



# **New Legacy Charter School Course Catalog**

**Updated: September 20, 2024**

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## NLCS Course Catalog Overview:

New Legacy is a competency-based school with alternative course schedules, graduation guidelines, Real World Learning (out of school learning time), and multiple career pathway options offered in a non-traditional program. This course catalog will cover the in-building course descriptions and the Real World Learning course descriptions that fall under the newly approved Colorado Department of Education Alternative Instruction Options. At this time, NLCS will have students enrolled in Work Based Learning and/or Independent Study Courses.

## NLCS Competency-Based Graduation Guidelines:

New Legacy students no longer earn credits in a traditional sense or are responsible for acquiring 22 to graduate. Instead, they progress toward graduation through New Legacy's competency-based assessment/transcript system, which is designed to embody its "one student at a time" philosophy. Within this model, grades, credits, and report cards are replaced with a single competency-based transcript meant to "narrate" a student's growth in specific areas and document the sum of his/her high school experiences. On top of demonstrating growth and/or proficiency in all categories of the transcript, New Legacy graduates will be held to the following requirements as determined by the Colorado Department of Education:

- 1.) Demonstration of college/career readiness in reading, writing, communication, and mathematics based on at least one measure from the [Menu of Options of College and Career Ready Demonstrations](#). By the end of their senior year, all students will have at least completed the Capstone portfolio (one of several options from the list above).
  - 2.) Completion of a Civics course and Holocaust/Genocide Studies unit of study
- 
- 3.) Completion of at least one internship or substantial real world learning experience
  - 4.) Satisfying New Legacy's additional graduation requirement of 70% attendance (or better)

### Rationale

Competency-based transcripts represent a growing movement to recognize, celebrate, and promote skill acquisition and individual student experience above all else. In the same way that standards-based grading seeks to measure performance on an individual assignment or class vis-a-vis targeted success criteria, competency-based transcripts stack potential graduates up against the specific 21st century skills necessary for success in both college and career. We at New Legacy are not alone in believing that a competency-based transcript paints a more accurate picture of student achievement and future readiness than a traditional list of classes and grades. It also allows for more robust personalization and storytelling around student experience, a known value to both colleges and employers in assessing qualifications. The ultimate goal is for every New Legacy graduate to be empowered and ready for whatever lies ahead, and this transcript will more beautifully reflect that.

### Process

- Capstone - Students begin Capstone work upon enrollment at New Legacy. At least once a quarter students have an opportunity to create an artifact for their Capstone portfolio in each class. Therefore, students complete between 12-16 portfolio submissions each year—the best of which get presented in their senior year graduation exhibition.
- ICAP - All students create an ICAP project with guidance and direction from their Advisor. The ICAP will ultimately become a section of students' Capstone portfolio and presented alongside it.
- Transcript panels - At the end of each quarter teachers complete a team assessment of all students. In other words, observations and assessments of competencies are pooled and calibrated through a collective review of each student's transcript—which, in the end, reflects only one consensus-based mark per competency rather than multiple from various teachers.

### Cohort (Grade Level) Determination:

#### Incoming Students

Students transferring into New Legacy receive a cohort designation based on previous credits earned, and/or number of years in high school, and/or other demonstrated (evidence-based) life experience(s) that may factor in as prior learning.

#### Gateway Cohort

Students enrolling into New Legacy will enter the Gateway Cohort if they enter as a 9th or 10th grade student comparably at a traditional high school. Students who are severely credit deficient, and/or have large gaps in schooling, and/or do not have life experience to qualify as prior learning, will be enrolled in the Gateway Cohort.

#### CAPS (Career and Post-Secondary) Cohort

Students enrolling into New Legacy will enter the CAPS Cohort if they enter as an 11th or 12th grade student comparably at a traditional high school. Students who are moderately credit deficient, and/or have short gaps in schooling, and/or have evidence-based life experience that qualifies as prior learning, will be enrolled in the CAPS Cohort.

#### Cohort (Grade Level) Progression

New Legacy students progress from one cohort to another after receiving unanimous approval from the teaching staff/transcript panel and earning a passing score on their end-of-year exhibition. The end-of-year exhibition is meant to showcase students' Capstone projects, real world learning experiences, and demonstration of specific competencies.

