



Cloud City High School

Course Catalog and Yearly Programming Cadence

2025-26

Cloud City High School Mission

Cloud City High School's mission is to provide a high school experience designed to equip students with a strong academic foundation that nurtures skill development, fosters social growth, encourages exploration of interests, and prepares students for success in college, career, and community engagement in the 21st century. We offer a fresh start opportunity for students who have faced challenges in traditional high school settings, empowering them to cultivate academic, social, and vocational competencies necessary to become collaborative individuals capable of making informed life choices. Our commitment is to ensure that every student, irrespective of past struggles, receives individualized support to achieve personal, social, and professional growth, enabling them to pursue their post-secondary career aspirations with confidence and resilience.

About Cloud City High School

We use a combination of in-school participation, concurrent enrollment courses, workbased learning (internships - paid and unpaid), and participation in LCHS electives to account for weekly attendance.

The competency pathway at CCHS requires students to demonstrate 21st century skills and show their career readiness by developing and working as directed by an Individual Career Academic Plan documented in their Capstone Portfolio Project through the 21st century interdisciplinary themes:

- College and/or Career Technical Education Readiness
- Global Awareness
- Civic Literacy
- Health Literacy
- Financial Literacy
- Environmental Literacy
- Media Literacy
- Mathematics

The competency pathway is only available at Cloud City High School and although it is a non-credit based pathway, some credits are available as students work toward graduation.

Yearly Programming Cadence

Fall DisOrientation	Students are engaged in activities designed to acclimate them to the competency based model and to their peers. All students build relationships using outdoor activities with SEL focuses, assess what each student's path forward will be, design academic engagement plans with families based on ICAP, and gather paperwork related to CMC concurrent enrollment , work-based learning (internship employer and student/parent handbooks), individualized education plans, etc.	August 11-14, 2025
Academic Intensive Semester 1	Course Offerings: <ul style="list-style-type: none"> • Career Math • Personal Finance • Civic Literacy • Math Proficiency Development (MPD) • English Proficiency Development (LPD) • Health Literacy • Environmental Literacy • Global Awareness • LCHS Electives • CMC - Concurrent Enrollment • Post-Secondary Prep • Workforce Boot Camp • Study Hall • Internship 	August 18-December 19, 2025
Post-Secondary Prep and/or Study Hall (Portfolio Class)	Students are placed into groups depending on what they are currently needing support with. Courses could be taken multiple times until the Capstone Portfolio Project is complete and ready for defense before graduating. Students who are not on the immediate trajectory to graduate are placed in groups that support ICAP and career pathway planning.	August 15-December 18, 2025, Thursday's Only

Workforce Readiness Boot Camp	This course (or series of courses) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skills to accurately complete job applications, write a resume and ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Students practice	One Wednesday per month August 20, 2025 - May 20, 2026 and June 8-18, 2026
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	appropriate communication, collaboration, creativity and critical thinking while working in a group environment exploring the different career options through offsite career tours and a Career Day hosted by Cloud City High School.	
Spring DisOrientation	New students are engaged in activities designed to acclimate them to the competency based model and to their peers. All students build relationships using outdoor activities with SEL focuses, assess what each student's path forward will be, complete initial benchmark testing, design academic engagement plans with families based on ICAP, and gather paperwork related to CMC concurrent enrollment, work-based learning, individualized education plans, etc.	January 5-8, 2026
Academic Intensive Semester 2	Course Offerings: <ul style="list-style-type: none"> • Career Math • Financial Literacy • Civic Literacy • Math Proficiency Development (MPD) • English Proficiency Development (LPD) • Environmental Literacy • Global Awareness • Portfolio • LCHS Electives • CMC - Concurrent Enrollment • Post-Secondary Prep • Workforce Boot Camp • Study Hall - Portfolio • Internship 	January 12-June 4, 2026

