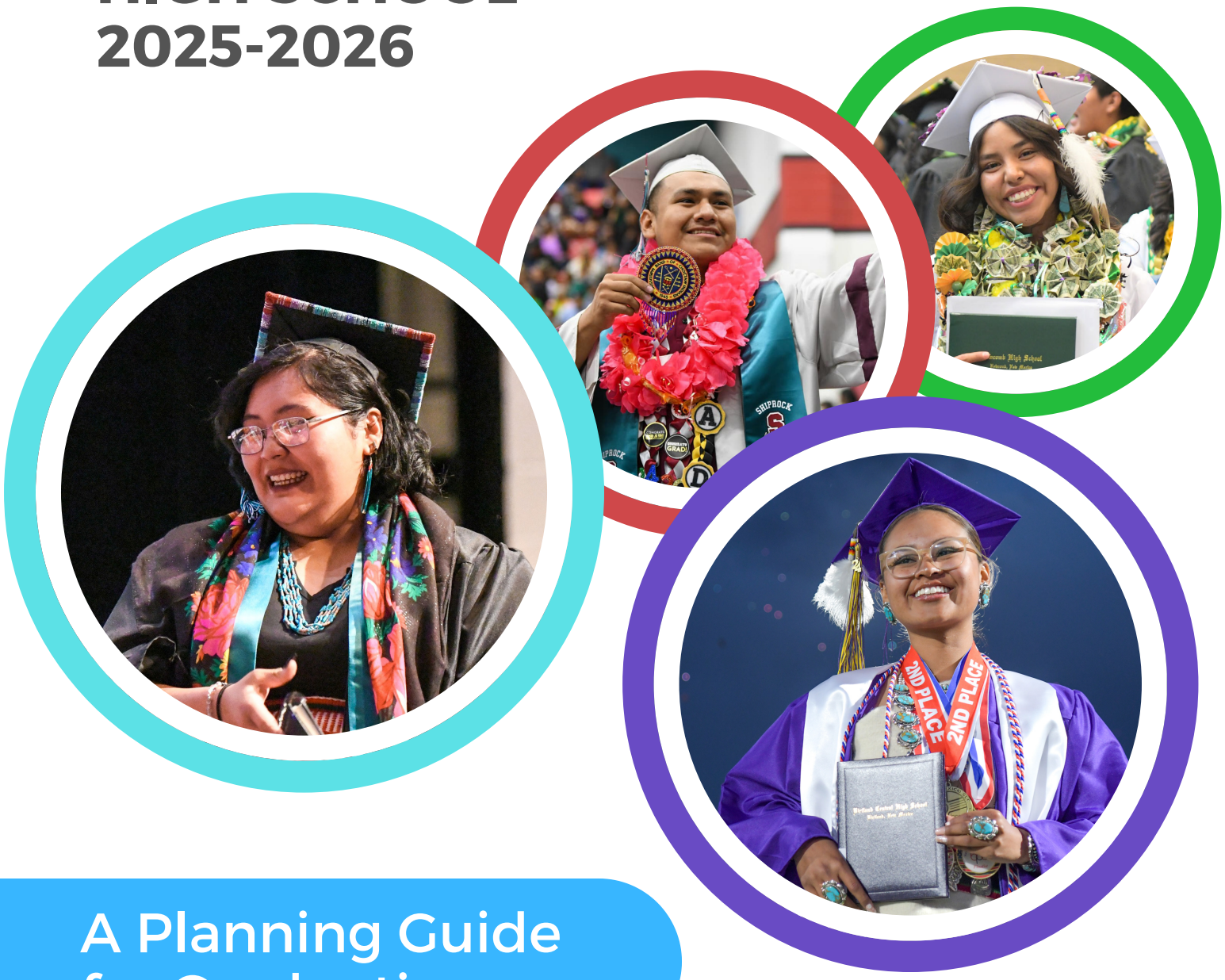
COURSE CATALOG

CENTRAL CONSOLDIATED SCHOOL DISTRICT

HIGH SCHOOL 2025-2026



A Planning Guide for Graduation

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WELCOME TO CENTRAL CONSOLIDATED HIGH SCHOOLS

Your guide to graduation

This guide will help you and your parents/guardians plan your school program here in Central Consolidated School District (CCSD). We urge you to be in the continual process of reviewing your career goals and making appropriate changes in your educational plans.