#### Cohort (Grade Level) Recovery

Students who do not progress within their Cohort to the 2nd year of Cohort or to the next Cohort always have an opportunity to demonstrate mastery of, or adequate growth in, missing competencies and

thereby recover their status. Students will work with their Advisor on an Individual Learning Plan to focus on demonstration of competencies they fell behind on or did not attempt. For example, a Gateway student who is “held back” from CAPS Cohort will have 2 quarters to advance to the CAPS Cohort if, by the end of two quarters, she has...

- 1)... demonstrated sufficient growth in key competency areas through the Individual Learning Plan, AND
- 2)... passed two exhibitions with sufficient marks

### **Graduation Appeal**

Students who fail to meet the 70% attendance requirement may qualify for an appeals process. If approved, this process will allow students and their family members/stake-holders to present evidence of hardship and request for amnesty to a panel of advisors, teachers, and administrators.

Students who are not meeting enough competencies to graduate on-time, may qualify for an appeal at the beginning of quarter 4, if they have had two strong and successful quarters and maintained an average attendance rate of at least 80% over the course of the year to-date.

### **Translating Competencies to Credits:**

New Legacy students who wish to transfer to another school receive a more traditional looking transcript upon exiting to accompany the competency-based transcript. Student performance in content-specific learning areas of “Quantitative Reasoning” (math), “Empirical Reasoning” (science), and “Social Awareness” (Humanities), will help determine credits earned and recorded in Infinite Campus. If a student earns at least two marks of “meeting” or “exceeding expectations” in one of the aforementioned categories then they are awarded .25 credits in the corresponding class for that quarter. The “Personal Empowerment” learning area counts as .5 elective credits per quarter.

Most courses at NLCS are year-long (or 4 quarters). Certain elective courses run for 1 or 2 quarters and then a student rotates into another elective course. Competencies awarded for all courses are the equivalent of .25 per quarter, per course.

### **Homebound Student Learning & Support:**

Homebound academic programming is a temporary service option for any student who may be unable to attend school due to severe medical/physical/psychological reasons, maternity leave, behavior issues, or other extenuating circumstances. The goal of homebound programming is to prevent interruption of learning while a student is unable to be physically present in the building. Homebound programming is personalized for each student depending on their learning goals and the length of the leave. For each homebound student, a plan will be developed by the student’s advisor with input as needed from other content teachers.

**Attendance Processes:**

- NLCS utilizes Infinite Campus for its SIS (Student Information System).
  - On Monday, Wednesday, and Friday, instructors will take attendance daily in each class period.
  - On Tuesday and Thursday, instructors will take attendance daily in each class period for students who are in the building.
- On Tuesday and Thursday, attendance will be recorded on a timecard and through an app called ImBlaze. Advisors will then report the attendance in Infinite Campus. If ImBlaze is approved as an acceptable attendance documentation, we will discontinue use of timecards.
  - The ImBlaze app is used for students who are in Alternative Instruction Options to clock in and out of their site to record attendance.
  - The ImBlaze app is GPS coordinated to the location a student should be at (college class, internship, job shadow, or other significant Real World Learning experience). Students who try to clock in from home or another location will not be able to clock in.
  - The ImBlaze app is monitored by each student’s Advisor who will verify attendance with mentors when they make site visits to review student learning and progress with the mentor and student on location.
  - The ImBlaze platform reports and saves records for each student which will be reviewed at least once per quarter by the NLCS Real World Learning Coordinator.