Graduation Requirements

Competency/Mastery	Activity	Planned Measure
Demonstrate mastery of: Technical, academic, and employability skills to	Work Based Learning: Workforce Boot Camp	Progress marked each semester, {I for In-Progress or P for Proficient}

acquire a desired job or enter postsecondary education institution.	Post-Secondary Prep (courses could be taken multiple times)	when enrolled in these courses until competency has been demonstrated on the ICAP Portfolio Workforce Readiness page.
Demonstrated readiness in professional work ethic and meeting employer expectations through career readiness activities to improve employability.	<p>Work Based Learning: BUS Internship course and/or qualified industry credential programs, pre-apprenticeships and apprenticeship from list of approved programs on CDE.</p> <p>https://www.cde.state.co.us/postsecondary/hb18-1266</p>	Successful completion of an internship or acquisition of a qualified industry credential
Demonstrated readiness for college and career based on measures in Reading, Writing and Communicating, and one measure in Mathematics.	<p>Pass Workkeys tests (Applied Math, Graphic Literacy, and Workplace Documents at the "silver" level) or other authorized assessments agreed upon by CCHS from CDE Menu of Options</p> <p>https://www.cde.state.co.us/postsecondary/graduationguidelines</p>	<p>1.0 credit (per exam once passed with a score of 4 or higher.</p> <p>Progress marked each semester, {I for In-Progress or P for Proficient} until competency has been demonstrated.</p>

<p>Demonstrated graduation readiness through an ICAP Portfolio showcasing how the student has met all the 21st century interdisciplinary themes.</p>	<p>Completed ICAP Portfolio defense in front of a committee before graduating graded on scoring rubric.</p> <p>Portfolio Class (Post-Secondary Prep) and/or Study Hall (course could be taken multiple times until the Capstone Portfolio Project is complete and ready for defense)</p>	<p>1.0 credit marked with P for competency once proficient per the graded scoring rubric of the ICAP Portfolio</p>
<p>Demonstrate Mastery of the 21st Century Theme and Standards of Civic Literacy</p>	<p>Civics course with passing grade or transfer course equivalency (transfer course must be authorized during enrollment)</p>	<p>Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Civic Literacy page.</p>
<p>Demonstrate Mastery of the 21st Century Theme and Standards of Global Awareness</p>	<p>Mastery could be gained through CCHS course Global Awareness or transfer course equivalency (transfer course must be authorized during enrollment)</p>	<p>Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Global Awareness page.</p>

Demonstrate Mastery of the 21st Century Theme and Standards of Health Literacy	CCHS course Health or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Health Literacy page.
Demonstrate Mastery of the 21st Century Theme and Standards of Financial Literacy	CCHS Course Financial Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has demonstrated on the ICAP Portfolio Financial Literacy page.
Demonstrate Mastery of the 21st Century Theme and Standards of Environmental Literacy	CCHS Course Environmental Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Portfolio Environmental Literacy page.

Demonstrate Mastery of the 21st Century Theme Standards of Mathematics	CCHS Course Career Math or transfer course equivalency (transfer course must be authorized during enrollment)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated with a level 4 on the Applied Math WorkKeys Assessment.
	Concurrent-enrollment course or elective taken at LCHS	Graded and credited according to district-wide practices
	Crew (Academic Support)	Progress marked each semester, {I for In-Progress or P for Proficient} when enrolled in these courses until competency has been demonstrated on the ICAP Portfolio About Me page.
Demonstrate competency/mastery using acquired skills to engage in projects benefiting the community	Service Learning	Service Learning Project(s) outside of class time impacting humans, animals, or the

and reflecting on the impact of service.		environment Project(s) documented on the About Me ICAP Portfolio page
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CCHS Course Description

CCHS Course	Course Description
Crew	This series of courses is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon the results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning & Postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and Postsecondary aspirations. Students will demonstrate levels of knowledge and skill for the environmental expectations of Postsecondary options and intentional academic planning based on self-awareness and career exploration. Instruction and experiences include social and emotional skills to prepare students for college, modern careers and adult life and community connections, employability skills such as oral and verbal communication, public speaking, research skills, professional emails, collaboration, creativity and critical thinking, and academic planning skills such as self-efficacy and goal setting. The culminating event of the crew is when graduating seniors present and defend their portfolio: a showcase of their learning at CCHS and a capstone of their identified career pathway with future plan. (ICAP)
Career Math	This course focuses on professional financial literacy. Career Math is designed for students to learn and practice the basic math skills needed for their professional lives. The primary focus is how to apply basic math skills in the workplace. Students will attain Postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life.