The CCSD graduation requirements are moderate enough that you will receive a well-balanced educational program with a chance to concentrate in a certain area such as math, science, technology, arts & crafts and technical & vocational.

Your counselor is available to help in planning a program of study; however, we urge you and your parents/guardians to discuss your educational goals and plan your high school career based upon those goals.

The following items should be considered in developing your program of study:

1. All students are required to enroll full-time. Seniors may qualify for work release. A full-time student is defined as a student who is enrolled in a minimum of 51% of the member school's regular class schedule and is in regular attendance. The student must be enrolled in courses that are credit earning, are applicable to high school graduation requirements and are to be included in the student's high school transcript.
2. Make sure your program of study meets all graduation requirements. If in doubt, see your counselor.
3. Make sure your program of study meets the entrance standards for your college of choice, for example community, technical, or university.
4. Make sure your program of study meets your career interests, needs, and capabilities.
5. Half-credit per semester or block at CPHS. Dual Credit classes vary by course (please see counselor)
6. You are allowed to make schedule changes during the first week of school. The second week will be changes that are initiated by recommendations from your teacher, parent/guardians, and counselor. After the 10th day of the semester you will not be allowed to change your schedule.
7. Fees are non-refundable.

GRADUATION REQUIREMENTS

You are required to have twenty-four (24) credits to graduate. Many of these credits/classes are mandatory by the New Mexico State Board of Education and must be passed before students are eligible for graduation. If you fail a required course, you can make it up in summer school, night school, online classes or through other approved credit recovery programs.

After 2025-2026, students entering grade 9 shall earn:

COURSES	CREDITS
English	4
Mathematics units shall include a sequence of Algebra I and Geometry or equivalent Integrated Pathway	4
Science (2 courses w/ lab)	3
History/Social Studies	4
Physical Education	1
Local Requirements Set by School Board or Governing Body	2
Health	0.5
Electives	5.5
TOTAL CREDITS	**24**

New Mexico Diploma of Excellence

Beginning 2024/2025, a student shall not receive a diploma unless they demonstrates competence in math, reading, writing, science, and history through completion of course requirements.

What is the Next Step Plan

- The NSP is a personal, written plan that is developed by each student at the end of grades 8–11 and during the senior year. (grade 12).
- For grades 8–11, the plan is called an interim NSP, and for grade 12 it is called a final NSP.
- The purpose of the plan is to target the student's postsecondary interests, and set forth the studies he or she will complete during high school in order to be on track for graduation. The student reviews and updates his or her NSP annually, and each year's plan must explain any differences from the previous year's NSP.
- Each year's plan should align with the approved graduate profile and should be completed on a PED-approved template.
- NSP ensures students are reasonably informed about course options including AP, IB, DC; career clusters and pathways; pre-apprenticeship programs and remediation opportunities.

CCSD offers courses for dual credit in cooperation with San Juan College, Navajo Technical University, Eastern New Mexico, Dine College, ASU (gifted identified), Institute of American Indian Art and is continuing to add more college partnerships.

CCSD also offers at least two years of a language other than English, Financial Literacy, Service Learning, Media Literacy, and Driver's Education in each high school. Some of these are only available through online resources at some of our high school campuses. See your counselor for more details.

GRADUATION REQUIREMENT DETAIL (24 CREDITS)
FRESHMAN CLASS OF 2029

ENGLISH (4 CREDITS)		
English I	English I Honors	
English II	English II Honors	
English III	English III Honors	AP English Language & Composition (Grade 11)
Additional Options Vary by School	English IV Honors	AP English Literature & Composition (Grade 12)

MATH (4 CREDITS)		
Intensified Algebra I & Alegebra I	Algebra I Honors	
Geometry	Geometry Honors	
Algebra II / P2C Algebra II A&B	Algebra II Honors	
Financial Literacy - Math		
Statistics	Statistics (AP or Dual Credit)	
Trigonometry/Analytical Geometry	Trigonometry (Honors or Dual Credit)	
Applied Math	Pre-Calculus (Regular, AP or Dual Credit)	Calculus (AP *[AB & BC]* or Dual Credit)
Additional Options Vary by school	DC Options	