**Bell Schedule:**

| Monday/Wednesday/Friday |                       | Tuesday (early release) |                        | Thursday    |                        |
|-------------------------|-----------------------|-------------------------|------------------------|-------------|------------------------|
| 8:45-9:10               | Personal Development  | 8:45-9:00               | Personal Development   | 8:45-9:00   | Personal Development   |
| 9:15-10:05              | Period 1              | 9:05-10:00              | Block A                | 9:05-10:05  | Block A                |
| 10:10-10:55             | Grad Story Lab (ICAP) | 10:05-10:50             | Mindfulness & Movement | 10:10-10:45 | Advisory BP Living     |
| 11:00-11:50             | Period 2              | 10:55-11:50             | Block B                | 10:50-11:50 | Block B                |
| 11:55-12:35             | Lunch                 | 11:55-12:35             | Lunch                  | 11:55-12:35 | Lunch                  |
| 12:40-1:30              | Period 3              | 12:40-1:25              | Advisory RWL           | 12:40-2:05  | Advisory RWL           |
| 1:35-2:10               | Advisory Community    | 1:30-2:30               | Block C                | 2:10-2:55   | Mindfulness & Movement |
| 2:15-3:05               | Period 4              |                         |                        | 3:00-4:00   | Block C                |

|           |          |  |  |  |  |
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| 3:10-4:00 | Period 5 |  |  |  |  |
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**In-Building Course Descriptions:**

In-building courses are typically one year long. Some courses are one or two quarters long. Each quarter of a course is the equivalent of 0.25 credits on a traditional quarter system (with 1.0 credit earned per year for completing four quarters).

| <a href="#">SCED Course Code</a><br># of Quarters<br>Credits Equivalency | NLCS Course Name                   | Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01008<br>Quarters: 4<br>Credits: 0.25 per Q                              | English Language Development (ELD) | English as a Second Language (ESL) courses are designed for the acquisition and rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to “regular” English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States. |
| 01104<br>Quarters: 1-4<br>Credits: 0.25 per Q                            | Writing Lab                        | Writing Lab offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Students will also receive coaching and writing support to improve their Graduation Story (ICAP).                                                                                                                                                                                                                                                                                                                               |
| 02062<br>Quarters: 4<br>Credits: 0.25 per Q                              | Math Foundations                   | Introductory Quantitative Reasoning courses emphasize proficiency in skills involving numbers and operations, algebra, geometry, statistics, mathematical modeling, and probability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 02152<br>Quarters: 1-4<br>Credits: 0.25 per Q                            | RWL Math                           | RWL Math is a Lab course that reinforces general mathematics skills, extends these skills to include some pre-algebra and algebra topics, and uses these skills primarily in occupational applications.<br><br>While these courses prepare students for a variety of occupational applications, they are not intended to serve as remedial mathematics courses. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.                                                                                                                                                                                                                                                       |

## NLCS Course Catalog

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| 02153<br>Quarters: 4<br>Credits: 0.25 per Q   | Bridges                                                      | <p>Bridges courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems.</p> <p>While these courses prepare students for a variety of technical applications, they are not intended to serve as remedial mathematics courses. Technical Mathematics topics may include but are not limited to rational numbers; systems of measurements; tolerances; numerical languages; geometry; algebra; statistics; and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate.</p>                                                                                                                                                                |
| 02157<br>Quarters: 4<br>Credits: 0.25 per Q   | Math for College                                             | <p>Math for College courses reinforce general mathematics topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Students will also review and reinforce college math readiness skills and topics.</p> <p>While these courses prepare students for a variety of practical applications, they are not intended to serve as remedial mathematics courses. Applications additionally include financial literacy topics including, but not limited to: budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.</p> |
| 03210<br>Quarters: 1-4<br>Credits: 0.25 per Q | Empirical Reasoning<br>(Science,<br>Technology &<br>Society) | <p>Science, Technology, and Society courses encourage students to explore and understand the ways in which science and technology shape culture, values, and institutions and how such factors, in turn, shape science and technology. Topics covered may include how science and technology enter society and how they change as a result of social processes.</p> <p>Students in these courses will also develop personal learning plans and projects that apply scientific inquiry and thinking relative to the sciences most applicable to their career pathways, interests, or goals.</p>                                                                                                                                                              |
| 04161<br>Quarters: 4<br>Credits: 0.25 per Q   | Humanities: English<br>& Civics                              | <p>In these comprehensive Humanities courses, students will examine English, Civics, and Genocide &amp; Holocaust studies. Civics will emphasize the general structure and functions of U.S. systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. Students will spend one quarter on genocide and holocaust units of study. English elements will continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and</p>                                                                                                                                                                 |



