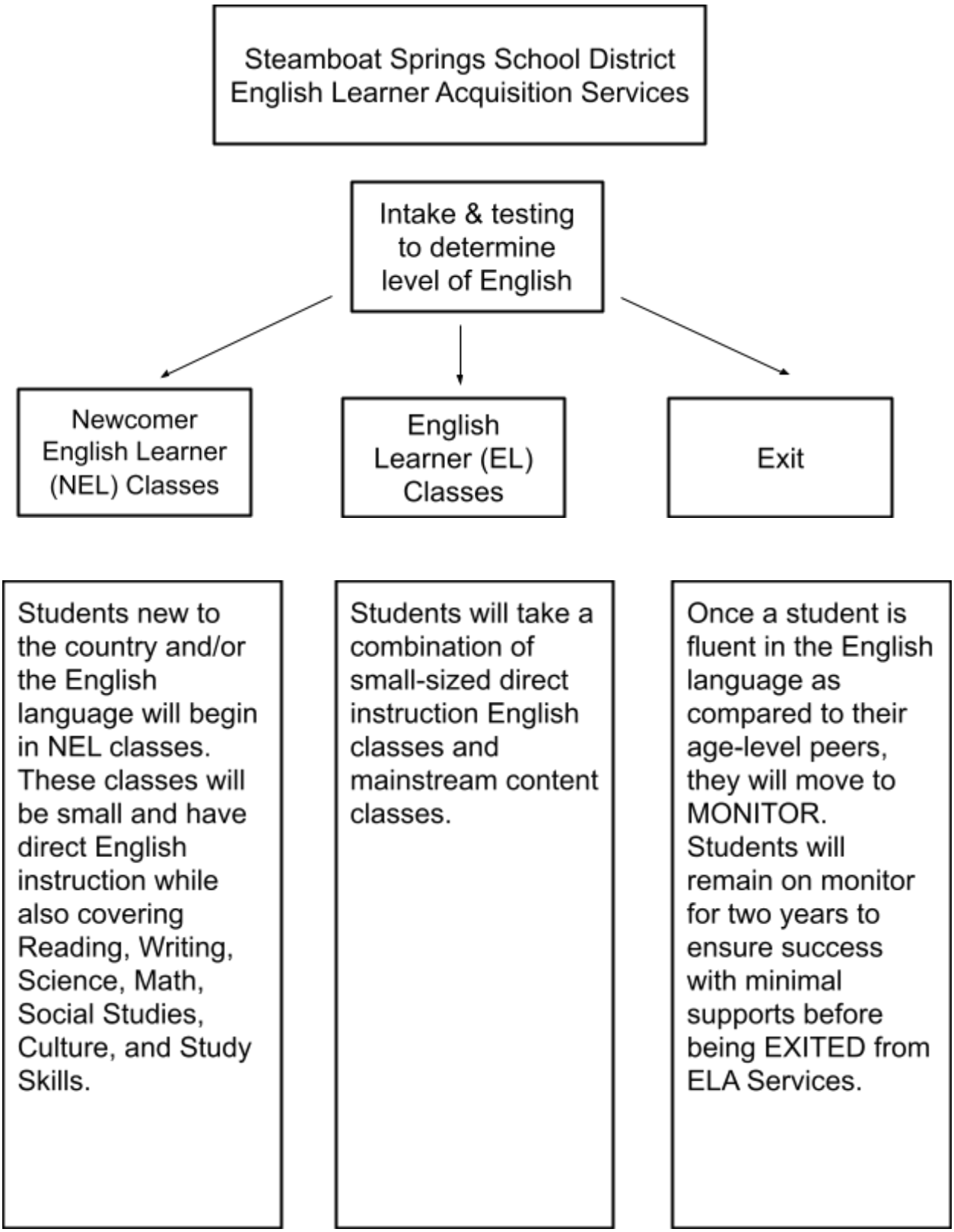
Senior
Semester Classes

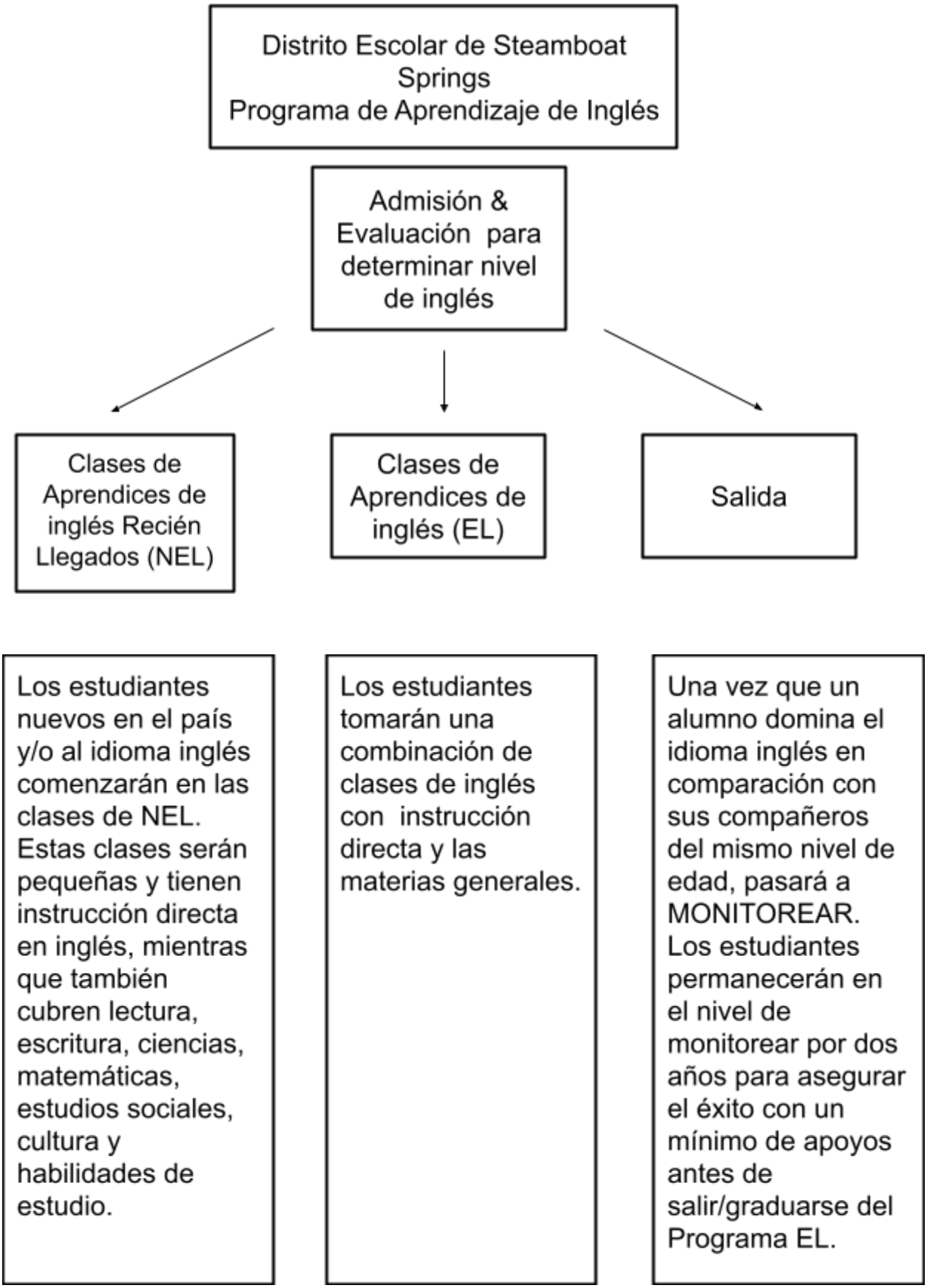
Acting I
Acting II
Advanced PC Applications**
Applied Engineering
Backpacking/Outdoor Lead **
Beginning Guitar
Bicycle Mechanic **
Business Economics **
Career & College Preparation
Carpentry I **
Carpentry II **
Ceramics I
Ceramics II
Civics
Construction Technology I **
Construction Technology II **
Design Technology
Digital Media I
Digital Media II
Digital Photography
Dramatic Lit & Film Adaptation
Drawing
Entrepreneurship
Graphic Design
Health
Internship
Intro to Business **
Intro to Engineering Design
Intro to Film Photography
Intro to Music Theory
Intro to PC Applications
Intro to Theatre Arts
Learning Lab
Lifetime Sports & Fitness
Metal and 3D Design
Music as Literature
Painting
Peer Aide - Emerging Bilingual
Peer Aide - Resource
Peer Aide - Unified Music
Peer Aide - Unified P.E.
Peer Aide - Unified Shop/CTE
Personal Finance
Photo II
Playwriting & Directing
Principles of Marketing
Psychology
Sociology
Ski & Snowboard Technician **
Space, Time and Other Worlds
Speech
Sports & Adventure Lit & Writ
Sports Medicine
Strength Training & Fitness **
Strength Training & Conditioning**
Student Aide
Studio Art
Study Hall (.25 credits)
Team Sports & Fitness
Theory of Knowing
Unified P.E.
Wilderness Route Finding **
Writers' Workshop
Wood and 3D Design
Work-Based Learning
World Geography

Senior
Full Year Courses

Adv. Integrated Math III
American History
American Literature
AP Biology**
AP Calculus AB**
AP Calculus BC**
AP Chemistry
AP Computer Science A
AP Computer Sci Principles
AP English Lang & Comp
AP English Lit & Comp
AP French V
AP Human Geography**
AP Music Theory
AP Photography
AP Physics 1: Algebra Based
AP Physics 2: Algebra Based
AP PreCalculus**
AP Spanish Lang & Culture
AP Statistics**
AP Studio Art
AP World History: Modern
Astronomy & Geology
Biology
Biotechnology Capstone **
Chemistry
Choir
College Algebra Stretch**
Concert Band
Construction Math
Engineering CAD
French I
French II
French III
French IV
Health Science Internship
Integrated Math I
Integrated Math I Lab
Integrated Math II
Integrated Math III
Intro to Biotechnology **
Intro to Health Science
Jazz Band
Literacy II
Math Lab
Math Liberal Arts Stretch**
Natural Resources & Environmental Science
Plant and Animal Science
Physics
Pre-Integrated Math I
Skills Lab
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish Communication
Spanish for Beginners
Spanish for Spanish Speakers
Statistics & Comp Science
Steamboat String Ensemble
Student Leadership
World History
World Literature
Yearbook

***** Can Earn CMC Concurrent Credit***


Steamboat Springs School District
English Learner Acquisition Services
Intake & testing to determine level of English
Newcomer English Learner (NEL) Classes
English Learner (EL) Classes
Exit
Students new to the country and/or the English language will begin in NEL classes. These classes will be small and have direct English instruction while also covering Reading, Writing, Science, Math, Social Studies, Culture, and Study Skills.
Students will take a combination of small-sized direct instruction English classes and mainstream content classes.
Once a student is fluent in the English language as compared to their age-level peers, they will move to MONITOR. Students will remain on monitor for two years to ensure success with minimal supports before being EXITED from ELA Services.


Distrito Escolar de Steamboat Springs
Programa de Aprendizaje de Inglés
Admisión & Evaluación para determinar nivel de inglés
Clases de Aprendices de inglés Recién Llegados (NEL)
Clases de Aprendices de inglés (EL)
Salida
Los estudiantes nuevos en el país y/o al idioma inglés comenzarán en las clases de NEL. Estas clases serán pequeñas y tienen instrucción directa en inglés, mientras que también cubren lectura, escritura, ciencias, matemáticas, estudios sociales, cultura y habilidades de estudio.
Los estudiantes tomarán una combinación de clases de inglés con instrucción directa y las materias generales.
Una vez que un alumno domina el idioma inglés en comparación con sus compañeros del mismo nivel de edad, pasará a MONITOREAR. Los estudiantes permanecerán en el nivel de monitorear por dos años para asegurar el éxito con un mínimo de apoyos antes de salir/graduarse del Programa EL.

MATH PATHWAYS

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th grade math	Pre-Integrated I	Integrated I [Option to add Integrated Math 1 Lab]	Integrated II [Option to add Math Lab]	Integrated III Statistics & Comp Science College Math for Liberal Arts Stretch (CMC) College Algebra Stretch (CMC)
	Integrated I [Option to add Integrated Math I Lab]	Integrated II [Option to add Math Lab]	Integrated III [Option to add Math Lab]	Statistics & Comp Science AP Statistics College Math for Liberal Arts Stretch (CMC) College Algebra Stretch (CMC)
			Advanced Integrated III	AP Statistics AP Precalc* (College Alg/ Preca) Statistics & Comp Science
Integrated I	Integrated II	Advanced Integrated III	Statistics & Comp Science	AP Statistics
			AP Precalc* (College Alg/ Precalc)	AP Calculus AB* (CMC Calc I) AP Calculus BC* (CMC Calc I/II) Statistics & Comp Science
Integrated II	Advanced Integrated III	AP Precalc* (College Alg/ Precalc)	AP Calculus AB* (CMC Calc I) AP Calculus BC* (CMC Calc I/II) AP Statistics	AP Statistics CMC Calculus 3

Note : It is an option to enroll in AP Statistics at the same time as AP Precalculus (College Algebra/College Precalculus)
AP Computer Science A can be taken anywhere in the Pathway AFTER Integrated Math II.

Science Pathways

<table>
<tr><th></th><th>9th</th><th>10th</th><th>11th</th><th>12th</th></tr>
<tr><td>Graduation Pathway
(minimum requirements)</td><td>Biology</td><td>Astro/Geo</td><td colspan="2">Elective Science Optional</td></tr>
<tr><td rowspan="3">College Pathway
(minimum requirements)</td><td rowspan="3">Biology</td><td>Astro/Geo</td><td colspan="2" rowspan="3"><u>At least 1 Elective Science</u>:
Astronomy/Geology
Natural Resources & Environmental Science
Animal and Plant Science
Chemistry*
Physics*
AP Biology
AP Physics 1*
AP Chemistry*</td></tr>
<tr><td>Chemistry*</td></tr>
<tr><td>Physics*</td></tr>
<tr><td rowspan="3">Life Science
Career Pathway</td><td rowspan="3">Biology</td><td>Chemistry*</td><td>AP Biology</td><td>AP Chemistry*</td></tr>
<tr><td>Chemistry* and
AP Biology</td><td colspan="2">AP Chemistry*
Animal and Plant Science</td></tr>
<tr><td colspan="3">Pairs well with CTE Health Science pathway: Intro to Health Science, Health Science Internship, Intro to Biotechnology and Biotechnology Capstone.</td></tr>
<tr><td rowspan="3">Physical Science
Career Pathway</td><td rowspan="3">Biology</td><td>Chemistry*</td><td>AP Physics 1*</td><td>AP Physics 2*</td></tr>
<tr><td rowspan="2">Chemistry*
and
AP Physics 1*</td><td colspan="2">AP Physics 2*</td></tr>
<tr><td colspan="2">AP Chemistry*</td></tr>
<tr><td colspan="4">Pairs well with CTE Engineering pathway: Engineering, Applied Engineering Science courses</td></tr>
<tr><td rowspan="2">Natural Science
Career Pathway</td><td rowspan="2">Biology</td><td>Astro/Geo</td><td colspan="2"><u>Choose 2 (or more)</u>
Chemistry*
Natural Resources & Environmental Science
Physics* or AP Physics 1*
Animal and Plant Science
AP Biology</td></tr>
<tr><td>Chemistry*</td><td colspan="2"><u>Choose 2 (or more)</u>
Natural Resources & Environmental Science
Animal and Plant Science
AP Chemistry*
AP Biology</td></tr>
<tr><td colspan="5">*Must meet or exceed math requirement - see course descriptions</td></tr>
</table>

World Languages - Spanish Pathway

Spanish for Beginners →	Spanish I →	Spanish II →	Spanish III ↓ **OR** →	Spanish IV → Spanish Communication
			Spanish Communication →	Spanish IV ↓
				AP Spanish

World Languages - French Pathway

French I →	French II →	French III →	French IV →	AP French

Language Arts Pathway

9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Eng Comp 9	American Literature	Elective Choices *see course guide	Elective Choices *see course guide
Eng Lit: Self/Society **OR** Eng Lit: Choice/Conflict			

Social Studies Pathway

9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Civics	American History	World History OR AP World History	Elective Choices *see course guide
World Geography **OR** AP Human Geography		Elective Choices *see course guide	

CTE Pathways Academic Plan (SAMPLE*)

*NOTE: Courses can be taken in different years and/or different sequences depending on pathway and prerequisites, and multiple pathways can be explored at the same time.