Health Literacy	Students will obtain, interpret and understand basic health information and services and use such information and services in ways that are health enhancing. Students will demonstrate an understanding of preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. They will use available information to make appropriate health-related decisions and establish and monitor personal, family and career health goals. Students will understand national and international public health and safety issues. This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success. Students will be introduced to careers in the health industry and may match potential career opportunities or plan a career path based on personal interests, goals, talents and preferences.
Global Awareness	Students will use the 21st century skills of collaboration, communication, creativity and critical thinking to understand and address global issues. Students will learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. Students will develop an understanding of other nations and cultures, including the use of non-English languages. Students will be introduced to careers in the philanthropy industry and international career opportunities and may match potential career opportunities or plan a career path based on personal interests, goals, talents and preferences.
Post Secondary Workforce Readiness	This course (or series of courses) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skills to accurately complete job applications, write a resume and ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Students practice appropriate communication, collaboration, creativity and critical thinking while working in a group environment. Computer literacy skills, and leadership skills.
Proficiency Development Course (Literacy and Math)	Students will be able to identify the literacy and math skills required for their chosen career pathway and attain the proficiency levels needed for that pathway. Students will attain Postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life.

Financial Literacy	<p>This course focuses on personal financial literacy. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal lives. Students will create and modify budgets according to new circumstances. Students will be practicing basic banking activities such as check writing, debit card use, deposits and keeping track of a spending register and explore online banking and banking apps and compare and contrast several types of financial institutions. Students will examine the benefit and detriment of managing credit. Students will apply practical application of fiscal management topics such as renting vs owning, mortgage calculators, new car vs used car purchase, how to get a car loan, financial calculator use, understanding payroll deductions and benefits, income tax and filing taxes, and comparing and contrasting insurance possibilities. They will examine the many ways to invest money and participate in simulations involving investing. Whenever possible, computer literacy skills and leadership skills.</p>
Civic Literacy	<p>Students will participate effectively in civic life through knowing how to stay informed and understanding governmental processes. Students will exercise the rights and obligations of citizenship at local, state, national and global levels. Students will understand the local and global implications of civic decisions. Students will be introduced to careers in the government industry and may match potential career opportunities or plan a career path based on personal interests, goals, talents and preferences.</p>
Environmental Literacy	<p>Students will demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems. Students will demonstrate knowledge and understanding of society's impact on the natural world. Students will investigate and analyze environmental issues, and make accurate conclusions about effective solutions. Students will take individual and collective action towards addressing environmental challenges. Students will be introduced to careers in the agriculture, natural resources and energy industries and may match potential career opportunities or plan a career path based on personal interests, goals, talents and preferences.</p>
Workforce Boot Camp	<p>This series of courses is designed to give students an opportunity to learn about a variety of careers in all career clusters via career road trips. Students are enrolled in consecutive years and experience different career clusters annually. Instruction and experiences include an annual career day at CCHS where students interview community representatives of all career clusters. Students also practice their interview skills by arranging an interview with a community member. Sample career road trips include Climax Molybdenum Mine, Copper Mountain Ski Resort, CSU Spur, and Colorado Fire Camp. As all students are always enrolled in this course.</p>

Portfolio Development	Students critique and formulate skills to complete a multifaceted learning portfolio that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; Postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of Postsecondary options and intentional academic planning based on self-awareness and career exploration.
Work Based Learning with Internship	This course (or series of courses) is designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. All students will engage in a work based learning opportunity with concurrent enrollment in CMC BUS 1081 with a passing grade before being allowed to have additional Internships. (Taught at CCHS)
Study Hall	This course is a structured academic support period designed to help students succeed in their coursework. During this time, students may receive additional guidance from instructors to complete assignments and master material from their required courses. It also serves as a dedicated block for students transferring classes from other institutions to work on and finalize Capstone and/or Portfolio projects associated with those courses. In addition, students can use this time to engage in approved online classes or enrichment opportunities that supplement their academic plans. The goal of Study Hall is to provide students with the time, resources, and support they need to stay on track academically and achieve their educational goals.

For courses offered through CMC or LCHS, please reference their catalogs for availability by semester.

- LCHS Course Catalog
- Colorado Mountain College Course Catalog