SCIENCE (3 CREDITS + 2 LAB CREDITS)		
Physical Science	Physical Science Honors	
Biology	Biology Honors, AP or Dual Credit	AP Biology
Chemistry	Chemistry Honors, AP or Dual Credit	AP Chemistry
Physics	Physics Honors, AP, or Dual Credit	AP Physics
Anatomy/Physiology	Anatomy/Physiology Honors or Dual Credit	
Earth Science		
Environmental Science	Environmental Science Honors	

HISTORY/SOCIAL STUDIES (4 CREDITS)

World Geography (.5 credit) and Native American Studies (.5 credit) or New Mexico History (.5 credit)	Also offered as honors courses including AP Human Geography (1 credit)
World History & Geography (1 credit)	AP World History & Geography (1 credit) World History & Geography Honors (1 credit)
U.S. History/Geography (1 credit)	AP U.S. History (1 credit) U.S. History/Geography Honors (1 credit)
U.S. Government (0.5 credit) and Economics (0.5 credit)	AP U.S. Government & Politics (1 credit) U.S. Government-Honors (0.5 credit) Economics-Honors (0.5 credit)

HEALTH (0.5 CREDIT)

Health course (0.5 or 1 credit)

ELECTIVES (5.5 CREDITS)

5.5 elective units that meet department content and performance standards and provide a two-unit pathway concentration of the student's choice

PHYSICAL EDUCATION (1 CREDIT)

Physical Education
Fitness and Conditioning
ROTC
Weights
Marching Band
Athletics

LOCAL REQUIREMENTS (2 CREDITS)

1-Credit in **Financial Literacy**	In the event that **Financial Literacy** is taken as one of the four required math credits, students will select **2 credits** from the menu of options below.
1-Credit in the **Menu of Options** (See Column to the Right)	**Bilingual/Foreign Language:** Navajo, Spanish
	Fine Arts: Music, Drama and Visual Art courses
	Career & Technical Education: Program of Study ▸ Culinary & Food Service ▸ Electrical Systems ▸ Architecture & Civil Engineering ▸ Carpentry ▸ Welding Technology ▸ Physical Health ▸ Business Information Management ▸ Education: Teaching, Training, & Facilitation ▸ Information Technology & Support Services ▸ and/or Agribusiness
	Work Based Learning *(Internships/Apprenticeships)*
	Work Experience
	Communications / Public Speaking
	Advanced Placement / Dual Credit

GRADUATION REQUIREMENT DETAIL (24 CREDITS)
CLASS OF 2026, 2027 AND 2028
SOPHOMORES, JUNIORS AND SENIORS

ENGLISH (4 CREDITS)		
English I	English I Honors	
English II	English II Honors	AP Seminar (Grade 10)
English III	English III Honors	AP English Language & Composition (Grade 11)
Additional Options Vary by School	English IV Honors	AP English Literature & Composition (Grade 12)

HISTORY/SOCIAL STUDIES (4 CREDITS)	
World Geography (.5 credit) and Native American Studies (.5 credit) or New Mexico History (.5 credit)	Also offered as honors courses including AP Human Geography (1 credit)
World History & Geography (1 credit)	AP World History & Geography (1 credit) World History & Geography Honors (1 credit)
U.S. History/Geography (1 credit)	AP U.S. History (1 credit) U.S. History/Geography Honors (1 credit)
U.S. Government (0.5 credit) and Economics (0.5 credit)	AP U.S. Government & Politics (1 credit) U.S. Government-Honors (0.5 credit) Economics-Honors (0.5 credit)

SCIENCE (3 CREDITS + 2 LAB CREDITS)		
Physical Science	Physical Science Honors	
Biology	Biology Honors, AP or Dual Credit	AP Biology
Chemistry	Chemistry Honors, AP or Dual Credit	AP Chemistry
Physics	Physics Honors, AP, or Dual Credit	AP Physics
Anatomy/Physiology	Anatomy/Physiology Honors or Dual Credit	
Earth Science		
Environmental Science	Environmental Science Honors	