CTE Career Pathway	9th grade	10th grade	11th grade	12th grade
CTE Graduation Requirements 1.0 Credits	Intro to PC Applications **OR** Advanced PC Applications - CE (*CIS1018*) - 0.5		Career & College Prep (CCP) **OR** Personal Finance **OR** Business Econ - CE (*ECO2001 & ECO2002*)- 0.5	
Business	Advanced PC Application - 0.5 - CE (*CIS1018*)	Principles of Marketing - 0.5	Intro to Business - 0.5 - CE (*BUS1015*) Business Econ - .5 - CE (*ECO2001 & ECO2002*)	Entrepreneurship - 0.5 Business Internship - 0.5/1.0
Media & Technology	Advanced PC Application - 0.5 - CE (*CIS1018*)	Graphic Design - 0.5	Digital Media I - 0.5 Digital Media II - 0.5	Media & Technology Internship - 0.5/1.0
Construction Trades	Wood & 3D Design - 0.5	Metal & 3D Design - 0.5	Construction Technology I - 0.5 - CE *(CON1057)* Construction Technology II - 0.5 - CE *(CON1057)*	CMC Carpentry I (*CON 1058*) CMC Carpentry II (*CON 1059*) Construction Trades Internship - 0.5/1.0
Engineering	Principles of Engineering - 0.5	Applied Engineering - 0.5	Engineering CAD - 1.0	Engineering Internship - 0.5/1.0
Health Sciences		Introduction to Health Sciences - 1.0 Sports Medicine - 0.5	Health Sciences Internship - 1.0	CMC Certified Nursing Aide (CNA) - 1.0 - CE (CMC *NUA1001, NUA1070, HPR 1011*)
Biotechnology		Introduction to Health Sciences - 1.0	Introduction to Biotechnology - 1.0 - CE (*BIO2112)*	Biotechnology Capstone - 1.0 - CE (*BIO2175)*
Natural Resources		Plant & Animal Science - 1.0	Natural Resources & Environmental Science - 1.0	Natural Resources Internship - 0.5/1.0
Outdoor Recreation Leadership		Bicycle Mechanic - 0.5 - CE (*ASI1011*) Ski Technician - 0.5 - CE (*SKB1006 & SKB1007*)	Backpacking & Outdoor Leadership - 0.5 - CE (*CMC OUT1120 & OUT1205*) Wilderness Route Finding - 0.5 - CE (*OUT1025 & OUT1030*)	Outdoor Recreation Leadership Internship - 0.5/1.0
Education			Introduction to Education - 0.5 - CE (*EDU 2211*)	Education Internship - 0.5/1.0 Peer Aide - 0.5

CE= Concurrent Enrollment courses, taken at the high school with high school teachers, and students earn high school and CMC college credits. Courses labeled CMC are taught at CMC by CMC instructors.

For a sampling of the clubs and activities offered last year please visit -

SSHS Clubs and Activities Resource Page - 2024 - 2025

This can also be found on the SSHS Website, under Students and Families>Clubs.

While we make every effort to keep our Course Guide current, course offerings can vary by year based on factors such as faculty availability, student demand, and/or curriculum changes.

ART

The following classes apply to the graduation requirements for fine arts credit. (1 credit required). A diploma with an emphasis in Instrumental Music, Performing Arts, Vocal Music or Visual Arts is available.

Drawing - 6547

Length - Semester; Placement - 9, 10, 11, 12 Prerequisites - None. This introductory drawing course provides students with essential skills in visual communication, creativity, and technical drawing, laying a strong foundation for a range of professional fields. Drawing is a core requirement for many college programs, including architecture, engineering, graphic design, industrial arts, and fine arts degrees. However, the ability to think creatively and communicate visually is an invaluable skill for all students, especially in the context of 21st-century problem-solving and innovation.

In this course, students will:

- **Master Basic Drawing Skills**: Learn fundamental techniques such as line, shape, shading, and perspective, essential for conveying ideas in both artistic and professional contexts.
- **Learn Art Language**: Develop an understanding of key art terminology and visual language, allowing students to confidently describe their creative process and engage with artistic concepts.
- **Cultivate Creativity**: Explore creative problem-solving and artistic expression, encouraging students to develop unique solutions and approaches to challenges.
- **Research Artists and Art Movements**: Study influential artists and historical art periods to understand how art has evolved and its impact on various professional fields.
- **Practice Traditional and Contemporary Art Processes**: Engage with both classical drawing techniques and contemporary processes, using a variety of materials and tools to experiment and innovate.
- **Use Compositional Techniques**: Learn principles of composition—balance, contrast, rhythm, and unity—to structure dynamic, visually engaging artworks.
- **Self-Reflect and Revise**: Cultivate self-reflection skills, allowing students to refine and revise their work through constructive feedback and thoughtful evaluation.

By the end of the course, students will have a strong technical drawing foundation, a deeper understanding of creative processes, and a portfolio of original artwork. Whether pursuing a professional career in a specific field or simply seeking to enhance their creativity, students will gain valuable skills that can be applied in academic, personal, and professional contexts. Drawing is not just a skill; it's a way of thinking and problem-solving, equipping students with the tools to succeed in an increasingly visual and design-driven world.

Painting - 6548

Length - Semester (Spring); Placement - 9, 10, 11, 12 Prerequisites - None. This course offers a comprehensive introduction to the fundamentals of painting, with a focus on developing both technical proficiency and creative expression. Students will engage in both *watercolor* and *acrylic* painting techniques, learning essential concepts such as composition, color theory, and artistic language. Through guided practice, students will refine their ability to execute various painting processes and explore new methods of visual expression.

The course will emphasize the development of core 21st-century skills, including critical thinking, problem-solving, and innovation, all of which are integral to success in any professional field. Students will be encouraged to experiment with their artistic approach, revise their work, and reflect on their creative journey. Emphasis will be placed on cultivating a personal style and expressive voice, while also adhering to fundamental design principles.

In addition to technical training, students will research influential artists and art movements, gaining an understanding of historical and contemporary contexts that inform painting practices. The course will support students in selecting their own subject matter based on personal interests, allowing for the integration of their unique perspectives into their work.

Throughout the course, students will develop the ability to articulate their artistic ideas and reflect critically on their creative process, preparing them for further study in the visual arts or any professional field where creativity, design thinking, and adaptability are valued.

Studio Art - 6551
Length - Semester; Placement - 9, 10, 11, 12 Prerequisites - Drawing OR Painting. This studio art course is an intermediate level course designed to build upon skills learned in Drawing or Painting. Students will continue to refine their art making skills while focusing on creating unique and original work. Assignments are designed to nurture students' creative process and style, using both traditional and innovative artistic techniques. Students will have the freedom to pursue their own subject matter while experimenting with different styles and media. All students will participate in class critiques and a community art show. Although this course is highly recommended for students who are interested in taking AP Studio Art, it also is recommended for students who want to explore their creativity.

Ceramics I - 6524
Length - Semester; Placement - 9, 10, 11, 12 Prerequisites - None. This studio course is designed to introduce students to the fundamentals of working with clay. Students will learn basic throwing and basic hand building techniques. Students will learn the stages of clay, the clay firing process, as well as glazing techniques. Finally, students will learn how to use art as a visual language to express ideas and concepts based on their personal interest.

Ceramics II - 6525
Length - Semester; Placement - 9, 10, 11, 12 Prerequisites - Ceramics I. This advanced 3D studio course builds on the skills learned in Ceramics I, focusing on more complex handbuilding and wheel throwing techniques. Emphasis will be placed on developing a personal artistic voice through the exploration of the elements and principles of design. Students will also experiment with alternative clay processes, such as Raku firing, offering unique textures, finishes and unpredictable outcomes that expand creative possibilities.

In addition to technical skills, students will develop artistic literacy through self-reflection, group discussions, and critiques. These activities will encourage students to think critically about their work and explore new ways to express their ideas through clay.

Digital Photo - 6542 (Formerly Intro to Digital Photo)
Length - Semester; Placement -10, 11, 12 Prerequisites - None. This course introduces students to the art and technical aspects of digital photography, covering both the creative and technical skills required to capture high-quality images using digital cameras. Students will learn the fundamentals of exposure, composition, lighting, and post-processing techniques to enhance their photographic work. Throughout the course, students will explore various genres of photography, such as portrait, landscape, architecture, and still life, developing a versatile skill set for both artistic expression and professional practice.

The course includes hands-on assignments, critiques, and projects that encourage experimentation and creative problem-solving. Students will also become proficient in using digital editing software such as Adobe Photoshop to refine their images and achieve their desired visual effects. By the end of the course, students will have developed a personal photographic style and will have a portfolio of work to showcase their skills.

Learning Objectives:

- Understand the basic principles of exposure, including shutter speed, aperture, and ISO.
- Develop proficiency in manual camera settings and using a digital camera to its full potential.
- Master composition techniques to create visually compelling photographs.
- Explore different lighting techniques and how to use both natural and artificial light.
- Learn digital image editing and enhancement using industry-standard software.
- Develop a personal photographic style and portfolio.
- Engage in peer reviews and critiques to improve photographic skills and gain constructive feedback.

This course is ideal for beginners looking to build foundational skills, as well as for intermediate photographers seeking to refine their craft and develop a professional portfolio.

Intro to Film Photography - 6541
Length - Semester; Placement -10, 11, 12 Prerequisites - None. This studio course is designed to introduce students to the basics of black and white darkroom photography. As most studio courses are, it is hands-on and project based. Students will learn how to shoot photographs using a 35mm SLR film camera, how to develop film by hand, and how to print black and white photographs in the darkroom. This "old school" process takes time and patience but it offers a unique and valuable opportunity to learn the foundation of photography. All students will be required to work in a sketchbook and participate in class critiques.

Digital Photo II - 6528 (Formerly Photo II)
Length - Semester; Placement -10, 11, 12 Prerequisites - Intro to Digital Photo or Instructor approval. This intermediate-level studio course in Digital Photography builds upon the skills acquired in intro to digital photography classes, with an added focus on the business aspects of the profession. Students will continue to refine their shooting and editing techniques while working on projects tailored to create unique, client-specific imagery. Emphasis will be placed on developing an individual creative process and personal style, incorporating innovative techniques and emerging technologies. The course will also explore advanced Photoshop editing methods and offer a fresh perspective on digital photography. Throughout the semester, students will engage in class critiques and work toward creating a professional portfolio of their best images

AP Studio Art - 6539 (Weighted)
Length - Year; Placement -10, 11, 12 Prerequisites - Drawing, Painting or Instructor approval. **AP Studio Art** is a college-level course designed for high school students who are interested in pursuing a deeper, more intensive study of art. The course focuses on developing students' artistic skills and creative thinking while allowing them to explore various media and techniques. It is divided into three main areas of focus:

1. **Sustained Investigation (Portfolio Component 1)**
   Students create a body of work that explores a specific theme or concept. This section emphasizes experimentation, critical thinking, and refining personal style. The goal is to develop a cohesive series of pieces that demonstrate depth, thought, and technical proficiency. Students are encouraged to engage with their work reflectively, documenting their processes and ideas.
2. **Selected Works (Portfolio Component 2)**
   In this section, students submit a collection of 15 works that showcase their best work in different areas such as drawing, painting, sculpture, digital media, photography, or mixed media. This portfolio reflects a diverse set of skills and abilities, and it is used to demonstrate technical proficiency and creativity. Works must show a range of approaches and techniques, highlighting the student's artistic versatility.
3. **Inquiry-Based Learning and Reflection**
   Students engage in a process of inquiry and reflection to deepen their understanding of art and artistic practice. This includes studying the work of other artists, critiquing their work, and continually refining their ideas and techniques. Art history and contemporary art practices are incorporated to give context to the student's work and to stimulate creative thought.

Throughout the course, students will also be encouraged to develop their unique artistic voice, strengthen their conceptual thinking, and refine their skills through regular feedback, critique, and revision. The course culminates in the submission of a final portfolio to the College Board, which is evaluated based on creativity, technical skill, and overall artistic development.

Prerequisite: Drawing or Painting or Instructor Approval. (Students should have a strong foundation in art and a genuine interest in exploring visual expression in greater depth.)

AP Studio Art is ideal for students considering further study in visual arts, architecture, design, or other related fields, and it helps build a portfolio for college admission in art-based programs.

AP Photography - 6553 (Weighted)
Length - Year; Placement -10, 11, 12 Prerequisites - Intro to Digital Photo or Photo II. In this year-long advanced studio course, students will create a comprehensive portfolio that demonstrates their creative process, exploration of materials and techniques, and development of artistic ideas. The portfolio will include completed works, process documentation, and written reflections. Evaluation will be based on the ability to synthesize materials, concepts, and processes, as well as sustained investigation through practice, experimentation, and revision.

Students will work exclusively in digital photography, with the course structured to resemble a college-level experience. It requires self-discipline, motivation, and a commitment to high standards.

Throughout the course, students will engage in both written and oral critiques and have the freedom to explore subjects that align with their personal interests while refining skills from prior courses. As part of the curriculum, students will submit their work to the AP Studio Art 2-D Design Portfolio for evaluation and potential college credit. They will also be required to exhibit their work in a community art show, showcasing their artistic achievements.

CAREER & TECHNICAL EDUCATION

A Diploma with Emphasis is available for each pathway.

ENGINEERING PATHWAY

Introduction to Engineering Design -8539
Length - Semester; Placement - 9, 10, 11,12; Prerequisite: None. Introduction to Engineering Design is a fundamental course in the Engineering Pathway for students interested in developing their skills in preparation for careers in engineering and technology. The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students are able to describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Colorado. They will also be able to identify simple and complex machines, calculate various ratios related to mechanisms, explain fundamental concepts related to energy, understand Ohm's Law, follow the steps in the engineering design process to complete a team project, and effectively communicate design solutions to others.

Applied Engineering - 8592 (Formerly Applied Engineering Sci F.E.T.)
Length - Semester; Placement - 10, 11,12; Prerequisite: Completion of Introduction to Engineering Design. Concurrent enrollment in Integrated Math III or higher. Completion or concurrent enrollment in Physics or AP Physics courses is highly recommended. The Applied Engineering Science classes begin with the introduction of fundamental academic concepts and guide students through the complete process of applying academic concepts to real-world engineering projects. Each unit within the Applied Engineering Science classes includes the introduction of science/mathematics concepts, reinforcement exercises, hands-on explorations of concepts and culminates with the completion of a true engineered design project. Each design project requires students to complete all aspects of a real-life Request-for-Proposal (RFP) bid. The student's RFP bids include a design overview, calculations,

blue-print drawings, complete material call-outs, cost estimates, resource-loaded schedule and formal presentation. Further, the classes incorporate numerous technologies in the learning process such as: Computer-Aided Design software, Mathcad, Vernier lab and data equipment, PowerPoint, Excel and word processing programs. In addition, a complete engineering lab is utilized with flexible work spaces, basic engineering tools (table, jig and cut-off saws, drill presses, soldering guns, common hand tools) and a small green-sand foundry.