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|                                               |                              | usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to explore different literary conventions and stylistic devices.                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 05108<br>Quarters: 1-4<br>Credits: 0.25 per Q | Music: Guitar                | Guitar courses provide students an introduction to, and refine the fundamentals of, music and guitar literature and techniques, such as strumming and chords and may offer instruction in more advanced techniques. These courses may include bass, ukelele and other plucked string instruments. Formal and informal performances are typically included as well as experiences in creating and responding to music.                                                                                                                                                                                            |
| 05151<br>Quarters: 1-4<br>Credits: 0.25 per Q | Maker Space                  | <p>Maker Space courses introduce students to the foundation for many forms of art. These courses help students form an aesthetic framework to examine social, political, and historical events in the world and how visual images express the ideas of individuals and society.</p> <p>Students are involved in the creative process through research, observation and interpretation with art works. Students also have creative independence to learn new technology related to arts and STEM (i.e. graphic design, screen printing, audio editing, creating podcasts, and more).</p>                          |
| 08051<br>Quarters: 1-4<br>Credits: 0.25 per Q | Empowered Women              | Topics covered within Empowered Women courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.                                                                                                                                                                                                                                        |
| 08052<br>Quarters: 1-4<br>Credits: 0.25 per Q | Mindfulness & Movement       | Mindfulness & Movement courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.                                                                                                                                                                                                                                                     |
| 08053<br>Quarters: 1-4<br>Credits: 0.25 per Q | Advisory: Big Picture Living | <p>Big Picture Living courses cover 6 measures for overall wellness and healthy living: Move, Chill, Social, Nourish, Caution &amp; Recharge.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Move: Increased physical activities</li> <li><input type="checkbox"/> Chill: Stress Management</li> <li><input type="checkbox"/> Social: Forming &amp; maintaining healthy relationships</li> <li><input type="checkbox"/> Nourish: Eating healthy</li> <li><input type="checkbox"/> Caution: Avoiding risky substances</li> <li><input type="checkbox"/> Recharge: Improving sleep</li> </ul> |

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|                                               |                                 | Additional topics may include (among others) available community resources, fundamentals of the nation’s health care system, contemporary world health issues, and career options within the health field.                                                                                                                                                                                                                                                                                                                                                                                      |
| 08056<br>Quarters: 1-4<br>Credits: 0.25 per Q | Health for Pregnant Teens       | Designed for pregnant teens and/or expecting teen fathers, topics within Health for Parenting Teens courses cover a wide range of both health and parenting issues, typically including prenatal and postnatal care, health and well-being of young parents, child development, stress management, and parental/adult roles. The courses may also involve academic assistance, career exploration, financial management, accessing community resources, healthcare, and so on.                                                                                                                  |
| 08057<br>Quarters: 1-4<br>Credits: 0.25 per Q | Healthy Relationships           | Healthy Relationships courses focus as much on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, and verbal/domestic abuse prevention). Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies. Students may also be connected with community resources, advocates, housing, counseling, therapy, and more.                                                                                                                                                              |
| 08999<br>Quarters: 1-4<br>Credits: 0.25 per Q | Movement                        | Other Physical, Health, and Safety Education courses. Course may include guest educators teaching a variety of physical and mental health fitness activities (including, but not limited to: volleyball, soccer, basketball, tai chi, yoga, and self-defense).                                                                                                                                                                                                                                                                                                                                  |
| 12001<br>Quarters: 1-4<br>Credits: 0.25 per Q | Career Pathways                 | Career Pathways courses expose students to the occupational opportunities available in business and industry including, but not limited to, general business, information management, human resources management, skilled trades, hospitality and tourism, human services, medical field, financial careers, and more. Emphasis is placed on responsibilities, qualifications, work environments, and career paths. These courses may also include consumer education topics, keyboard exposure, and/or hands-on experience within the various occupational areas related to student interests. |
| 19255<br>Quarters: 1-4<br>Credits: 0.25 per Q | Child Development/<br>Parenting | Child Development/Parenting courses provide students with knowledge about family systems and relationships and information about how parents can address the physical, mental, emotional, and social growth and development of children from conception to adolescence. In addition, these courses help students discover how parents should respond to the various stages of childhood. Course content typically includes topics such as prenatal development and birth processes, responsibilities and difficulties of parenthood, family                                                     |