MATH (4 CREDITS)		
Intensified Algebra I & Alegebra I	Algebra I Honors	
Geometry	Geometry Honors	
Algebra II / P2C Algebra II A&B	Algebra II Honors	
Financial Literacy - Math		
Statistics	Statistics (AP or Dual Credit)	
Trigonometry/Analytical Geometry	Trigonometry (Honors or Dual Credit)	
Applied Math	Pre-Calculus (Regular, AP or Dual Credit)	Calculus (AP *[AB & BC]* or Dual Credit)
Additional Options Vary by school	DC Options	

LANGUAGE / CAREER CLUSTER / WORKPLACE READINESS (1 CREDIT)

Career Cluster, Workplace Readiness, Language 1 unit in a career cluster course, workplace readiness, or a language other than English.

- Options vary by school

HEALTH (0.5 CREDIT)

Health course (0.5 or 1 credit)

ELECTIVES (7 CREDITS)

7 elective units that meet department content and performance standards and provide a two-unit pathway concentration of the student's choice

PHYSICAL EDUCATION (1 CREDIT)
Physical Education
Fitness and Conditioning
ROTC
Weights
Marching Band
Athletics

Course Credit, Requirements, and AP Enrollment

1. Credit will be given only once for a course which is successfully completed.
2. You will not be given credit for two or more courses of the same description.
3. Any high school student failing a required course has to make up that course in a manner approved by your counselor or administrator.
4. In order to receive a diploma and participate in the graduation ceremony from high school in CCSD, you must pass/complete all requirements for graduation.
5. Any student wishing to take an AP course must meet with the AP teacher and must have a letter of recommendation from the previous teacher *(see your counselor and AP teacher or coordinator).*

Grade Point Average

Grade Point Average calculations will be the same for all students in CCSD. The Grade Point Average will be based on the weighted scale.

Advanced Placement classes, and Core Dual Credit Courses are an extra 1.0 weighting.

Honor Graduates

Honors classes provide students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace. These classes will be figured on a four-point GPA.

Courses	Credit
Regular Courses	A=4 B=3 C=2 D=1 F=0
Honors Courses Elective Dual Credit Classes ASU Prep Global	= .5 extra GPA point
Advanced Placement (AP) Core Dual Credit Classes & ASU Accelerate Dual Credit	= 1 extra GPA point

Honor Graduates will be the Top Ten-Percent or ten total students whichever is greater of the graduating class at the end of the seventh (7) semesters. To be considered as an Honor Graduate, you must have completed some AP/Dual Credit or Honors Courses

Valedictorian & Salutatorian Selection (Class of 2027)

The major consideration for selection of a high school valedictorian/salutatorian should be the factor which establishes the students with the two highest levels of academic performance. All students ranking in the upper three percent of their high school class will be evaluated for these honors. The overall weighted grade point average should be used for comparison of academic performance.

Cumulative weighted GPA shall be determined at the end of the 1st semester of the senior year. The top ten or top ten percent (whichever is greater) seniors shall be ranked by weighted GPA.

In the event of a tie, the following factors will be considered by the appointed selection official:

1. Availability to participate in commencement activities.
2. Number and grade in Honors courses completed.
3. Number of courses taken under the “Pass-Fail” grading option.
4. Type and rigor of Dual Credit and Advanced Placement courses.
5. Breadth of educational experience.

Graduation Exercises (Board Policy)

Participation

Graduation exercises will be held for students who have met state and local requirements for graduation from high school. A cap and gown, as determined by the District, are required for graduation.

Participation in high school commencement exercises is encouraged but is not compulsory. However, since these exercises require planning and rehearsals, the following rules shall apply:

- Students who wish to participate must be present at the rehearsals. Failure to do so, except for legitimate reasons for absence, may exempt students from participating in the exercises.
- Students may not participate in the commencement exercises unless they have successfully completed the requirements for graduation and paid all fees, fines and charges due.
- Students will be permitted to wear culturally significant regalia that aligns with the school's dress code, and gowns may be unzipped. Additionally, caps may be decorated in a manner that is respectful and consistent with the school's guidelines for cultural expression.