Engineering CAD - 8540
Length - Year; Placement - 10, 11,12. Prerequisites: Introduction to Engineering. Students will explore the use of computer aided design and technology in the design and manufacturing of products. Work would focus on the use of three dimensional computer aided drawings and fabrication using 3D printers, laser forges, and CNC machines. **Optional professional certification exam available; cost charged to student's account.**

WBL Engineering - 8625 (Formerly Engineering Internship - 8547)
Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of "soft" skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

Applied Engineering Sci M.E.M. - 8595 Archived.
Length - Semester; Placement - 10, 11,12; Prerequisite: Concurrent enrollment in Integrated Math III or higher. Completion or concurrent enrollment in Physics or AP Physics courses is highly recommended. The Applied Engineering Science classes begin with the introduction of fundamental academic concepts and guide students through the complete process of applying academic concepts to real-world engineering projects. Each unit within the Applied Engineering Science classes includes the introduction of science/mathematics concepts, reinforcement exercises, hands-on explorations of concepts and culminates with the completion of a true engineered design project. Each design project requires students to complete all aspects of a real-life Request-for-Proposal (RFP) bid. The student's RFP bids include a design overview, calculations, blue-print drawings, complete material call-outs, cost estimates, resource-loaded schedule and formal presentation. Further, the classes incorporate numerous technologies in the learning process such as: Computer-Aided Design software, Mathcad, Vernier lab and data equipment, PowerPoint, Excel and word processing programs. In addition, a complete engineering lab is utilized with flexible work spaces, basic engineering tools (table, jig and cut-off saws, drill presses, soldering guns, common hand tools) and a small green-sand foundry.

BUSINESS

GENERAL BUSINESS PATHWAY

Principles of Marketing - 8577 (Formerly Business Marketing Principles)
Length - Semester; Placement - 10, 11,12. Prerequisite - Intro to PC Applications or Advanced PC Applications. 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. This is an elective course.

Intro To Business - 8580 (Semester 1 only) (CMC BUS 1015)
Length - Semester; Placement - 10, 11,12; Prerequisite: Intro to PC Applications or Advanced PC Applications. This course focuses on the fundamentals of business operation and the American business system. Focus areas include the fundamentals of the economy, careers and opportunities, marketing, management, production, governmental regulations, tools of business and social responsibilities as well as the global nature of business and the role of the internet and eCommerce. Contextual course discussions will center on current issues in business and industry including examinations of the primary industries at play in our regional economy, Tourism, Agriculture, Energy and Location Neutral Business. This is a college level curriculum and intended as a capstone for the Business pathway. Students can receive 3 transferable college credits through CMC with a valid Accuplacer, ACT or SAT test score.

Personal Finance - 8564
Length - Semester; Placement - 10, 11,12; Prerequisite: Intro to PC Applications or Advanced PC Applications. Knowledge of the financial planning process will give you a solid foundation and the power to make decisions or choices that move you toward financial independence. This one semester course will help students develop guidelines for personal spending and investment strategies for major and minor life events such as renting an apartment or buying a home, buying an automobile, using credit wisely, and paying for college. Understanding financial management concepts is an important life skill. Topics include saving and investing, budgeting, setting financial goals and developing a plan to maximize wealth, smart use of credit, researching careers, salaries and benefits, and basic tax return preparation. Students will understand the consequences of their choices, gain a thorough understanding of financial concepts with practical application through activities and projects, and be able to leave this course with applicable skills for life. This course can serve as a BCT credit and fulfill the personal finance requirements for graduation.

Business Economics - 8561 (Semester 2 only) (CMC ECO 2001 & ECO2002)
Length - Semester; Placement - 11,12. Prerequisite - Intro to PC Applications or Advanced PC Applications. Business Economics is a semester course for juniors and seniors that will cover the fundamental elements in Micro and Macro Economics. Topics include Scarcity, Opportunity Cost, Resource Allocation, Economic Systems, Incentives, Supply & Demand, Market Structures, Competition, Trade and The Role of Government etc. Discussions will connect theory and past experience to current economic issues and policy as well as those that will impact students in the future. The course will strive to show the pervasiveness of economic decision making in business, politics and everyday life and apply these principles to current events and scenarios. Students can receive 3 or 6 transferable college credits through CMC with a valid Accuplacer, ACT or SAT Test score. For full college credit there will also be 4-6 class sessions outside of the normally scheduled class sessions. Class participants will determine these sessions when the class begins. **NCAA Eligible.**

Career & College Preparation (CCP) - 8532
Length - Semester; Placement - 11,12 ; Prerequisite - ***12th grade ONLY, 1st semester, 11th grade ONLY, 2nd semester***. Are you prepared for life after high school? Do you want time to plan your next steps, explore career possibilities, research schools and work on college applications and financial aid? Where are the jobs? What do employers want? You will be exposed to the college application processes as well as scholarship and financial aid applications. Basic financial concepts will be introduced including saving and investing, wise use of credit, budgeting, cost of living expenses, choosing an apartment, and paying for college. You will develop and/or improve interviewing skills necessary to obtain competitive positions of choice (i.e. college admissions, scholarships, internships, loans, and high paying jobs). Time management and self-directed learning is encouraged through class activities. This course offers you the opportunity to authentically demonstrate your skills and knowledge to community members and professionals (awesome networking opportunities!). This course is highly recommended for students prior to enrolling in a senior project or a work study/internship experience. Students may concurrently enroll in Work Study or Internship. This course can serve as a BCT credit and fulfill the personal finance requirements for graduation.

Entrepreneurship - 8544
Length - Semester; Placement - 11,12 ; Prerequisite - Intro to PC Applications. This course walks students through the steps involved in starting a business, including creative thinking and risk taking that will give you a foundation for how businesses operate and succeed in today's constantly changing competitive environment. Virtual computer business simulations will be used to practice applying marketing, financial and management concepts, letting you experience what it's actually like to run your own business. This course will also explore how to recognize, design and create effective Web pages, and students will create a site for a business they create, as well as research and complete a business plan for a business of their choice.

WBL Business - 8610 (Formerly Business Internship - 8566)
Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of “soft” skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

MEDIA & TECHNOLOGY PATHWAY

Intro to PC Applications - 8516 (Formerly Fundamentals of Business, Career & Technology.)
Length - Semester; Placement - 9, 10, (11,12 with teacher approval); This required course will integrate career exploration, ICAP, introductory financial literacy, and general business topics while developing and improving computer skills for use at the high school, college, and workplace. Microsoft Office 2013 software (Word, Excel, PowerPoint, and Publisher), Google Docs, Sheets, and Slides, hardware review, web-site creations, Prezi and Web 2.0 tools including an introduction to programming will be used to provide a foundation of necessary skills for students to work more productively, effectively, and creatively. Real life applications and a “hybrid” on-line learning environment will be emphasized. Ethical and appropriate use of the Internet will be continually reinforced. Keyboarding skill development techniques will be incorporated to increase speed and accuracy of computer based projects required in high school and college. This course is a prerequisite for many other Business/Career/Technology courses at SSHS.

Advanced PC Applications - 8518 (CMC CIS 1018) (Formerly Advanced Fundamentals of Business, Career & Technology.)
Length - Semester; Placement - 9, 10, (11,12 with teacher approval); This course builds upon basic computer concepts and components as well as application software and the Internet. The course will be covering advanced applications and will assist in creating a knowledge base of the Microsoft Office Suite as well as the Google Docs, Sheets, and Slides. The course includes descriptions of, and hands-on experiences with word processing, spreadsheets, databases, operating systems, multimedia software, internet applications and other common computer application packages. Introductory business topics will be covered; marketing, planning, financial literacy, time management, presentation skills, and decision-making. Professional documents and technical writing as well as developing websites are key components of this course. **This course is required for the Associate of Business Degree at CMC. A grade of 70% or higher is required for college credit. Due to the nature of this college level course there will be no modifications to the curriculum, projects and tests. An instructor's signature is required for registration.**

Graphic Design - 8514
Length - Semester; Placement - 9, 10, 11,12; Prerequisite: Intro to PC Applications. In this course, students will learn basic design principles, examine the effects of typeface, images, and color and advance their computer skills. Lessons will progress from simple flyers and brochures to more complex layouts combining graphics and text to produce professional documents, package design, and Web pages. Using Word, Publisher, and Adobe Photoshop, InDesign, and Illustrator, students will enhance images, design magazine covers, CD covers, and newsletters, create logos, and apply to a business/marketing package and other promotional materials. Collaboration with Yearbook page layout and production of authentic projects such as play-posters, Prom invitation and other promotional materials are part of this course.

Design Technology - 8538
Length - Semester; Placement - 10, 11,12 ; Prerequisite - Intro to PC Applications. This semester course offers students the opportunity to combine design principles with technology to produce authentic projects. The initial focus will be on developing an understanding of the visual elements and the principles of design. Students will study both two and three dimensional applications and problems. Professionals in related career fields will be brought in to work with students. Individual interests will be taken into consideration as projects are selected. Students will explore areas such as graphic arts, architectural design, landscaping and green design, interior design, and manufacturing/product illustration. Software applications include Illustrator and Photoshop CS5, Archicad, and SolidWorks.

The Digital Media curriculum is designed to develop knowledge and skill and allow students to obtain up to five (5) industry- recognized certifications. The Adobe Certified Associate certifications are: Photoshop, Illustrator and InDesign; Dreamweaver; and Premier Pro. Students can gain experience working with industry-standard software and technology in order to succeed in the digital workplace. The Digital Media Program is currently structured and sequenced into two course offerings: Digital Media I and II.

Digital Media I - 8581a
Length - Semester (1st); Placement - 10, 11,12 ; Prerequisite - Intro to PC Applications. Students are exposed to a wide variety of digital media principles in the areas of graphic design, animation, audio and video production, and web design, demonstrating how all pieces of this industry fit together as well as allowing students to determine where their interests lie.

Digital Media II - 8581b
Length - Semester (2nd); Placement - 10, 11,12 ; Prerequisite - "C" or better in Digital Media I. The generalized concepts learned in Digital Media are taught with greater depth while emphasis is placed on application of skill using the industry-standard software. Students in this course also create portfolios of their digital creations that showcase their work and provide them with a viable tool to demonstrate their abilities to prospective employers.

AP Computer Science Principles - 2568 (Weighted)
Length - Year; Placement - 10, 11, 12; , Prerequisite - Integrated Math I. The AP Computer Science Principles course is designed to be equivalent to an introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems. **Elective credit is earned**. **NCAA Eligible.**

AP Computer Science A - 2554 (Weighted)
Length - Year; Placement - 10, 11, 12; , Prerequisite - Integrated Math II. AP Computer Science A is equivalent to a 1st-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. **Elective credit is earned. NCAA Eligible.**

WBL Business Media & Technology - 8605 (Formerly Business Media & Technology Internship - 8541)
Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of "soft" skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

HEALTH SCIENCE

BIOTECHNOLOGY PATHWAY

Introduction to Biotechnology- 8593 (CMC BIO2112) (Formerly Biotechnology Research I)
Length - Year; Placement - 11,12; Prerequisite: Biology and Chemistry (or concurrently) required; while not required, AP Biology is helpful. This yearlong course is an exploration into the cutting edge career path of biotechnology. This course will survey molecular biology laboratory techniques and principles. Topics will include the structure and function of DNA, RNA, and proteins; genetics and gene expression; gene manipulation and genetic engineering. Lab experiences will include following safety procedures in a biological laboratory, sterile technique, documentation of work in a legal lab notebook, PCR, gel electrophoresis, DNA sequencing and bioinformatics, protein analysis and purification, genetic engineering with CRISPR-Cas, bacterial transformation and RNAi. Students will also become familiar with biotechnology industry standards, laws, and best practices, and consider the bioethics of biotechnology innovations. In addition students will get an introduction to the scientific research process through independent research projects. **Optional professional certification exam available; cost charged to student's account. NCAA Eligible.**

Biotechnology Capstone - 8594 (CMC BIO2175) (Formerly Biotechnology Research II)
Length - Year; Placement - 12; Prerequisite: Introduction to Biotechnology; interested students must submit an application for approval. This yearlong course will allow students to refine and master biotechnology research skills. Students will work in teams to develop and complete their own capstone independent research projects, participating in all aspects of the research process. Students will research scientific literature, identify a research question, write a research proposal for approval, manage funding and resources, design and implement experiments, collect and analyze data, write a technical report of their results, and present their results to the community.

WBL Biotechnology - 8600
Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of "soft" skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

HEALTH SCIENCE PATHWAY

Introduction to Health Science - 8560 (Formerly Medical Prep)
Length - Year; Placement - 10, 11,12. Prerequisite - None. This yearlong class is designed to introduce students to a variety of health related professions and provide an overview of the healthcare industry as well as fundamentals of anatomy and first responder care. This lecture/lab/place-based class will cover an overview of the elements of the US healthcare system and its challenges, introduction to health careers, medical terminology, legal and ethical considerations in healthcare today, anatomy and physiology, nutrition, preventative and alternative medicine topics. Students will participate in field trips and interactions with healthcare providers and institutions within the community. Students will fulfill the requirements for CPR Certification and Wilderness First Aid Certification. This course is a prerequisite for the Health Science Internship program.

Sports Medicine - 9550 (Formerly Care & Prevention of Sports Injuries)
Length - Semester: Placement - 10, 11, 12; Prerequisite - None. This semester course is geared towards students who wish to: 1) pursue a degree in a medical related field; 2) become a student athletic trainer or; 3) develop a greater understanding of the human body. This course provides students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the athletic trainers scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care. This course is an Elective Credit.

WBL Healthcare Clinicals - 8630 (Formerly Medical Prep Internship 8562)
Length - Year; Placement - 11,12; Prerequisite: Introduction to Health Science. This yearlong course is designed for students who desire a more authentic experience in a health related profession. Students will spend time both in the classroom and in specific medical related internships. Interns will progress through 7 rotations in various departments of the Yampa Valley Medical Center and health care community, including Emergency Care, Obstetrics, Physical Therapy as well as EMS and Ski Patrol. Students may also schedule an independent rotation with other healthcare providers/professionals in the community. Limited course activities and projects will continue to develop an understanding of the medical industry and what is required for success in these fields through a variety of hands-on experiences. Students may be exposed to child birth, emergency care and many graphic and stressful situations. To earn internship credit you will establish a relationship with your mentors, write reflective journal entries, create a portfolio with evidence of your learning, and give a formal presentation to a panel of peers and health care professionals articulating the value of your experience to your future. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester, as documented through weekly timesheets, to receive credit. Reliable transportation to and from the student's internship site is required. As the program grows applications and/or letters of interest may be required for the program and/or specific rotation opportunities.

WBL Health Science - 8635

Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of "soft" skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

CONSTRUCTION TRADES

Wood and 3D Design - 8542 (Formerly Engineering Tech I)

Length - Semester (1st); Placement - 9, 10, 11,12 ; Prerequisite - None. This class provides students the unique opportunity to apply design and building skills, as well as creativity, toward individual projects. Students will have access to mediums including, but not limited to woods and plastics. This course begins with instruction regarding terminology of basic hand and power tools, work-place tool safety and key steps in planning a project. Students also will learn important elements of building techniques, such as joinery, and their impact on civilization. Students will have the opportunity to 3D print designs they have created using introductory CAD programs.

Metal and 3D Design - 8543 (Formerly Engineering Tech II)

Length - Semester (2nd); Placement - 9, 10, 11,12 ; Prerequisite - "C" or better in Wood and 3D Design. Students who have taken Wood and 3D Designs will extend their planning, design and building skills in a team and individual setting. In continuation of the types of projects offered in Wood and 3D Design, this class will give students the opportunity to work with metal to weld, plasma cut and powdercoat unique projects.