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|                                               |                                   | structures, societal and cultural influences, fundamentals of children’s emotional and physical development, and the appropriate care of infants, toddlers, and young and school-aged children. These courses may also cover topics specific to teen parenting.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 19258<br>Quarters: 1-4<br>Credits: 0.25 per Q | Advisory: Career Readiness        | <p>Career Readiness courses introduce students to the skills and strategies that are helpful in becoming more focused, productive individuals, wage earners, and family members. These courses typically emphasize goal-setting; decision making; managing time, energy, and stress; and identifying alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.</p> <p>Students will also work with their Advisor to plan goals and projects related to their career interests so they can later participate in Work Based Learning, college courses, or certificate programs aligned to their post-secondary goals.</p> |
| 19260<br>Quarters: 1-4<br>Credits: 0.25 per Q | Advisory: Personal Development    | <p>Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with life and career issues and changes (such as family changes). These courses include communication, conflict resolution, practical problem-solving, and decision making. They may also include building resiliency skills and asset building.</p>                                                                                                                                                                                                                                                            |
| 22101<br>Quarters: 1-4<br>Credits: 0.25 per Q | Legacy Leaders                    | <p>Legacy Leaders courses are designed to strengthen students’ personal and group leadership skills. These courses may cover such topics as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics. Students will be responsible for event planning and building community in the school as well as holding awareness days on important and cultural studies (i.e. Black history month, Hispanic heritage month, etc.).</p>                                                                                                                                                               |
| 22153<br>Quarters: 1-4<br>Credits: 0.25 per Q | Deeper Dive                       | <p>Deeper Dive courses help students enter the workforce through career exploration and the development of positive work attitudes and work-related skills. These courses cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Students will also review and receive support on other coursework related to their post-secondary plans and meeting competencies to graduate.</p>                                                                                                                                                                        |
| 22250<br>Quarters: 1-4<br>Credits: 0.25 per Q | Entrepreneurship (RWL Enrichment) | <p>RWL Enrichment courses provide a brief introduction to a variety of topics, typically elective subject areas, often in the form of discrete units or modules. Students may choose to take</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|  |  |                                                                                                                                                             |
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|  |  | courses later that allow them to pursue the topics introduced in more depth. Topics may vary widely and will span multiple subject areas within one course. |
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**Alternative Instruction Options Course Descriptions:**

Alternative Instruction Options courses are typically one semester (or two quarters) long. Some courses are one year (or four quarters) long. Each quarter of a course is the equivalent of 0.25 credits on a traditional quarter system (with 1.0 credit earned per year). Instead of credit (which may still be earned at a post-secondary institution), students will have this learning recorded on their competency-based transcript.

| <u>SCED Course Code</u>                       | NLCS Course Name                                                                            | Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12048<br>Quarters: 1-4<br>Credits: 0.25 per Q | RWL: Internship (Work Based Learning)<br><br><b>Postsecondary &amp; Workforce Readiness</b> | RWL: Internship courses provide students with work experience in fields related to business administration, skilled trades, and any other interest with a viable career pathway.<br><br>Goals are set cooperatively by the student, teacher, mentor and/or employer (students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students will be required to demonstrate evidence of learning through Unrurl posts, Graduation Story artifacts (ICAP), and Exhibitions of Learning (which occur quarterly). |

**Assessment Overview:**

NLCS Students are assessed for learning in and out of the building with a competency-based system. Evidence of learning is captured in a variety of ways, including Graduation Story (ICAP), Exhibitions, workforce readiness rubric (based on Real World Learning experiences), Personal Learning Plans, and course assessments. To better understand our competency-based system, several resources are linked below.

- Competency [Definitions and Frames](#)
- [Student](#) pre-assessment of competencies
- Personal Learning [Plan](#)
- Individual Learning [Plan](#) for Cohort (Grade Level) Recovery
- Grad Story [Guidelines](#)
- Worksite Evaluation [Rubric](#)

- Competency [Transcript](#)