Student Transfers of Non-accredited or Home School Programs

The Central Consolidated School Board Policy Manual states:

005.402 Incoming Student Transfers

Students transferring into a district school from a non-accredited school or home school are subject to testing and evaluation by district personnel to determine the student's grade placement and credit status.

1. Scores on the standardized benchmark achievement test, age, ability to meet district subject matter competencies may be used to ensure proper placement.
2. A parent or student who wishes to appeal the decision of a grade placement may do so by following the "Complaints and Grievance Procedure" outline in board policy.
3. If credit is granted for classes taken at the previous non-accredited institution, this credit will be pass/fail.
4. The student will not be eligible to be considered for Valedictorian, Salutatorian, or Top Ten Percent of the Class.

Grade Classification

Grade classification is determined by the number of credits a student accumulates based on passing/failing grades for individual classes taken. Seniors (as well as their parents) will be notified at the beginning of the second semester if sufficient credits to graduate have not been earned. Grade reclassification only occurs once each semester.

Credit Status	Class Status
0-5.5	Freshman
6-11.5	Sophomore
12-17.5	Junior
18 or more	Senior

College Entrance Requirements

Students are encouraged to pursue strong academic programs by collaborating with a school counselor to establish realistic goals and plans. The following are important considerations for students as they work toward graduation:

1. **The High School Record:** Colleges carefully evaluate a student's grade-point average and class rank, as well as the rigor of courses undertaken. A student's GPA and class rank are calculated using cumulative semester grades, commencing with the first semester of ninth grade and encompassing all classes through the senior year.

2. **High School Courses:** Colleges seek students who have demonstrated exposure to a diverse range of classes and academic disciplines. Most institutions require the following courses for admission:

COURSE RECOMMENDATIONS FOR COLLEGE-BOUND STUDENTS		
English	4 credits	Grammar & Literature
Mathematics	4 credits	• Algebra I, Geometry, and Algebra II • STEM majors plans should include Algebra II, Precalculus, Calculus, and Computer programming.
Science	4 credits	Biology, Chemistry, Physics are recommended
History/Social Studies	4 credits	Government, Economics, U. S. History, World History, & World Geography / History Elective
Foreign Languages	2 credits	Check with the college of your choice
Fine Arts	1 credits	Music, Drama, and Art courses. Check with the college of your choice

3. **High School Extra-Curricular Activities:** Colleges also consider a student's leadership qualities and record of extra-curricular activities. They aim to admit well-rounded individuals who will integrate successfully into the college environment.

4. **Your Test Scores:** Most colleges encourage applicants to submit scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. It is recommended that students take one of these tests for the first time in the fall of their junior year. Students have the option to retake these tests to improve their scores.

5. **Next Step Plan:** Students are required to complete a Next Step Plan to ensure they are meeting the minimum requirements for graduation. Students have the opportunity to make changes to this plan each year. Parents or guardians are encouraged to review the plan with their student.Note: You will need to complete a Next Step Plan. This plan should assure you are meeting the minimum requirements needed for graduation. Each year you have the option to make changes to this plan. Your parents/guardians are encouraged to review the plan with you.

COURSE DESCRIPTIONS – REQUIRED

ENGLISH (4 CREDITS)		
English I	English I Honors	
English II	English II Honors	AP Seminar (Grade 10)
English III	English III Honors	AP English Language & Composition (Grade 11)
Additional Options Vary by School	English IV Honors	AP English Literature & Composition (Grade 12)

English Courses

100140 **English/Language Arts I –** Course is designed to foster a deep appreciation for literature, enhance critical thinking skills, and develop effective communication abilities. Students will explore a variety of literary genres, engage with diverse texts, and strengthen their writing skills through a series of structured assignments and activities.

106400 **English Language Arts ELD I** - Grade 9 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (Els) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of Els. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support Els (under federal legal obligations to Els). Course 1064 may be substituted for 1001 to receive high school graduation credit, where applicable, if 1064 meets all course requirements for 1001. See course description for 1001 above for more information. If this course is used for ELs participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement.