Construction Technology I (A) - 8588a (Fall Semester) (CMC CON1057)

Length - Semester; Placement - 10, 11,12; Prerequisite - "C" or better in Wood and 3D Design. Closed toe shoes and proper construction work attire is required. Construction Technology I (A), semester 1 of a yearlong course, is an instructional program that prepares an individual for employment or continued education in the occupations of carpentry, electrical wiring, masonry and other trades. Construction Technology I (A) is a basic course teaching fundamentals of safety, use of tools, math, reading blueprints, identifying construction materials, and basic carpentry, electrical, masonry, and plumbing skills. Students will have the opportunity to receive the NCCER CORE certification. This is a nationally recognized certification that is a prerequisite to all other NCCER trades certification programs. **Optional professional certification exam available; cost charged to student's account.**

Construction Technology II (B) - 8588b (Spring Semester) (CMC CON1057)

Length - Semester; Placement - 10, 11,12; Prerequisite - "C" or better in Wood and 3D Design. Closed toe shoes and proper construction work attire is required. Construction Technology I (B), semester 2 of a yearlong course, is an instructional program that prepares an individual for employment or continued education in the occupations of carpentry, electrical wiring, masonry and other trades. Construction Technology I (B) is a basic course teaching fundamentals of safety, use of tools, math, reading blueprints, identifying construction materials, and basic carpentry, electrical, masonry, and plumbing skills. Students will have the opportunity to receive the NCCER CORE certification. This is a nationally recognized certification that is a prerequisite to all other NCCER trades certification programs. **Optional professional certification exam available; cost charged to student's account.**

Carpentry I - 8598a (Fall Semester) (CMC CON 1058)

Length - Semester; Placement - 11,12: Prerequisite "C" or better in Construction Technology I & II. Introduces foundational level carpentry skills, basic residential construction systems, the importance of personal and workplace safety, and the role of carpenters within the construction industry. This course is taught off-site by a CMC Instructor. **This course may have a fee associated with it. Optional professional certification exam available; cost charged to student's account.**

Carpentry II - 8598b (Spring Semester) (CMC CON 1059)

Length - Semester; Placement 11, 12. Prerequisite - "C" or better in Construction Technology I & II. Introduces the NCCER Carpentry level two for the construction trades to include commercial drawings, cold-formed steel framing, exterior finishing, thermal and moisture protection, roofing applications, doors and door hardware, drywall installation, drywall finishing, suspended ceilings, window, door, floor, ceiling trim, and cabinet installation. This course is taught off-site by a CMC Instructor. **This course may have a fee associated with it. Optional professional certification exam available; cost charged to student's account.**

WBL Construction Trades - 8615 (Formerly Construction Trades Internship - 8589)

Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and

strengthen a variety of “soft” skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

OUTDOOR RECREATIONAL LEADERSHIP

Backpacking/Outdoor Leadership - 8550 (CMC OUT1120 & OUT1205)
Length - Semester (Spring); Placement - 10,11,12; Prerequisite - None. This course is two part and it will provide skills related to wilderness travel and outdoor leadership. The first half of the semester will emphasize the knowledge of backpacking skills, survival techniques, proper physical conditioning, route finding, equipment selection, and an understanding and respect for the environment. The course will incorporate lectures and discussion sessions as well as physical training followed by a three day, two night trip in the mountains. The second part of the semester, this course introduces the student to the principles of Leave No Trace and prepares students to teach the Leave No Trace curriculum in a variety of outdoor and urban settings. This is great for students considering careers as guides, outfitters, outdoor educators, agency employees, scout/youth group leaders, or anyone who cares about minimizing impact on the Colorado backcountry. **Optional professional certification exam available; cost charged to student’s account. This course may have a fee associated with it.**

Wilderness Route Finding - 8552 (CMC OUT1025 & OUT1030)
Length - Semester (Fall); Placement - 10,11,12; Prerequisite - None. This course within the Outdoor Recreation Leadership program covers two CMC courses: Map & Compass and Orienteering & Route Finding. The course will teach the use of different topographical maps and compasses in order to safely plan a route in the wilderness as well as the skills to route find and orienteer. Students will learn about orienteering rules, symbols, clues, and clubs are covered. Field trips may include student participation in a scheduled orienteering meet. **This course may have a fee associated with it.**

Bicycle Mechanic - 8510 (CMC ASI1011) (Formerly Mountain Bike Repair.)
Length - Semester; Placement - 9, 10, 11,12 ; Prerequisite - None. This course is an introductory course to bicycle mechanic skills. Students will learn the basic parts and mechanics of a bike. Students will learn the different types of equipment used and tools to maintain and fix equipment. Students will also learn how to optimize equipment for peak performance for an individual. This class will teach the basic skills necessary to gain entry-level employment or to simply work on a personal bike. **This course may have a fee associated with it.**

Ski & Snowboard Technician- 8549 (CMC SKB1006 & SKB1007)
Length - Semester; Placement - 9, 10, 11,12 ; Prerequisite - None. This course covers introductory ski and snowboard repair, shop operations, and tuning for skier and snowboarder performance. In addition students will learn proper tool use for basic edge and delamination repair of skis and snowboards and introduces ski and snowboard binding inspection and mounting adjustment. **This course may have a fee associated with it.**

WBL Outdoor Recreation Leadership - 8645 (Formerly Outdoor Recreation Leadership Internship - 8553)
Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of “soft” skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

NATURAL RESOURCES

Plant & Animal Science - 3580 (Formerly Botany/Zoology)
Length - Year; Placement - 10, 11, 12; Prerequisite - Biology. This course will be an integrated survey of life including plants, microorganisms, and animals. Topics will include classification, anatomy and physiology, reproduction, ecology, and human interactions, with special consideration of local flora and fauna. Students will be expected to participate in laboratory experiences in horticulture, microscopy, and dissection. Students will explore careers in natural resources including Forestry, Fisheries & Wildlife Management, Horticulture, and more. This class should appeal not only to students who desire a career in natural resources, but also for others who have an interest in learning about the natural world. **NCAA Eligible.**

Natural Resources & Environmental Science - 3581 (Formerly Environmental Science)
Length - Year; Placement - 10, 11,12; Prerequisite - Biology. This course will explore the dynamic relationship between natural resources and environmental science. Students will investigate local ecosystems and the challenges facing our state, focusing on topics such as water conservation,

wildlife management, soil health, and sustainable practices. Through hands-on activities and laboratory experiences, field trips, and collaborative projects, learners will gain a deep understanding of Colorado's unique landscapes, while examining the impact of human activity on the environment and the importance of biodiversity. By engaging with local case studies and community initiatives, students will develop the skills to advocate for sustainable resource management and become informed stewards of Colorado's rich natural heritage. **NCAA Eligible.**

WBL Natural Resources - 8640 (Formerly Natural Resources Internship - 3583)
Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of "soft" skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***. This course is repeatable.***

EDUCATION PATHWAY

Introduction to Education - 8511 (CMC 2211)
Length - Semester; Placement - 11,12; Prerequisite - None. An introductory course that explores the field of education, teaching as a profession, and the role of schools in society. Students will gain an understanding of the historical, philosophical, and sociological foundations of education. This course includes current issues of education reform, technology as it relates to education, and considerations related to becoming a teacher in the state of Colorado. The course addresses the educational theory and practices from Early Childhood Education (ECE) through secondary education.

WBL Education - 8620 (Formerly Education Internship - 8512)
Length - Semester; Placement - 11,12; Prerequisite - None Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of "soft" skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

CTE: CAREER EXPERIENCE

WBL Seminar - 8650 (Formerly Work Based Learning 1 - 8555)
Length - Semester; Placement - 11,12; Prerequisite - None. While enrolled in Work-Based Learning you have the opportunity to participate in a paid position of your choice, with school district approval. You will gain employment experience, develop occupational skills, and explore career interests. you are required to work approximately 4-5 hours per week for every .5 credit earned; you will provide paycheck stubs as documentation of hours. Journal entries reflecting on your learning experiences will be required regularly, as well as an employer evaluation each semester. Other evidence will be required to articulate the value of your work experience to your future. . *11th graders - with teacher approval, although this is a CTE course - students will receive "Elective" credit. .5-3.0 Credits ***This course is repeatable.***

General Internship - 8556
Length - Semester; Placement - 11,12; Prerequisite - None. Successful completion or concurrent enrollment of an approved related CTE course or instructor approval. Reliable transportation to and from the student's Internship site is required. Maximum 1 credit. Authentic work experiences with a community mentor provide a foundation for career analysis and self-awareness. Internship experience can help to direct post-secondary studies, certifications, and may generate job opportunities after graduation. The Internship experience will provide you with an opportunity to develop and strengthen a variety of "soft" skills such as interpersonal communication, time management, leadership, and problem solving. To earn internship credit you will work with a mentor to create a structured position description around your learning objectives, write reflective journal entries and ultimately create a portfolio with evidence of your learning, and present your executive summary articulating the value of your experience to your future. Internships must be directed toward an area of potential career interest and may be paid or unpaid. You will provide documentation of your hours submitting weekly time logs. You are required to consistently intern a minimum of 4 hours per week and accumulate a total of 60 hours per semester to receive credit. ***This course is repeatable.***

Differences Between
Work-Based Learning and Internship Course Requirements

Work-Based Learning	Internship
Goal: to provide a hands-on experience that helps students learn about the reality of the workplace, have real life experiences, learn and work on their communication, and prepare them for their future. This experience may also help students determine if a career area is right for them or they should explore other options. *Credit*: Earn an Elective Credit	*Goal*: to provide students an opportunity to have an authentic internship that provides a foundation for career analysis and self-awareness in a career path of interest. This experience may help students determine if a career area is right for them or if they should explore other options. *Credit*: Earn an Elective Credit
Course Requirements: ▪ Complete required documentation/paperwork ▪ Approval of a paid position by advisor ▪ Obtain a copy of employer's liability insurance. ▪ Work 70 hours per WBL credit throughout the semester, approximately 4.6 hours/week ▪ 4 Discussion Forums ▪ Work Site Portfolio ▪ Submit a monthly work schedule ▪ Meet with Advisor on a regular basis to discuss class progress ▪ Turn in official pay stubs every two weeks as received from the employer. ▪ Have consistent participation in class ▪ Submit evaluation from employer at quarter and semester	**Course Requirements:** ▪ Complete required documentation/paperwork/ projects ▪ Approval of internship from advisor ▪ Intern 60 hours minimum throughout semester, approximately 4 hours/week ▪ 4 Discussion Forums (monthly) ▪ Submit a monthly internship schedule ▪ Prepare a portfolio documenting what the student has learned during his/her internship experience ▪ Presentation at the end of the learning experience, sharing the student's learning experience during their internship with some "evidence of learning". ▪ Submit signed timesheets every week ▪ Complete a resume and profile ▪ Complete Position Description ▪ Receive an evaluation by mentor twice throughout semester

ENGLISH LEARNER ACQUISITION SERVICES
English Learner (EL) and Newcomer English Learner (NEL)

EL Services *provided at Steamboat Springs High School vary in intensity depending on student need. Students with higher language needs will have a balance of language support classes and general education classes. As language develops, students will be immersed more and more into content classes necessary for graduation. Students will receive credit for each class they pass, but not for being a part of the program.*

NEL Services *at Steamboat Springs High School assists students new to the country and/or the English language. These students will begin in NEL classes. These classes will be small and have direct English instruction while also covering Reading, Writing, Science, Math, Social Studies, Culture, and Study Skills. The below listed courses are the offerings for the ELAS students; whether the course is available to EL and/or NEL students is listed in the description.*

EB Monitor Study Hall 9569a/b

Length - Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. Study Hall is designed for ELAS students who are at a Monitor Status within the program to receive support for their general education classes. Students will participate in class activities to continue establishing language fluency skills while also utilizing time in school to work on assignments and communicate with various teachers. This course is available for EL and NEL students, yet specifically Monitor (Fluent) EL students.

Content Support NEL 9566a/b EL 9530a/b

Length - Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. Content Support is designed for current and former ELAS students to receive support for their general education classes. Students will participate in class activities to help their transition into Steamboat Springs High School while also utilizing time in school to work on assignments and communicate with various teachers. This course is available for EL and NEL students.

Math NEL 9558a/b

Length - Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. This class will focus on academic vocabulary in mathematics through a variety of topics aligned with Pre-Integrated Math. Problem solving will be emphasized through the class. Students will also develop their written skills in math. This course is intended to prepare students for Integrated Math I. This course is available for EL and NEL students.

Life Science NEL 9563a/b EL 9547a/b

Length - Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. This class will focus on academic vocabulary while covering life science. There will be a strong emphasis on writing claims with evidence throughout the course as students develop their language skills. In addition, students will be introduced to earth and physical science. This course is available for EL and NEL students.

Physical Science NEL 9564a/b EL 9542a/b

Length - Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. This class will focus on academic vocabulary while covering earth and physical science. There will be a strong emphasis on writing claims with evidence throughout the course as students develop their language skills. In addition, students will be introduced to life science. This course is available for EL and NEL students.

Spanish for Spanish Speakers - 7560

Length - Year; Placement - 9,10,11,12. Students of hispanic heritage enroll to achieve better grammar and language structure. They will learn about linguistic, historical, and cultural interests. This program includes a review of Spanish grammar with special emphasis on idioms, colloquial Spanish, formal Spanish, false cognates, cognates, and americanisms. As a part of this program we will learn about writers such as Enesto Sabato, Gabriel Garcia Marquez, Don Quijote de la mancha, Rafael Ponbo, and some award-winning novels. Additionally, we will read the authors' books and the students will write essays about them, and they will share a formal presentation with their classmates about what they learned. Students will choose a written research project in order to learn how to develop a hypothesis and summarize a research text and learn to write more formal texts in a professional manner. Here, students will have the opportunity to put into practice grammar, cohesion, coherence and paraphrasing of ideas which they will read and they will express and explain in their written compositions.

Composition 9 , Literature 9 NEL 9567a EL 9553a

Length - Semester, Semester; Placement - 9,10,11,12. Prerequisite: Teacher Recommendation per EB Program. Comp 9 and Lit 9 are designed to support the acquisition of English reading, writing, speaking, and listening skills through study of the structure of the English language for students who are non-English proficient or limited-English proficient. This class will focus on newcomer skill development including but not limited to: Cultural differences/expectations, school policies and events, transitioning to life in America/Colorado, basic and academic vocabulary. This class can be paired with students' English/Literature courses to offer all EL student's two distinct but complementary English Classes. These courses are available for EL and NEL students.

Language Arts, American Literature NEL 9567a/b EL 9577a/b, World Literature NEL 9570a/b EL 9578a/b
Length - Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. EL Language Arts is designed to support the acquisition of English reading, writing, speaking, and listening skills through study of the structure of the English language for students who are non-English proficient or limited-English proficient. Students will continue to acquire communicative and academic English by building from current writing and reading comprehension skill levels. This class can be paired with students' English/Literature courses to offer all EL student's two distinct but complementary English classes. These courses are available for EL and NEL students.

World Geography NEL 9559 EL 9579, Civics NEL 9560 EL 9580 , American History NEL 9574a/b EL 9581a/b, World History NEL 9571a/b EL 9582a/b

Length - Semester or Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. These classes will focus on academic vocabulary while covering social studies concepts in geography, civics and history. There will be a strong emphasis on building background knowledge of the United States and World History. EL students will take World History. These courses are available for EL and NEL students.

NEL Culture NEL 9561a/b

Length - Year; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. NEL Culture is designed to embrace diversity. This class will focus on introducing and understanding various cultures present in the classroom, the United States, and the world.

NEL Fundamentals of Bus/Career/Tech - 8523

Length - Semester; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. This required course will integrate career exploration, ICAP, introductory financial literacy, and general business topics while developing and improving computer skills for use at the high school, college, and workplace. Google Docs, Sheets, and Slides will be used to provide a foundation of necessary skills for students to work more productively, effectively, and creatively. Ethical and appropriate use of the Internet will be continually reinforced. Keyboarding skill development techniques will be incorporated to increase speed and accuracy of computer based projects required in high school and college.

NEL Speech 1553

Length - Semester; Placement - 9,10,11,12. Prerequisite: Teacher recommendation per EB Program Monitor. This required class includes units on interpersonal communication, listening, getting to know each other and basic public speaking presentation skills. Types of presentations will include personal experience speeches, research-based speeches, oral interpretation of literature, debates, and others. Skills to be learned include developing poise in presentation, ability to think on one's feet, interpersonal communication, persuasion, argumentation, research using traditional and electronic methods, and proper use of visual aids in a presentation.

LANGUAGE ARTS

A diploma with an emphasis in Language Arts is available.

English Comp 9 (1st semester) - 1540a
Length - Year; Placement - 9. Prerequisite - None. This course emphasizes skills requisite for success in high school writing. Students will produce informative, persuasive, narrative, and comparative texts. Students will write using clear focus, coherent organization, sufficient elaboration, specific details, and conventional grammar. They will practice planning, drafting, revising, and editing written work. ***Students have the option for an "Advanced" designation.*** Required text: *Persepolis.* **NCAA Eligible.**

9th-grade Literature choices: Both courses are designed to continue a student's study of Language Arts from Composition 9 with similar assignments, skills, and expectations; however, they each take a different thematic approach through the specific pieces of literature presented. Both classes will study John Steinbeck's Of Mice and Men and William Shakespeare's Romeo and Juliet. The remaining class and choice books will differ based on the course's thematic focus. Students should choose the course whose themes and questions seem most interesting to them to explore through their study of literature.