100150 **English/Language Arts I Honors –** (MEETS ENGLISH REQUIREMENT) Course provides a rigorous academic level of instruction designed to prepare students for higher intellectual engagement. Students who take the class are expected to possess the necessary motivation to complete the prolific reading and writing assignments. ***(KCHS, SHS, and NHS ONLY)***

100240 **English/Language Arts II –** (MEETS ENGLISH REQUIREMENT) Comprehensive exploration of literature, language, and writing skills. Students will engage with a diverse range of texts, including classic and contemporary literature, as well as informational texts, to deepen their understanding of literary analysis, critical thinking, and effective communication. Through close reading, discussion, and writing activities, students will develop their ability to analyze complex texts, articulate their ideas persuasively, and communicate with clarity and precision.

106500 **English Language Arts ELD II -** Grade 10 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (Els) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of Els. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support Els (under federal legal obligations to Els). Course 1065 may be substituted for 1002 to receive high school graduation credit, where applicable, if 1065 meets all course requirements for 1002. See course description for 1002 above for more information. If this course is used for ELs participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement.

100250 **English/Language Arts Honors II –** (MEETS ENGLISH REQUIREMENT). Honors English provides a rigorous academic level of instruction designed to prepare students for higher intellectual engagement. Students who take the class are expected to possess the necessary motivation to complete the prolific reading and writing assignments. ***(KCHS, SHS, and NHS ONLY)***

100340 **English/Language Arts III –** (MEETS ENGLISH REQUIREMENT) Course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Preparation for the PSAT may be included.

106600 **English Language Arts ELD III -** Grade 11 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (ELs) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of ELs. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support ELs (under federal legal obligations to ELs). Course 1066 may be substituted for 1003 to receive high school graduation credit, where applicable, if 1066 meets all course requirements for 1003. See course description for 1003 above for more information. If this course is used for ELs participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement.

100440 **English/Language Arts IV –** (MEETS ENGLISH REQUIREMENT) Writing of personal, expository, and persuasive essays and one research paper. This course includes World literature, classical novels, mythology, short stories, and poetry. A notebook, study of vocabulary, and book reports are also required in this course.

089740 **AP Seminar - Grades 10-11 -** This course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts, listening to and viewing speeches, broadcasts, and personal accounts. Students learn to synthesize information from multiple sources, develop their perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as a team. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. AP Seminar may count as English/Language Arts II or English/Language Arts III when taught by a Language Arts endorsed teacher and aligned to the NM 9-12 Language Arts Content Standards.

101250 **AP English/Language and Composition (Grade 11) –** (MEETS ENGLISH REQUIREMENT) Course is designed to parallel college level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. Contract required. ***(KCHS, SHS, and NHS ONLY)***

101350 **AP English/Literature and Composition (Grade 12) –** (MEETS ENGLISH REQUIREMENT) Course is designed to parallel college level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Contract required. ***(KCHS, SHS, and NHS ONLY)***

Middle School English Courses

1000 **English/Language Arts (Students in Middle School or Grades 7 - 8) -** Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.

1009 **English/Language Arts Lab (Grade 7 - 8) -** This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This class will be offered in conjunction with a regular sixth - eighth course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

1062 **English Language Arts ELD (Grades 7-8) -** This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (Els) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of Els. Teachers have the same licensure and endorsement requirements as in course 1000, and are required to be trained to support Els (under federal legal obligations to Els). Course 1063 may be substituted for 1000 to receive language arts credit, where applicable, if 1063 meets all course requirements for 1000. See course description for 1000 above for more information. If this course is used for Els participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement.

100057 **English 7 Advanced (ADV) -** Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.

100060 **Pre-AP English I -** This course will foster critical thinking, analytical skills, and a deep appreciation for literature and language arts. Students will engage with a diverse selection of literary works, including fiction, non-fiction, poetry, and drama, with a particular emphasis on texts that reflect the cultural heritage and unique identity of New Mexico. Throughout the course, students will engage in collaborative projects, presentations, and multimedia assignments that integrate technology and digital literacy skills. Students who take this course are expected to possess necessary motivation to complete the course requirements and expectations. Students must maintain a GPA of 3.0 or higher in this course and have a teacher recommendation. If students do not have a GPA of 3.0 by the end of the semester for this course, they will be removed and be placed in 8th grade regular ELA.

HISTORY/SOCIAL STUDIES (4 CREDITS)	
World Geography (.5 credit) and Native American Studies (.5 credit) or New Mexico History (.5 credit)	Also offered as honors courses including AP Human Geography (1 credit)
World History & Geography (1 credit)	AP World History & Geography (1 credit) World History & Geography Honors (1 credit)
U.S. History/Geography (1 credit)	AP U.S. History (1 credit) U.S. History/Geography Honors (1 credit)
U.S. Government (0.5 credit) and Economics (0.5 credit)	AP U.S. Government & Politics (1 credit) U.S. Government-Honors (0.5 credit) Economics-Honors (0.5 credit)

History/Social Study Courses

270640 **World History and Geography –** Course covers major eras and important turning points in world history from the Enlightenment to the present. Students study the continents and major physical features of the world. *(Career Prep World History – 270641 and 270642)*

270650 **Honors World History and Geography –** Course covers major eras and important turning points in world history from the Renaissance to the present. Students study the continents and major physical features of the world. Research and write a research paper on selected topics and present them to class. Topics will be selected from one of state standards that will be covered in class. Students must maintain a GPA of 3.0 or higher in this course and have a teacher recommendation. *(KCHS)*

270140 **World Geography (Grades 6 - 12) -** Course provides an overview of world geography, but may vary widely in topic coverage. Possible topics include the physical environ-

ment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. These courses may or may not place an emphasis on U.S. geography.

270150 **Honors World Geography -** Course provides an overview of world geography, but may vary widely in topic coverage. Possible topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. These courses may or may not place an emphasis on U.S. geography. Research and write two MLA research papers on selected topics and present them to class. Topics will be selected from one of state standards that will be covered in class. Students must maintain a GPA of 3.0 or higher in this course and have a teacher recommendation.

271940 **Native American Studies –** (History Elective credit) Course will examine the cultural growth and development of the indigenous North American peoples from Pre-Columbian times to the present day.

271741 **New Mexico History -** Grades 9-12 - This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas. The 9-12 Social Studies Content Standards, Benchmarks, and Performance Standards should be included as appropriate to the course.

271750 **Honors New Mexico History** - Grades 9-12 - Accelerated instruction in New Mexico History. This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas. The 9-12 Social Studies Content Standards, Benchmarks, and Performance Standards should be included as appropriate to the course. Students must have a teacher or counselor recommendation.

272550 **AP U.S. History (Grades 11) –** Course prepares students for the AP exam in U.S. history and provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past. (Note: Districts asking to meet the United States History/Geography course requirement through this course include geography within the written and delivered curriculum in order to meet state graduation requirement. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the U.S.) This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

272740 **Navajo Studies & Government (History Elective credit) –** History of the Southwestern United States with an emphasis on Navajo history, culture and government. *(Teacher Recommendation upperclassmen 11th and 12th grade and qualifies for Manuleto Scholarship)*

272940 **U.S. History/Geography –** Examines the history of the United States from the Civil War to the present time. Political, military, scientific, geography, and social development are included.

272950 **Honors U.S. History/Geography –** Examines the history of the United States from Reconstruction to the present time. Political, military, scientific, geography, and social development are included. Research and write two MLA research papers on selected topics and present them to class. Topics will be selected from one of state standards that will be covered in class. Students must have a teacher or counselor recommendation.

273041 **U.S. Government Comprehensive (.5 credit – paired with Economics) –** Course provides an understanding of the ideals, rights and responsibilities of citizenship and understand the content and history of the founding documents of the United States including the New Mexico and United States Constitutions and how governments function at the local, state, tribal and national levels. In addition, 9-12 Social Studies Benchmarks and Performance Standards (History, Civics and Government, Economics and Geography) should be included as appropriate to the course.