English Lit 9: Self & Society (2nd semester) - 1541b
Length - Year; Placement - 9. Prerequisite - None. Students will read, analyze, and evaluate a variety of literary texts related to the discovery of personal identity and how they effectively contribute to society. This course focuses on how individuals impact the world around them and in turn, are impacted by it. It helps us understand the power we have as individuals and helps us understand how we grow and change over time. Required texts: Of *Mice and Men* by John Steinbeck and The *Tragedy of Romeo and Juliet* by William Shakespeare. ***Students have the option for an "Advanced" destination.*** **NCAA Eligible.**

English Lit 9: Choice & Conflict (2nd semester) - 1542b
Length - Year; Placement - 9. Prerequisite - None. Students will read, analyze, and evaluate a variety of literary texts related to how we find our way in a world that frequently works in opposition to our desires. This course addresses the themes of character development, decision-making, power, and how we meet and respond to challenges. Required texts: Of *Mice and Men* by John Steinbeck and The *Tragedy of Romeo and Juliet* by William Shakespeare. ***Students have the option for an "Advanced" destination.*** **NCAA Eligible.**

American Literature - 1517
Length - Year; Placement - 10, 11, 12; Prerequisite - None. The course consists of deep and critical analysis of how major themes of American History are reflected in literature. Writing emphasis will be based on critical analysis of literature through expository and argumentative essays. Activities include seminars, research projects, simulations, and independent study projects. This course is designed to be taken concurrently with the American History component. ***Students have the option for an "Advanced" destination.*** **NCAA Eligible.**

World Literature - 1519
Length - Year; Placement - 11, 12; Prerequisite - None. This course provides students with opportunities to make connections among historical events, geographical influences, artistic creations, and literary works. Writing emphasis will be placed on critical analysis of World literature, history, and philosophy through expository, argumentative, and creative writings, research projects and exhibitions, and independent study projects. Significant works of literature from around the world will be studied. This course is designed to be taken concurrently with World History. **NCAA Eligible.**

Language Arts Electives:

AP English Literature and Composition - 1525 (Weighted)
Length - Year; Placement - 11, 12; Prerequisite - None. AP English Literature & Composition will read and discuss a variety of fictional and poetic works, British and American, as an introduction to English Literature and its movements. The class consists of careful reading, reflection, and interpretation, in addition to writing literary arguments. Our study focuses on how the elements of character, setting, structure, point of view, narration, and figurative language work to help us make meaning from fictional works. Students will write and evaluate AP Exam essays and learn how to tackle multiple choice passage analysis, as the course is intended to prepare students for the AP English Literature & Composition test. **NCAA Eligible.**

AP English Language and Composition - 1548 (Weighted)
Length - Year; Placement - 11, 12; Prerequisite - None. Advanced Placement Language and Composition is a rigorous year-long course that primarily focuses on nonfiction. The emphasis of the course is on careful reading, interpretation, synthesis, and writing. It natural sciis a good option for diligent students who may not be as interested in the extended fiction focus of Advanced Placement Literature and Composition but who appreciate the power of words in other contexts. Rhetorical techniques and analysis will be stressed in this course. Students will focus on writing as a primary response to what is read in class. In some cases, students may earn college credit by passing the AP Language and Composition exam with a score of 3 or greater. **NCAA Eligible.**

Dramatic Lit & Film Adaptation - 1532
Length - Semester; Placement - 11, 12; Prerequisite - None. This course will present literary material that can be expressed through a variety of visual media. Students will become critical consumers of literary adaptation and evaluate the relationships between the adaptation and the original author's intent. This will be done using short fiction/television study, extended fiction, non-fiction, and classical drama to present-day drama. This class will include expository, critical and visual analysis. **NCAA Eligible.**

Sports & Adventure Lit & Writ - 1538
Length - Semester; Placement - 11, 12; Prerequisite - None. Students read and analyze fiction, nonfiction, and poetry that focus on the subject of sports and outdoor adventure. They will investigate the major themes and tenets of sport/adventure literature. These themes include sportsmanship, transcendentalism and the power of the individual. Students will gain a variety of perspectives on the subject of sport and adventure and how they influence and reflect other aspects of our lives. Furthermore, students will study journalistic style and model in their own writing. **NCAA Eligible.**

Writers Workshop - 1523
Length - Semester; Placement - 11, 12; Prerequisite - None. Lovers of creative thinking and writing, this class is for you! It is a semester course designed around the practice of writing creatively in a workshop environment, where you receive instant commentary and helpful critique of your work. The heart of the course involves student-selected and teacher-assigned topics relating to student interests and selected readings. It is a class for students who like to write and are interested in exploring the nuances of the written word, new ways of creative expression, and who wish to sharpen their writing skills. The course focuses on writing personal narratives, essays, poems, short and long fiction, play and television scripts, and the planning and editing stages of writing. **NCAA Eligible.**

Speech - 1550

Length - Semester; Placement - 9, 10, 11, 12; Prerequisites - None. This course is required for students graduating in 2026. This class includes units on interpersonal communication, listening, getting to know each other and basic public speaking presentation skills. Students will perform between 12 - 16 speech presentations. Types of presentations will include personal experience speeches, research-based speeches, oral interpretation of literature, debates, and others. Skills to be learned include developing poise in presentation, ability to think on one's feet, interpersonal communication, persuasion, argumentation, research using traditional and electronic methods, and proper use of visual aids in a presentation. **NCAA Eligible.**

Music as Literature - 1566

Length - Semester; Placement - 11, 12; Prerequisite - None. Students will analyze and discuss the role that music, as one element of pop culture, has had in shaping the direction of the United States' collective conscience, especially in the post-WWII era. Students will delve into the lyrics and instrumentation of great works and analyze them as poetry while simultaneously exploring artistic intent and modern applicability. Students will demonstrate their learning through myriad projects, including speeches, artistic renderings, songs, film analyses, and more.

Theory of Knowing - 9526

Length - Semester; Placement - 11,12; Prerequisite - None. What is knowledge? How do we learn? How do we know? How do cultures differ in their ways of knowing? Why does our culture value one way of knowing and another culture value a different way? Whose is better? Part philosophy, part psychology, part cultural anthropology, this course will examine issues of “knowledge” in the diverse areas of human perception, emotion, reason, and language. Students will study knowledge claims throughout history in the areas of mathematics, natural sciences and the arts. Through the study of popular texts, students will become aware of the interpretative nature of knowledge, including personal and ideological biases. Students will generate questions, pose alternative ideas and possible solutions in response to diverse concepts of what man knows and discuss the ethics involved in using that knowledge. This course is open to students having a desire for academic rigor and intellectual honesty, and having an interest in analyzing knowledge claims, their underlying assumptions, and their implications.

Space, Time and Other Worlds - 1528

Length - Semester: Placement - 11, 12; Prerequisite - None. This course is a literature course based in the concepts of Space, Time, and Other Worlds. The class will examine works of Science Fiction and Fantasy to better understand the world around us. Each unit will take an in depth look at the concept at hand while investigating how the works reflect the concepts in our own lives. Students will get to interact with high interest texts by authors like: Isaac Asimov, Blake Crouch, Nnedi Okarafor, Haruki Murakami, Liu Cixin, Ray Bradbury, Margaret Attwood, and more. **NCAA Eligible.**

STAFF USE ONLY

Literacy I - 1534 (Formerly **English 9 Support.)**

Length - Year: Placement - 9; Prerequisite - Teacher Recommendation. This class is to be taken simultaneously with English 9, and the curriculum is designed in conjunction with their English 9 course. This course is designed for students who have been identified as needing additional support to make progress towards grade level benchmarks and will be differentiated to individual student needs. **This course is repeatable.**

Literacy II - 1536 (Formerly **Academic Lit Reading and Writing)**

Length - Year: Placement - 10, 11, 12; Prerequisite - Placement is based on academic achievement data and teacher recommendations. This course is designed as a full-year but may also be taken as a single-semester class. The classwork will address areas of concern in reading and writing. Students will practice writing with an emphasis on grammar and mechanics, spelling, sentence structure, paragraph and essay composition. Reading instruction addresses vocabulary, comprehension, and fluency. Students will progress, monitor their growth and have the opportunity to analyze and build upon their strengths. **This course is repeatable.**

MATHEMATICS

A diploma with an emphasis in Mathematics is available.

Pre-Integrated Math I - 2558

Length - Year; Placement - 9,10,11,12; Prerequisite - **Teacher recommendation only**. This course will place a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations, write and solve proportions, and explore geometry. Problem solving will be emphasized throughout the course.

Construction Math - 2570
Length - Year; Placement - 11,12 Prerequisite - Integrated Math I. Basic math course where students learn geometry, fractions, decimals, ratios, estimation, simple trigonometry. Students then apply math skills through drawing and designing blueprints or plans. Students then construct projects using carpentry and math skills. This class is intended for upperclassmen.

Integrated Math I - 2551
Length - Year; Placement - 9,10,11,12; Prerequisite - Math 8 or Pre-Integrated Math. This is the prerequisite class to all upper level math classes. The scope of this course includes topics such as Linear Functions, Systems of Equations, Solving Equations and Inequalities, Exponential Functions and Coordinate Geometry. The program is based on the recommendations of the National Council of Teachers of Mathematics and satisfies the curriculum standards set forth by the State of Colorado. Integrated Math I emphasizes connections among mathematical topics and real world applications. **NCAA Eligible.**

Integrated Math II - 2553
Length - Year; Placement - 9,10,11,12; Prerequisite - D or better in Integrated Math I or teacher recommendation. This is the second year of the Integrated Mathematics progression. It completes coverage of basic Algebra and Geometry subjects including Similarity, Trigonometry, Area and Volume, Circles, Exponential Functions, and Quadratic Functions. The course will demand critical thinking and extensive problem solving skills. Integrated Math II emphasizes connections among mathematical topics and real world applications. If students receive less than a C in Integrated Math I, it is strongly recommended that they also enroll in Math Lab or take Credit Recovery over the summer, if offered. **NCAA Eligible.**

Integrated Math III - 2555
Length - Year; Placement - 9,10,11,12; Prerequisite - D or better in Integrated Math II. This is the final course in the Integrated Math progression. The class explores a variety of functions : Quadratic Functions, Polynomial Functions, Rational Functions, Exponential Functions, and Logarithmic Functions. Integrated III is similar to Algebra 2 in a traditional math curriculum. If students receive less than a C in Integrated Math II, it is strongly recommended that they also enroll in Math Lab or take Credit Recovery over the summer, if offered. **NCAA Eligible.**

Advanced Integrated Math III - 2541
Length - Year; Placement - 9,10,11,12; Prerequisite - Integrated Math II and teacher approval is required. This is a **rigorous and fast-paced course** which prepares students for College Algebra/College Pre-Calculus (AP). An in-depth understanding of Integrated Math II or Integrated Math III concepts is required. The course will demand critical thinking and extensive problem solving skills. The class explores a variety of functions : Quadratic Functions, Polynomial Functions, Rational Functions, Exponential Functions, and Logarithmic Functions. Advanced Integrated III is similar to Honors Algebra 2 in a traditional math curriculum. This course is recommended for students who receive a B or higher in Integrated 2 both semesters. **NCAA Eligible.**

Statistics and Computer Science - 2575
Length - Year; Placement - 9,10,11,12; Prerequisite - At least Integrated Math III or with teacher approval. This introductory course consists of topics from the study of Statistics and Computer Science. Students will be introduced to the four main areas of statistics; exploring data, sampling and experimentation, anticipating patterns and statistical inference. We will be using Edison robotics to support learning the basics of coding syntax and then transition to coding in Python. We will also look at how data science is the combination of statistics and computer science. This course has been developed to focus on application, problem-solving and critical thinking as well as preparation for success in AP Statistics and AP Computer Science. It continues to emphasize connections among mathematical topics and real-world applications. **NCAA Eligible.**

AP Statistics - 2547 (Weighted) (CMC MAT1260)
Length - Year; Placement - 9,10,11,12; Prerequisite - C or better in Integrated Math III. This is a rigorous college level statistics course, which thoroughly covers the topics of data analysis, sampling & experimentation, random phenomena, using probability and simulations, and statistical inferences. The class is fast paced and homework intensive. This class will prepare students for the AP Statistics exam given in May. Students will need their own graphing calculator, as they are required on the AP exam. *Upon successful completion, students will earn 3 college credits through CMC*. This class can be taken concurrently with College Algebra/College Precalculus (AP) or Calculus. **NCAA Eligible.**

AP PreCalc (College Alg/Preca) - 2543 (Weighted) (CMC MAT1340/1440)
Length - Year; Placement - 9,10,11,12; Prerequisite - C or better in Advanced Integrated Math III or an A in Integrated Math III with teacher recommendation. Students in this class will have the opportunity to earn CMC credit and take the new (2024) AP Precalculus Exam. These are two rigorous college level math courses that total 9 college credits upon successful completion (C or better). This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways. College Algebra focuses on a variety of functions and the exploration of their graphs. Topics include: equations and inequalities, operations on functions, exponential and logarithmic functions, linear and nonlinear systems, and an introduction to conic sections. College Precalculus (same as College Trigonometry) explores trigonometric functions, their graphs, inverse functions and identities. Topics include: trigonometric equations, solutions of triangles, trigonometric form of complex numbers, and polar coordinates. These are both statewide Guaranteed Transfer courses in the GT-MA1 category. Students in AP Precalculus will be required to register for College Algebra (fall) and College Precalculus (spring) through CMC. **NCAA Eligible.**

AP Calculus AB - 2546 (Weighted) (CMC MAT2410)
Length - Year; Placement - 9,10,11,12; Prerequisite - C or higher in AP Precalculus*, AP Calculus AB or College Algebra/College Precalculus is required. This is a rigorous college level calculus course, which thoroughly covers the topics of limits, continuity, derivatives, integrals and the associated applications. Students need a firm foundation of concepts covered in Precalculus. The course is similar to Calculus I at the college level. This class will prepare students for the AP Calculus AB exam given in May. Students will need their own graphing calculator, as they are required on the AP exam. This course is equivalent to Calc 1 at the college level. **NCAA Eligible.**

AP Calculus BC - 2550 (Weighted) (CMC MAT2410/2420)
Length - Year; Placement - 9,10,11,12; Prerequisite - C or higher in AP Precalculus* or College Algebra/College Precalculus is required. Students in this class will have the opportunity to earn CMC credit and take the AP Calculus BC Exam. These are two rigorous college level calculus courses that total 10 college credits upon successful completion (C or better). Calculus 1 includes limits, continuity, derivatives, and applications of derivatives as well as indefinite and definite integrals and some applications. Calculus 2 continues the study of single variable calculus which will include techniques of integration, analytic geometry, improper integrals, convergence of infinite numerical series and power series. These are both statewide Guaranteed Transfer courses in the GT-MA1 category. Students in AP Calculus BC will be required to register for College Calculus 1 (fall) and College Calculus 2 (spring) through CMC. This course is equivalent to Calc 1 and Calc 2 at the college level. **NCAA Eligible.**

College Algebra Stretch - 2557 (Weighted) (CMC MAT1340)
Length - Year; Placement - 9,10,11,12; Prerequisite - C or better or D with teacher recommendation in Integrated Math III. This is a great opportunity for students who are college bound but who would benefit from a slower paced course. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways. College Algebra focuses on a variety of functions and the exploration of their graphs. Topics include: equations and inequalities, operations on functions, exponential and logarithmic functions, linear and nonlinear systems, and an introduction to conic sections. This is a statewide Guaranteed Transfer course in the GT-MA1 category. Students in College Algebra Stretch will be required to register for College Algebra through CMC. *Upon successful completion (C or better), students will earn 4 college credits through CMC*. **NCAA Eligible.**

College Math for Liberal Arts Stretch - 0865 (Weighted) (CMC MAT1240)
Length - Year; Placement - 12; Prerequisite - D or better in Integrated Math II. This is a great opportunity for students who are college bound but who would benefit from a slower paced course. This course provides essential skills for the Humanities pathways. Math for Liberal Arts highlights connections between mathematics and the society in which we live and is intended for liberal arts majors. Topics include set theory and logic, mathematical modeling, probability and statistical methods, and consumer mathematics. This is a statewide Guaranteed Transfer course in the GT-MA1 category. U*pon successful completion (C or better), students will earn 4 college credits through CMC*. **NCAA Eligible.**

College Algebra - 2552a (Semester 1) (Archived - N/A)
Length - Semester; Placement - 11,12; Prerequisite - Integrated III or higher; Accuplacer score of 245+. College Algebra focuses on a variety of functions and the exploration of their graphs. Topics include: equations and inequalities, operations on functions, exponential and logarithmic functions, linear and nonlinear systems, and an introduction to conic sections. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways.

College Pre-Calculus - 2556b (Semester 2) (Archived - N/A)
Length - Semester; Placement - 9,10,11,12; Prerequisite - A C- or better in College Algebra. (Was called College Trigonometry)
Explores trigonometric functions, their graphs, inverse functions and identities. Topics include: trigonometric equations, solutions of triangles, trigonometric form of complex numbers, and polar coordinates. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways. This is a statewide Guaranteed Transfer course in the GT-MA1 category.

Integrated Math 1 Lab - 2540 (Formerly called Integrated Math I Support.)
Length - Year; Placement - 9,10,11,12; Prerequisite - **Teacher recommendation only and students who have previously taken Pre-Integrated Math I.** This class is to be taken simultaneously with Integrated Math I and is designed for students who need more time and support with Integrated Math I content. All students can learn math, and this class will help students believe in their own math abilities. An Integrated Math I teacher will preview and scaffold Integrated Math I concepts with students and help them with questions they have from Integrated Math I class. ***Integrated Math I Lab earns 0.5 Elective credit in Semester 1 and 0.5 Math credit in Semester 2. If a student is only taking Semester 2 they will receive 0.5 elective credit.***

Math Lab - 2542 (Formerly Math Intervention.)
Length - Year; Placement - 10,11,12; Prerequisite - Must be taken concurrently with Integrated Math II or Integrated Math III. This course is designed for students who earned a D in Integrated Math I or are repeating Integrated Math II or Integrated Math III. This is an elective credit course. *Approval from the Math Department Head is required.*

MUSIC

The following classes apply to the graduation requirements for fine arts credit. (1 credit required). A diploma with an emphasis in Instrumental Music, Performing Arts, Vocal Music or Visual Arts is available.

Concert Band - 6545

Length - Year; Placement - 9,10,11,12; Prerequisite - Middle School Band or Private Lesson. This ensemble provides an opportunity for students to continue instrumental development at the intermediate to advanced level. Emphasis is placed on proper playing technique, tone production, music theory sight-reading, musical expression, ensemble fundamentals, and the study of concert band literature. Also included, is a marching band component, which is centered around parade, field marching, and pep band literature and skills. Private lessons are strongly encouraged in conjunction with this course. Concert Band students will perform a minimum of 3 concerts per year and 1-2 competitions per year. In addition to these concerts, the Concert Band members will be required to perform in the Homecoming Parade, Homecoming Night Marching Show, the annual Winter Carnival "Ski Band", and 3-4 Pep Band events. Students interested in drumline will be coached separately, as staffing allows. The marching component to this band is Fall and Mid-Winter. The Concert Band portion is Late-Fall, Winter and Spring. Students in Concert Band will be eligible to audition for Regional and State Honor Bands. **This class is repeatable.**

Jazz Band - 6535

Length - Year; Placement - 10,11,12; Prerequisite - Audition and Teacher Approval. *9th grade with teacher recommendation. This ensemble provides students an opportunity to explore the many different styles of jazz and contemporary media through music performance. This class is an extension of the skills learned in Concert Band. Students will continue to learn music theory and also develop improvisational skills. Students in this class must demonstrate understanding in basic music theory that was learned in Concert Band. It is strongly recommended that students are also enrolled in Wind Ensemble or Concert Band. Private lessons are strongly encouraged in conjunction with this course. Jazz Band students will perform a minimum of 3 concerts per year and 1-2 competitions per year. In addition to these concerts, the Jazz Band will be required to perform in the Homecoming Parade, Homecoming Night Marching, Show the annual Winter Carnival "Ski Band", and 3-4 Pep Band events. Students in Jazz Band will also participate in the marching band component, centered around parade marching, field marching, and pep band literature and skills, as is necessary to perform in the parade and field events with the Concert Band. The bands combine for these events. Therefore, there is a marching band component to the Jazz Band in fall and mid-winter. Students interested in drumline will be coached separately as staffing allows. Lastly, students in Jazz Band must be willing to participate in additional performances decided upon at the discretion of the director, given reasonable notice and determined by scheduling constraints. **This class is repeatable.**

Beginning Guitar - 6506

Length - Semester; Placement - 9,10,11,12; Prerequisite - None. Beginning Guitar is a semester course covering the basics of playing guitar for students with little or no previous musical experience. This is a performance-based class in which students will use music notation, chord symbols, and tablature to learn to play guitar. Skills and techniques will be taught through various musical genres such as blues, folk/country, rock and popular music as it pertains to the playing ability and interest of the class. This course will also teach music theory as it pertains to the guitar, improvisation and music composition.

Intro to Music Theory 6509 (Formerly Music Theory: Digital Prod)

Length - Semester; Placement - 9,10,11,12; Prerequisite - None. This course is for students who wish to expand their knowledge of the structure of music by teaching the basics of sound, pitch, rhythm, meter, scales, intervals, chords, ear training and dictation skills, composition and musical analysis. This course is highly suggested for the serious music student looking to learn these aspects of music and would like to take AP Music Theory.

AP Music Theory - 6510

Length - Year; Placement - 10,11,12 upon instructor approval; Prerequisite - A in Intro to Music Theory or students may place into this course with a 90 or better on the Music Theory final. AP Music Theory is an advanced, year-long course that deepens students' understanding of music composition, harmony, and aural skills. Students will explore musical concepts such as notation, chord progressions, sight-singing, and melodic dictation, building skills that are essential for analyzing and creating music. This course is designed for students with prior music experience who are interested in preparing for college-level music study. AP Music Theory offers a rigorous challenge for those passionate about the technical and theoretical aspects of music, culminating with the AP exam in May.

Steamboat String Ensemble - 6562

Length - Year; Placement - 9,10,11,12; Prerequisite - Suzuki Book 3 or equivalent. This class provides an opportunity for students to advance their string instrument studies. It is offered by the Steamboat Symphony Orchestra as part of its Education and Outreach Programs. The ensemble consists of intermediate to advanced level players on violin, viola, cello and bass. Emphasis is placed on proper playing technique, tone production, music theory, sight-reading, musical expression, ensemble fundamentals, and the study of string orchestra literature. Private lessons are encouraged but not required in conjunction with this course. String Ensemble students will perform a minimum of 3 concerts per year. In addition to these concerts, the String Ensemble members will be eligible to audition for Regional and State Honor Orchestras. ***A course participation fee may be required.*** **This class is repeatable.**

Choir - 6546 (*Formerly Concert Choir.)*
Length - Year; Placement - 9, 10, 11, 12; Prerequisite - None. Choir is a year long course and offers students experience singing in a choral environment. Students learn vocal technique, basic music theory, and sight-reading as it pertains to the literature being studied. Choir will sing a variety of music including classical, folk, music theater, contemporary, and pop depending upon the performance program. There are a minimum of three (3) full Choir Concerts per school year, Contest/Adjudication festivals, and other community events and clinics (Fall Vocal Clinic) scheduled by the Choir Director. Everyone is encouraged and welcome to join the Choir. Students are eligible to audition for Regional and State Honor Choirs. **This class is repeatable.**

Guitar II - 6516 (Archived - N/A)
Length - Semester; Placement - 9,10,11,12; Prerequisite - None. Beginning Guitar is a semester course covering the basics of playing guitar for students with little or no previous musical experience. This is a performance-based class in which students will use music notation, chord symbols, and tablature to learn to play guitar. Skills and techniques will be taught through various musical genres such as blues, folk/country, rock and popular music as it pertains to the playing ability and interest of the class. This course will also teach music theory as it pertains to the guitar, improvisation and music composition.

Beginning Piano - 6507 (Archived - N/A)
Length - Semester; Placement - 9,10,11,12; Prerequisite - None. Beginning Piano is a semester course covering the basics of playing piano for students with little or no previous musical experience. This is a performance based class in which students will use music notation, chord symbols, and lead sheets to learn to play the piano. Skills and techniques will be taught through various musical genres such as classical and popular music as it pertains to the playing ability and interest of the class. This course will also teach music theory as it pertains to the piano, improvisation and music composition.

Select Choir - 6544 (Archived - N/A)
Length - Year; Placement - 9, 10, 11, 12; Prerequisite - None. Select Choir is an advanced performing ensemble open to students who have formal choral experience and a basic knowledge of music theory. Music performed includes a variety of jazz, musical theater, pop and show music, as well as selections from standard choral repertoire. Solo opportunities are available to all interested singers. Students are required to participate in a minimum of three (3) music concerts per year. Contest/adjudication festivals, and other community events and clinics (Fall Vocal Clinic) scheduled by the Choir director. Lastly, students in Jazz Band must be willing to participate in additional performances decided upon at the discretion of the director, given reasonable notice and determined by scheduling constraints.

Percussion Ensemble - 6508 (Archived - N/A)
Length - Semester; Placement - 9,10,11,12; Prerequisite - None. Percussion Ensemble is a semester course for percussion students with no previous musical experience. Students will learn to play each of the traditional percussion instruments (such as snare drum, bass drum, timpani, mallets, and auxiliary percussion, etc.), but they will also learn non-traditional percussion instruments and styles. Percussion Ensemble students are required to learn music and participate in the Homecoming Parade and the Homecoming Football game band performance. Although not required, the ensemble is highly encouraged to march with the Winter Carnival Ski Band, as this class will help serve as the drum line for marching band events.

Pit Orchestra - 6511a (Archived - N/A)
Length - Semester; Placement - 9,10,11,12; Prerequisite - Audition or prior approval of music teacher. This first-semester course is offered for instrumentalists who want to play in a pit orchestra in their future, and/or want a more advanced performance opportunity. This is an advanced course for instrumentalists willing to commit to accompanying musical theater production. This course will require performances and rehearsals outside of the school day for the preparation and performance of the musical theater productions at the school. Students will learn arranging, transposition and will focus on the musician's role as accompanist.

Wind Ensemble - 6560 (Archived - N/A)
Length - Year; Placement - 10,11,12; Prerequisite - One year high school Concert Band or Private Lessons AND Audition. This ensemble provides an opportunity for students to study music at the advanced level. Emphasis is placed on proper playing technique, tone production, music theory, sight-reading, musical expression, ensemble fundamentals, and the study of Wind Ensemble literature. The Wind Ensemble will be limited to a specific instrumentation. 4FL, 6CL, 2OB, 2Bsn, 2Bcl, 2AS, 1TS, 1BS, 4Tpt, 4HN, 3TBN. 2Euph 1Tuba 4Perc. Private lessons are strongly encouraged in conjunction with this course. Wind Ensemble students will perform a minimum of 3 concerts per year and 1-2 competitions per year. In addition to these concerts, the Wind Ensemble members will also be required to perform for the Homecoming Parade, Homecoming Halftime Show, and the annual Winter Carnival “Ski Band”. Students will also be eligible to audition for Regional and State Honor Bands and Orchestras. In addition to these concerts, the Jazz Band will be required to perform in the Homecoming Parade, Homecoming Night Marching, Show the annual Winter Carnival “Ski Band”, and 3-4 Pep Band events. Students in Jazz Band will also participate in the marching band component, centered around parade marching, field marching, and pep band literature and skills, as is necessary to perform in the parade and field events with the Concert Band. The bands combine for these events. Therefore, there is a marching band component to the Jazz Band in fall and mid-winter. Students interested in drumline will be coached separately as staffing allows. Lastly, students in Jazz Band must be willing to participate in additional performances decided upon at the discretion of the director, given reasonable notice and determined by scheduling constraints.

Women's Choir - 6537 (Archived - N/A)
Length - Year; Placement - 9, 10, 11, 12; Prerequisite - None. Students should have some ability to match pitches. This choir emphasizes 3-part singing as well as general vocal techniques and music theory as it pertains to the literature being studied. There are a minimum of three(3) full Choir Concerts per school year, Contest/ Adjudication festivals, and other community events and clinics (Fall Vocal Clinic) scheduled by the Choir Director. Students are eligible to audition for Regional land State Honor choirs.

PERFORMING ARTS

The following classes apply to the graduation requirements for fine arts credit. (1 credit required). A diploma with an emphasis in Instrumental Music, Performing Arts, Vocal Music or Visual Arts is available.

Intro to Theatre Arts - 6530
Length - Semester; Placement - 9, 10, 11, 12; Prerequisite - none. This course is an overview of the many aspects of theatre. Students will learn basic theatre elements in acting, history and backstage. This course will take students through the major genres of theatre, from ancient to contemporary and it will incorporate acting styles and backstage techniques throughout the ages. Willing, active and eager students are essential for this class.

Acting I - 6531
Length - Semester; Placement - 10, 11, 12; Prerequisite - 10th graders; Intro to Theatre Arts. This course allows students to focus on the acting components of theatre arts. Improvisational skills, body movement, self-awareness, character study and acting warm-ups will be focused on. The class will explore all the major theorists in acting techniques, culminating in scene study and monologue work. Independent, cooperative and motivated students are essential for this class.

Acting II - 6519
Length - Semester; Placement - 10, 11, 12; Prerequisite - Acting I. Students in the Acting 2 course will build skills as an actor, director, and collaborator. The course will focus on "The Harold" to enhance long-form improv, communication and problem-solving skills. It will take an in-depth look at acting styles and techniques (i.e. Stanislavski, Meisner, Hagen, etc.) and will include developing directing skills using text-analysis. The goal of the course is to develop an understanding that the creation of dramatic art requires leadership skills, discipline, emotional variety and inventive decision-making.

Playwriting and Directing - 6520 (Spring Semester)
Length - Semester; Placement - 9,10,11,12; Prerequisite - None. Students are introduced to the fundamentals of writing scripts and directing for the stage. Students will develop original scenes, learning essentials like character creation, dialogue, and plot, while also exploring directing techniques such as blocking and working with actors. Through workshops and peer feedback, students will refine their scripts and bring their visions to life in a final staged project during the Drama Troupe Spring Festival in May (required outside of class time performance). This course is perfect for students interested in creative expression and the behind-the-scenes world of theater production

PHYSICAL EDUCATION/HEALTH

School athletics, club activities, Winter Sports Club participation, and CMC courses do not count toward PE graduation credit.

Health - 5520
Length - Semester; Placement - 9,10. "Making healthy choices" is the underlying theme for this required course. Skill building in the following areas is emphasized throughout the curriculum: communication, stress management, goal setting, decision-making, and assertiveness. The units that are covered during the semester include: Family Health & Nutrition; Body Image & Eating Disorders; Violence & Injuries; Stress Management; Alcohol, Tobacco, Marijuana & other drugs; and Sexual Health & Teen Relationships.

Team Sports & Fitness - 5521
Length - Semester; Placement - 9,10,11,12 The emphasis of this course will be on basic skill development, strategy, and desirable health & fitness practices. Activity units include: Soccer, Flag Football, Speedball, Softball, Team Handball, Table Tennis/Badminton, Basketball, Volleyball, Floor Hockey, and Ultimate Frisbee. Assessments are both written and fitness-related. Fitness is integrated into the curriculum. ***This course is repeatable.***

Lifetime Sports & Fitness - 5522
Length - Semester; Placement - 11,12: The emphasis of this course will be on basic skill development, strategy, and lifetime fitness. Activity units include: water aerobics, bowling, hiking, snowshoeing, swimming, tennis, pickleball, cross country or skate skiing, gymnastics, indoor rock climbing, and Frisbee golf. Assessments are both written and fitness-related. Fitness is integrated into the curriculum. Students can drive to off-campus activities with parental permission. Open to 10th grade students with instructor approval and available space. ***This course is repeatable.***

Strength Training & Fitness - 5523 (CMC PED1002)
Length - Semester; Placement - 9, 10, 11, 12; This class will focus on strength training that develops functional movement, overall strength, core strength, speed, quickness, flexibility, and balance and fitness. Proper technique will be taught in resistance training using free weights, medicine balls, physioballs, jump rope, plyometrics, ladder training, and stretching. Fitness testing will be completed at the beginning and end of each semester. **Possible dual enrollment and college credit through CMC available**. ***This course is repeatable.*** **CMC courses taught outside of SSHS do not count toward PE graduation credit.**

Strength Training & Conditioning - 5530 (CMC PED1002)
Length - Semester; Placement - 9, 10, 11, 12; Student athletes will participate in an athletic, functional training strength and conditioning course that is tailored to train multi-sport athletes. Workouts are high intensity and rigorous to meet the needs of a high school athlete at various levels. This class is designed for student athletes participating in SSHS athletic programs. It is also highly recommended they are participating in one or more athletic seasons during the course of the current school year. **Possible dual enrollment and college credit through CMC available**. ***This course is repeatable.*** **CMC courses taught outside of SSHS do not count toward PE graduation credit.**

Unified P.E. - 5528
Length - Semester; Placement - 10, 11, 12; Prerequisite: Application is required for general education students. Unified PE is designed for both the general education student and students with disabilities. Implementation and experience of adaptive sports, activities, and fitness will be the primary focus of this class. Sports and activities may be on or off campus, with both a team and individual format, such as wheelchair basketball, wheelchair tennis, sit volleyball, bowling and rock climbing. Fitness may include but is not limited to HIIT training, strength training, yoga, Zumba, Pilates and other fitness modalities appropriate for the class. General education students will participate and collaborate with students with physical or cognitive disabilities. General education students should exhibit leadership qualities, desire to help others, and have a possible interest in sports medicine, the health industry, or education. ***This course is repeatable.***

Sports Medicine - 9550 (Formerly Care & Prev. of Sports Injuries.)
Length - Semester: Placement - 10, 11, 12; Prerequisite - None. This semester course is geared towards students who wish to: 1) pursue a degree in a medical related field; 2) become a student athletic trainer or; 3) develop a greater understanding of the human body. This course provides students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the athletic trainers scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care. This course is an Elective Credit.

SCIENCE

A diploma with an emphasis in science is available.

Astronomy and Geology - 3558 (Physical Science)
Length - Year; Placement - 10, 11, 12; Prerequisite - none.This year-long science course provides students with a fundamental understanding of Earth and space science. Topics include: formation of the universe; galaxies, stars and space exploration; formation of the Earth; geological structures, processes, and changes; water and its relationship to Earth, and basic GIS. This course is lab based, providing a strong preparation for Physics, AP Physics 1, Chemistry, or Natural Resources & Environmental Science. **NCAA Eligible.**

Biology - 3559 (Life Science)
Length - Year; Placement - 9, 10; Prerequisite - none. This year-long course provides an overview of the unity and diversity of life in its various forms. Topics include: ecology, the chemistry of life, cells, homeostatic mechanisms, and heredity and evolution. Biology content and the process of science are woven together to provide a hands-on look at living things. This course is required for graduation and provides a strong foundation for Plant & Animal Science, AP Biology, Biotechnology, Natural Resources & Environmental Science. **NCAA Eligible.**

Plant & Animal Science - 3580 (Formerly Botany Zoology) - (Life Science)
Length - Year; Placement - 10, 11, 12; Prerequisite - Biology. This course will be an integrated survey of life including plants, microorganisms, and animals. Topics will include classification, anatomy and physiology, reproduction, ecology, and human interactions, with special consideration of local flora and fauna. Students will be expected to participate in laboratory experiences in horticulture, microscopy, and dissection. Students will explore careers in natural resources including Forestry, Fisheries & Wildlife Management, Horticulture, and more. This class should appeal not only to students who desire a career in natural resources, but also for others who have an interest in learning about the natural world. **NCAA Eligible**

Chemistry - 3561 (Physical Science)
Length - Year; Placement - 10, 11, 12; Prerequisite - Integrated Math II. Concurrent enrollment in Integrated Math III or higher level math recommended. The five main themes in this course are: 1) matter, energy, and measurement, 2) atomic structure, 3) periodic trends, 4) bonding and intermolecular forces, and 5) chemical reactions. The many practical applications of chemistry in our world are

also included. This course includes a balance of both detailed content studies and numerous laboratory investigations. Portions of this course incorporate a mathematical approach. This course is recommended for students interested in pre-med, pre-vet, or an engineering career. **NCAA Eligible.**

Natural Resources & Environmental Science - 3581 (Formerly Environmental Science) (Life Science)
Length - Year; Placement - 10, 11,12; Prerequisite - Biology. This course will explore the dynamic relationship between natural resources and environmental science. Students will investigate local ecosystems and the challenges facing our state, focusing on topics such as water conservation, wildlife management, soil health, and sustainable practices. Through hands-on activities, field trips, and collaborative projects, learners will gain a deep understanding of Colorado's unique landscapes, while examining the impact of human activity on the environment and the importance of biodiversity. By engaging with local case studies and community initiatives, students will develop the skills to advocate for sustainable resource management and become informed stewards of Colorado's rich natural heritage. **NCAA Eligible.**

Physics - 3565 (Physical Science)
Length - Year; Placement - 10, 11, 12; Prerequisite - Integrated Math II. Concurrent enrollment in Integrated Math III or higher level math recommended. Beginning with the study of the fundamental forces of the universe, students explore the physical world from large to small. The course starts with astronomy and progressively gets smaller, including energy, motion, waves. In the second semester, students study electricity and magnetism as well as nuclear physics and modern atomic theory. The many practical applications of physics in our world are also investigated. This course is very hands-on and requires a reasonable foundation of math skills. It is recommended for students with a strong interest in physical science or those seeking a stronger overall college preparation. **NCAA Eligible.**

Introduction to Biotechnology- 8593 (CMC BIO2112) (Formerly Biotechnology Research I)
Length - Year; Placement - 11,12; Prerequisite: Biology and Chemistry (or concurrently) required; while not required, AP Biology is helpful. This yearlong course is an exploration into the cutting edge career path of biotechnology. This course will survey molecular biology laboratory techniques and principles. Topics will include the structure and function of DNA, RNA, and proteins; genetics and gene expression; gene manipulation and genetic engineering. Lab experiences will include following safety procedures in a biological laboratory, sterile technique, documentation of work in a legal lab notebook, PCR, gel electrophoresis, DNA sequencing and bioinformatics, protein analysis and purification, genetic engineering with CRISPR-Cas, bacterial transformation and RNAi. Students will also become familiar with biotechnology industry standards, laws, and best practices, and consider the bioethics of biotechnology innovations. In addition students will get an introduction to the scientific research process through independent research projects. **Optional professional certification exam available; cost charged to student's account. NCAA Eligible.**

Biotechnology Capstone - 8594 (CMC BIO2175) (Formerly Biotechnology Research II)
Length - Year; Placement - 12; Prerequisite: Introduction to Biotechnology; interested students must submit an application for approval. This yearlong course will allow students to refine and master biotechnology research skills. Students will work in teams to develop and complete their own capstone independent research projects, participating in all aspects of the research process. Students will research scientific literature, identify a research question, write a research proposal for approval, manage funding and resources, design and implement experiments, collect and analyze data, write a technical report of their results, and present their results to the community.

AP Biology - 3572 (Weighted) (CMC BIO111) (Life Science)
Length - Year; Placement - 10, 11, 12; Prerequisite - Biology. Chemistry or concurrent enrollment in Chemistry. AP Biology is the equivalent of an introductory biology course taken by biology majors during their first year of college. Students participate in labs and in-depth discussions to develop a conceptual framework for modern biology as well as an appreciation of the scientific process. Studies include molecules and cells, evolution and heredity, and organisms and populations. Course emphasis includes: developing an understanding of concepts rather than an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. This course prepares students for the AP Biology exam. **NCAA Eligible.**

AP Chemistry - 3574 (Weighted) (Physical Science)
Length - Year; Placement - 11, 12; Prerequisite - Chemistry and Integrated Math III or Advanced Math. This course involves a detailed study of college chemistry topics including: Stoichiometry, thermochemistry, equilibrium, kinetics, and electrochemistry. Students complete and collaborate on numerous college-level experiments. Practical applications, problem solving skills and test-taking strategies are incorporated into the course as we build the conceptual framework of chemical knowledge. This course prepares students for the AP Chemistry exam and is strongly recommended for students interested in a pre-med, pre-vet or engineering career. **NCAA Eligible.**

AP Physics 1: Algebra-Based - 3578 (Weighted) (Physical Science)
Length - Year; Placement - 10, 11, 12; Prerequisite - Concurrent enrollment in Advanced Integrated III or higher mathematics course. *No prior coursework in physics is necessary*. AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. **NCAA Eligible.**

AP Physics 2: Algebra-Based - 3579 (Weighted) (Physical Science)
Length - Year; Placement - 11, 12; Prerequisite - Completed AP Physics I AND concurrent enrollment in Advanced Math or higher mathematics course. AP Physics II is a full year course covering the big ideas typically included in the second course of an algebra-based, introductory college-level physics sequence. Students will cultivate their understanding of science practices as they explore: thermodynamics, fluid dynamics, electric fields and circuits, magnetism and electromagnetic induction, light and optics, quantum physics, atomic physics, and nuclear physics. **NCAA Eligible.**

SOCIAL STUDIES

A diploma with emphasis in Social Studies is available.

World Geography - 4547
Length - Semester; Placement - 9, 10, 11, 12. Prerequisite - None. This one-semester required course emphasizes the study of populations, culture, and demographics to foster an understanding of the interconnected nature of the world, its people and places, and the geographic variables that influence these interactions. The use of current events and global awareness is emphasized. **It is strongly suggested that World Geography is taken during 9th grade.** *This requirement can also be fulfilled by AP Human Geography (1 year course).* **NCAA Eligible.**

AP Human Geography - 4567 (Weighted) (CMC GEO1006)
Length - Year; Placement - 9, 10, 11, 12. Prerequisite: Teacher approval for incoming 9th graders. The AP Human Geography course is equivalent to an introductory college-level course in human geography and also meets the World Geography graduation requirement. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. **NCAA Eligible.**

Civics - 4548
Length - Semester; Placement - 9, 10, 11, 12. Prerequisite - None. This required course examines Constitutional principles, the structure and function of government, the American legal system, and the roles and responsibilities of citizens in a participatory government. The use of current events and global awareness is emphasized. **It is strongly suggested that Civics is taken during the 9th grade**. **NCAA Eligible.**

American History - 4549
Length - Year; Placement - 10; Prerequisite - None. This required course is designed to be taken concurrently with the American Literature course. This course is designed to equip students with 21st century skills and knowledge, and takes a thematic approach to American historical issues. Students will grapple with the historical foundations of current American issues in order to understand contemporary societal problems and the historical experiences behind the headlines. Activities will include seminars, writing assignments, simulations, and independent study projects. This course is required for graduation from SSHS. *Students are offered an advanced option within the course that upon successful completion of the advanced work, will be indicated on their transcripts.* **NCAA Eligible.**

World History - 4551
Length - Year; Placement - 11. Prerequisite - None. This required course is designed to be taken concurrently with the World Literature component and presents an integrated course that provides students with opportunities to make connections among historical events, geographical influence, artistic creations and literary works. Assessments will include open-ended discussions, research projects and exhibitions, and independent study projects. Significant works of literature from different regions will be studied. This course is required for graduation from SSHS. **NCAA Eligible.**

AP World History: Modern - 4564
Length - Year; Placement - 11,12; Prerequisite - None. This course investigates four historical periods from 1200 CE to the present and includes economic, political, and social/cultural aspects of world history. It is a year-long, rigorous class meant to be the equivalent of an introductory college world history course. College credit may be obtained if a student scores a 3 or better (depending upon the academic institution's policy) on the AP Examination. Students will be asked to analyze and evaluate secondary and primary documents. They must be able to write about the meaning, significance, and impact of these documents as class work, homework, and as a routine part of quizzes and exams. This upper-level class may be taken in place of World History.

AP U.S. History - 4563 (Weighted) (CMC HIST1210/1220) (Archived)
Length - Year; Placement - 11,12; Prerequisite - None. This challenging course is intended to be the equivalent of a freshman college course. AP United States History is a yearlong survey of American history from the Age of Exploration to the present. Strong reading and writing skills are necessary for success in this course. Emphasis will be placed on the critical and analytical skills of writing, research and interpretation of primary source documents in preparation for the AP U.S. History exam in May. In some cases, students can earn college credit by passing the AP US History exam with a score of 3 or better. This course is a rigorous upper level elective, and may be taken after American History, but **cannot be taken in place of American History. NCAA Eligible.**

Social Studies Electives:

Psychology - 4555
Length - Semester; Placement - 11,12; Prerequisite - None. This is an introductory course examining human behavior and mental processes. Topics include psychological approaches, research methods, learning, emotion, and mental illness. Students examine current research in the field. Additionally, students apply principles of psychology to their own lives in terms of mental health, stress management and well-being. **NCAA Eligible.**

Sociology - 4559
Length - Semester; Placement - 11,12; Prerequisite - None. This is an introductory course examining individual interactions and group interactions in society. Topics include sociological paradigms, agents of socialization, relationships, deviance, social stratification, and prejudice. Students examine current research in the field. **NCAA Eligible.**

WORLD LANGUAGE

At many colleges and universities, second language study is required for entrance. Please refer to specific college entrance requirements. Students interested in learning French or Spanish should start as soon as possible and continue through their senior year if proficiency is a goal. The language classes at SSHS represent a continuous curriculum from Beginning levels through AP courses. At all levels, the four basic skills of listening, speaking, reading, and writing are emphasized. Cultural as well as linguistic comprehension is a high priority. Language learning is a process of building on what has been previously learned. To progress in the program, a firm foundation must be established at each level before advancing to the next. Students who demonstrate appropriate proficiency levels are encouraged to take advantage of available study abroad programs. Preparation for the AP exam in French or Spanish language is included in upper levels.

A diploma with emphasis in World Language is available.

French

It is highly recommended that students take advantage of summer/immersion programs in French speaking countries.

French I - 7540
Length - Year; Placement - 9,10,11,12; Prerequisite - None. French I is a course that emphasizes fluency mostly in oral communication. The course gradually provides exposure to communication skills: Speaking, reading, listening comprehension, and writing. The course provides vocabulary acquisition, and cultural discovery.
Upon completion of the Level, a student is expected to:
a) be able to communicate at a rudimentary level; b) have achieved full or partial control of the vocabulary and grammatical concepts; c) have a basic knowledge of several French-speaking countries and cultures. **NCAA Eligible.**

French II - 7542
Length - Year; Placement - 9,10,11,12; Prerequisite - French I, or teacher recommendation, or placement test; at least a "C" average in French. French II is a course that emphasizes fluency in communication. The course provides exposure to all communication skills: speaking, writing, reading, and listening comprehension. The course increases vocabulary acquisition, and socio-cultural competence. Upon completion of the Level, a student is expected to: a) be able to communicate orally with some self-assurance on topics dealing with daily life; b) control advanced vocabulary and grammatical structures writing short essays; c) deepen knowledge of the culture, history and geography of French-speaking countries. **NCAA Eligible.**

French III - 7544
Length - Year; Placement - 10,11,12; Prerequisite - French II, or teacher recommendation, or placement test, at least a "C" average in French. Transfer students or those enrolled in online French must complete an entrance interview with a department teacher. French III is a course that deeply emphasizes fluency in communication. With this goal in mind, the course will provide exposure to all language skills. Speaking, writing, reading, listening comprehension, vocabulary acquisition, and socio-cultural competence will be studied. Upon completion of the Level, a student is expected to: a) speak on a wide variety of subjects, though there will be frequent pauses and syntactical errors; b) master previously learned concepts of grammar and vocabulary in original ways; c) write "micro essay" which needs to be intelligible to a native speaker; d) have a good knowledge of the culture, history and geography of French-speaking countries, French Territories and France. **NCAA Eligible.**

French IV - 7546
Length - Year; Placement -11,12; Prerequisite - French III, or teacher recommendation, at least a "C" average in French. Placement test upon teacher recommendation. Transfer students or those enrolled in online French must complete an entrance interview with a department teacher. This is a rigorous Pre-AP level class, college level French course; in order to be successful, students must have a solid foundation. Upon completion of the level, a student is expected to: a) speak on a wide variety of subjects, though there will be some pauses and syntactical errors; b) master previously learned concepts of grammar and vocabulary in original ways; c) write a short persuasive essay which needs to be intelligible to a native speaker; d) have a good knowledge of the culture, history and geography of French-speaking countries, French Territories and France. The themes studied are Global Challenges, Science, Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. **NCAA Eligible.**

AP French V - 7549
Length - Year; Placement - 12; Prerequisite - French IV, or teacher recommendation, at least a "C" average in French. Placement test upon teacher recommendation. Transfer students or those enrolled in online French must complete an entrance interview with a department teacher. This is a rigorous college level French course; in order to be successful, students must have a solid foundation of skill covered in French I-IV. The class is very high-level grammar and vocabulary intensive; students must be prepared to work and study independently in order to master both. Upon completion of this level, a student is expected to be able to demonstrate communication skills, including speaking, listening, reading, and writing in French. The six themes studied are Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.This class will prepare students for the AP French exam given in May. *Please note: AP level students are required to complete a summer assignment as part of their grade*. **NCAA Eligible.**

Spanish

Spanish for Beginners - 7519
Length - Year; Placement - 9,10,11,12; Prerequisite - None.
This is an introductory Spanish course appropriate for students who have some understanding of Spanish or have had limited exposure to the Spanish language OR for students who transfer into Steamboat Springs High School with no Spanish background. Upon completion of Beginning Spanish, students will: a) perceive and recognize the phonemic structures of the Spanish language; b) acquire basic vocabulary and grammar structures

Spanish I - 7520
Length - Year; Placement - 9,10,11,12; Prerequisite - None.
This is a much more thorough introductory Spanish course appropriate for students who have a basic understanding of Spanish. This is a very foundational course that will be built upon in Spanish II and higher. Upon completion of Spanish I, students will: a) express oneself haltingly in the context of guided questions; b) learn how to speak, read, write, and comprehend the present tense and its many irregular forms. **NCAA Eligible.**

Spanish II - 7522
Length - Year; Placement - 9,10,11,12; Prerequisite - Spanish I, teacher recommendation, placement test, at least a "C" average in Spanish. Upon completion of Level II, a student is expected to: a) express oneself haltingly, but with some self-assurance when the topic is one that has been covered in the text; b) be familiar with the usage of the present tenses, plus all the grammar and vocabulary presented through text. ***Purchase of supplemental materials are required for this course.*** **NCAA Eligible.**

Spanish III - 7524
Length - Year; Placement - 10,11,12; Prerequisite - Spanish II, teacher recommendation, placement test, at least a "C" average in Spanish. Transfer students or those enrolled in online Spanish must complete an entrance interview with a department teacher. Upon completion of Level III, a student is expected to: a) speak intelligibly on a wide variety of subjects, though there will be frequent pauses and syntactical errors; b) recombine previously learned elements of grammar and vocabulary in original ways; c) write an understandable passage which, though faulty in syntax and usage, will nonetheless be intelligible to a native speaker used to dealing with foreigners. ***Purchase of supplemental materials are required for this course.*** **NCAA Eligible.**

Spanish IV - 7526

Length - Year; Placement - 11,12; Prerequisite - Spanish I-III, teacher recommendation, at least a “C” average in Spanish, placement test upon teacher recommendation. Transfer students or those enrolled in online Spanish must complete an entrance interview with the department teacher. This is an intense, fast-paced Pre-AP level class; in order to be successful; students must have a solid foundation of skills covered in Spanish I-III. Upon completion of Level IV, a student is expected to: a) recombine previously learned elements of grammar and add new elements of grammar (Preterit vs. Imperfect, Subjunctive vs. Indicative, and Future vs. Conditional); b) read and understand authentic materials in Spanish, such as newspapers, magazines, and stories; c) be able to think on their feet, allowing them to carry on an intelligible conversation in Spanish. *Please note: Spanish IV students are required to complete a summer assignment as part of their grade.* ***Purchase of supplemental materials are required for this course.*** **NCAA Eligible.**

AP Spanish Lang & Culture - 7530 (Weighted)

Length - Year; Placement - 12; Prerequisite - Spanish I-IV, teacher recommendation, at least a "C" average in Spanish, placement test upon teacher recommendation. Transfer students or those enrolled in online Spanish must complete an entrance interview with the department teacher. This is a rigorous college level Spanish course; in order to be successful, students must have a solid foundation of skill covered in Spanish I-IV. The class is very high-level grammar and vocabulary intensive; students must be prepared to work and study independently in order to master both. Upon completion of this level, a student is expected to be able to: a) initiate, sustain, and bring to closure a wide variety of communicative tasks, including speaking, listening, reading, and writing in Spanish. This class will prepare students for the AP Spanish exam given in May. *Please note: AP level students are required to complete a summer assignment as part of their grade.* ***Purchase of supplemental materials are required for this course.*** **NCAA Eligible.**

Spanish Communication - 7532

Length - Year; Placement - 10,11,12; Prerequisite - Spanish III, IV or AP at SSHS with at least a “C” average. Transfer students or those enrolled in online Spanish must complete an entrance interview with the course instructor and/or take and pass the Spanish IV placement exam. Spanish Communication is a course designed for students who have a solid foundation of Spanish and want to improve their communicative abilities. In order to be successful, students must have a solid foundation of skills covered in Spanish I-III. Upon completion of Spanish Communication, a student is expected to: a) initiate, sustain, and close a general conversation in both formal and informal settings; b) handle common situations in Spanish and negotiate differences of opinion; c) speak intelligibly on a wide variety of subjects, though there may be some pauses and syntactical errors; d) recombine previously learned elements of grammar and vocabulary in original ways; e) expand their vocabulary. **NCAA Eligible.**

Spanish for Spanish Speakers - 7560

Length - Year; Placement - 9,10,11,12; Prerequisite - None. Students will learn and reinforce correct grammar and academic vocabulary in Spanish. We will read a latin american award winning novel and create compositions based on it. By the end of the second semester students will be able to create and share a formal presentation about a topic related to hispanic culture (history, geography, current news, etc.) and how it has impacted today's society and them personally. They will write a final essay with a high academic level where they will show what they have learned. Students will feel more confident in their bilingualism, their heritage and their abilities with their native language.

Spanish for Spanish Speakers II - 7561 (Archived - N/A)

Length - Year; Placement - 9,10,11,12; Prerequisite - Spanish for Spanish Speakers I. Students will learn and reinforce correct grammar and academic vocabulary in Spanish. We will read a latin american award winning novel and create compositions based on it. By the end of the second semester students will be able to create and share a formal presentation about a topic related to hispanic culture (history, geography, current news, etc.) and how it has impacted today's society and them personally. They will write a final essay with a high academic level where they will show what they have learned. After this second year of Spanish, students will feel more confident in their bilingualism, their heritage and their abilities with their native language. Pre Requisito: Nivel 1. Los alumnos aprenderán una correcta gramática y vocabulario de nivel académico en español. Leeremos una novela latinoamericana ganadora de premios y crearemos composiciones basadas en la novela. Para el final del segundo semestre el alumno creará una presentación formal sobre un tema relacionado a la cultura hispana (historia, geografía, noticias actuales, etc.) y cómo ha impactado en la sociedad de ahora y en ellos personalmente. Escribirán una composición final de grado académico donde demostraran todo lo aprendido. Después de este segundo año de español, los alumnos tendrán las herramientas para llamarse bilingües y se sentirán orgullosos de serlo y de su herencia lingüística

SPECIAL OFFERINGS

The following classes apply to the graduation requirements for elective credits.

Directed Study -

Length - Semester; Placement - 11, 12; Prerequisite - Counselor approval with an application. Directed Study allows a student to request to study curriculum that is not provided at the high school or is curriculum specific to fulfill a credit needed for graduation, but cannot fit into the student’s schedule. The Directed Study must be completed within the semester it begins or a grade of “F” will be posted to the transcript.

Learning Lab - 9556

Length - Semester; Placement - 9, 10, 11, 12; Prerequisite - Students are placed in the course based upon recommendations from the Student Focus Team and/or Intervention Specialist. Learning Lab is a class for students that need more support outside of the general classroom. Students will explore areas that will help to strengthen personal learning skills to better themselves academically and socially. Students will also be given time to complete homework and missing class work in a structured environment. Students will be graded Pass or Fail.

Student Aide

- **Teacher Aide - 9515**
- **Office Aide - 9517**
- **Counseling Aide - 9519**

Length - Semester; Placement - 11, 12; Prerequisite - Teacher Approval and positive attendance history. This Pass/Fail course, students are trained to assist in offices, media center and/or teachers in specific content areas including clerical duties and class preparation. Teacher's Aide, Office Aide, Counseling Aide and Library Aide provides students the opportunity to develop skills and behaviors essential for employment. Excellent attendance is required.
* 11th graders - 2nd semester with teacher approval. **Students can only be an aide twice.**

Peer Mentor/Emerging Bilingual - 9525

Length - Semester; Placement - 11,12; Prerequisite - Teacher Approval. This semester course provides an opportunity to work with students in a variety of settings including academic classes, small groups, and electives. This class provides experience in classroom management and a chance to develop relationships among students with diverse needs and abilities. Skills learned include: teaching strategies, respect, communication and leadership skills, motivation techniques, role modeling and academic tutoring. A Peer Aide will support
a student(s) in the Emerging Bilingual Department. **This course is repeatable.**

Peer Mentor/Resource - 9520

Length - Semester; Placement - 11,12; Prerequisite - Teacher Approval. This semester course provides an opportunity to work with students in a variety of settings including academic classes, small groups, and electives. This class provides experience in classroom management and a chance to develop relationships among students with diverse needs and abilities. Skills learned include: teaching strategies, respect, communication and leadership skills, motivation techniques, role modeling and academic tutoring. A Peer Aide will support a student(s) in the Resource Department. **This course is repeatable.**

Peer Mentor/Unified Music - 9529

Length - Semester; Placement - 11,12; Prerequisite - Teacher Approval. This semester course provides an opportunity to work with students in Fine Arts. This class provides experience in classroom management and a chance to develop relationships among students with diverse needs and abilities. Skills learned include: teaching strategies, respect, communication and leadership skills, motivation techniques, role modeling and academic tutoring. *A Peer Aide will support a student(s) in the Fine Arts Department.* **This course is repeatable.**

Peer Mentor/Unified P.E. - 5528

Length - Semester; Placement - 11, 12; Prerequisite: Teacher approval. This semester course provides an opportunity to work with students in Physical Education. This class provides experience in classroom management and a chance to develop relationships among students with diverse needs and abilities. Skills learned include: teaching strategies, respect, communication and leadership skills, motivation techniques, role modeling and academic tutoring. A Peer Aide will support a student(s) in the Physical Education Department. **This course is repeatable.**

Peer Mentor/Unified Shop/CTE - 9531

Length - Year; Placement - 11,12; Prerequisite: Teacher Approval. This semester course provides an opportunity to work with students in Shop/CTE. This class provides experience in classroom management and a chance to develop relationships among students with diverse needs and abilities. Skills learned include: teaching strategies, respect, communication and leadership skills, motivation techniques, role modeling and academic tutoring. A Peer Aide will support student(s) in the CTE Department. **This course is repeatable.**

Student Leadership - 9522

Length - Year: Placement - 9, 10, 11, 12; Prerequisite - Instructor signature after meeting with Mr. Vener.0 This yearlong course provides an opportunity for those interested in leadership skills to work on individual and group projects focused on improving the school and local community, including Homecoming and Snowcoming Dances. Students are also expected to reflect on, and work to improve, personal strengths and challenges in leadership related skills. Students will achieve success in Student Leadership through effective demonstration of growth, understanding and effectiveness in 12 Leadership Competencies. These Competencies include topics such as understanding how to use power and influence, motivating others, accepting responsibility, following through on projects, balancing commitments, creating communities, celebrating successes, and many others. Success in this class will require work outside of the class and strength in self-directed study. Students should be solution oriented with a desire to positively impact their community at all times, not just during leadership sponsored activities. **This course is repeatable.**

Skills Lab 9 - 9512
Length - Year: Placement - 9, Prerequisite - Teacher Recommendation with IEP plan. Skills lab is designed for learning resource students to work in a small classroom setting on personal goals, skills, and course assignments. The skills lab curriculum includes lessons and instruction in study skills, the Individual Educational Plan, and transition planning. Support for general education classes is also included.

Skills Lab 10 - 9516
Length - Year: Placement - 10, Prerequisite - Teacher Recommendation with IEP plan. Skills lab is designed for learning resource students to work in a small classroom setting on personal goals, skills, and course assignments. The skills lab curriculum includes lessons and instruction in study skills, the Individual Educational Plan, and transition planning. Support for general education classes is also included.

Skills Lab 11 - 9513
Length - Year: Placement - 11, Prerequisite - Teacher Recommendation with IEP plan. Skills lab is designed for learning resource students to work in a small classroom setting on personal goals, skills, and course assignments. The skills lab curriculum includes lessons and instruction in study skills, the Individual Educational Plan, and transition planning. Support for general education classes is also included.

Skills Lab 12 - 9523
Length - Year: Placement - 12, Prerequisite - Teacher Recommendation with IEP plan. Skills lab is designed for learning resource students to work in a small classroom setting on personal goals, skills, and course assignments. The skills lab curriculum includes lessons and instruction in study skills, the Individual Educational Plan, and transition planning. Support for general education classes is also included.

Study Hall - 0751
Length - Quarter: Placement - 9, 10, 11, 12; Prerequisite - None. This "tutorial type" course provides students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects. A certified teacher is available to help support academic intervention and needs for Tier 2 students.

Yearbook - 9552
Length - Year; Placement - 10,11,12; Prerequisite: Intro to Digital Photography and Instructor approval after meeting with Ms. Vershon. Yearbook offers students the opportunity to run a business and to work as real life journalists. While high energy and fun, Yearbook is RIGOROUS AND ACADEMIC. Students will learn business practices, graphic design techniques, photojournalism practices and techniques, and journalistic writing. Students will also learn how to work as a team, stay organized, meet deadlines, and communicate effectively in a professional setting. This class requires students to be responsible and accountable, therefore, making it great for resumes and/or college applications. It also requires a significant amount of time outside of class to attend and cover events, to conduct interviews and to plan. **This is NOT a class that you can add or drop at semester**. The deadlines made by our publishing company do not align to our school calendar or allow for any extensions or accommodations. Students will be encouraged to take Yearbook more than once. Elective credit is earned. **This course is repeatable.**

The Real World - 9507 (Archived - N/A)
Length - Semester; Placement - 11,12; Prerequisite - None. This course is a one-semester, elective course for which students can earn 0.5 credit. The class is modeled on university seminar courses in which the teacher partners with community agencies and experts to engage students in an in-depth look and deeper conversations around pressing matters related to violence, vices, and other “hot button” social issues. Field trips and site visits will be included in the course. Ongoing development of "soft skills" including collaboration, critical thinking, communication, leadership and self-confidence will be incorporated. Juniors and seniors who have fulfilled their Health requirement are eligible to take the course.

Peer Mentor/Unified Art - 9528 (Archived - N/A)
Length - Semester; Placement - 11, 12 Prerequisites - Teacher Approval. This semester course provides an opportunity to work with students in Fine Arts. This class provides experience in classroom management and a chance to develop relationships among students with diverse needs and abilities. Skills learned include: teaching strategies, respect, communication and leadership skills, motivation techniques, role modeling and academic tutoring. ***A Peer Aide will support a student(s) in the Fine Arts Department.***