273051 **Honors U.S. Government Comprehensive (.5 credit – paired with Economics) –** Course provides an understanding of the ideals, rights and responsibilities of citizenship and understand the content and history of the founding documents of the United States including the New Mexico and United States Constitutions and how governments function at the local, state, tribal and national levels. In addition, 9-12 Social Studies Benchmarks and Performance Standards (History, Civics and Government, Economics and Geography) should be included as appropriate to the course. Research and write two MLA research papers on selected topics and present them to class. Topics will be selected from one of state standards that will be covered in class. Students must have a teacher or counselor recommendation.

273650 **AP U.S. Government & Politics –** Course prepares students for the AP exam in U.S. Government and Politics. These courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Cost of the exam is the student's responsibility and taking the AP exam is part of the final grade. Contract required. *(KCHS and SHS ONLY)*

274140 **Economics (0.5 credit - paired with U.S. Government Comprehensive) –** Course provides for an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

274151 **Honors Economics (0.5 credit - paired with U.S. Government Comprehensive) –** Course provides for an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students must have a teacher or counselor recommendation.

275500 **AP World History –** The purpose of this course is to develop greater understanding of the evolution of global processes and contracts, in interaction with different types of human societies. Focused primarily on the past 1,000 years of global experience, the course builds and understanding of cultural, institutional, and technological precedents

that, along with geography, set the human state prior to 1000 C.E. (AP World History will not have to submit an alternative credit request but will need to include the geography component in the written and delivered curriculum in order to meet the graduation requirement.) This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Contract required.

278710 **AP Human Geography -** This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Methods and tools geographers' use in their science and practice will also be taught. Open to 9th grade gifted students and 9th grade high achieving students for their 9th grade social studies graduation requirement. If taken by students in 10th-12th grade, this course counts as an elective credit. *(KCHS)*

Middle School History Courses

2700 **New Mexico History - Grade 7 -** Course examines the pre-history, history, politics, geography, economics, society, and cultures within New Mexico. The appropriate Performance Standards (History, Geography, Civics, Government and Economics) should be included in this course.

2723 **Early U.S. History - Grade 8 -** Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

MATH (4 CREDITS)		
Intensified Algebra I & Alegebra I	Algebra I Honors	
Geometry	Geometry Honors	
Algebra II / P2C Algebra II A&B	Algebra II Honors	
Financial Literacy - Math		
~~Statistics~~	Statistics (Dual Credit)	
Trigonometry/Analytical Geometry	Trigonometry (Dual Credit)	
Applied Math	Pre-Calculus (Regular, AP or Dual Credit)	Calculus (AP *[AB & BC]* or Dual Credit)
Additional Options Vary by school	DC Options	

Math Courses

203140 **Algebra I –** This course aligns to the high school standards for Algebra I and formalizes and extends the mathematical concepts. The critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relation ships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Standards for Mathematical Practice apply throughout this course and, together

with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

203141 **Algebra 1 Honors -** This course aligns to the high school standards for Algebra I and formalizes and extends the mathematical concepts. The critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

- This course has an intense Project Based Learning focus.

203440 **Geometry -** This course aligns to the high school standards for Geometry and is designed for students who have attained Algebra I objectives. This course formalizes and extends geometric concepts by exploring more complex geometric situations and deepening explanations of geometric relationships, moving towards formal mathematical arguments. The six critical areas include: (1) congruence, proof, and constructions; (2) similarity, proof, and trigonometry; (3) extending to three dimensions; (4) connecting algebra and geometry through coordinates; (5) circles with and without coordinates; and (6) applications of probability. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

203450 **Geometry Honors -** This course aligns to the high school standards for Geometry and is designed for students who have attained Algebra I objectives. This course formalizes and extends geometric concepts by exploring more complex geometric situations and deepening explanations of geometric relationships, moving towards formal mathematical arguments. The six critical areas include: (1) congruence, proof, and constructions; (2) similarity, proof, and trigonometry; (3) extending to three dimensions; (4) connecting algebra and geometry through coordinates; (5) circles with and without coordinates; and (6) applications of probability. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

- This course has an intense Project Based Learning focus.

204140 **Algebra II -** This course aligns to the high school standards for Algebra II and is designed for students who have attained Algebra I and Geometry objectives. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. The four critical areas for Algebra II are: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

204150 **Algebra II Honors -** This course aligns to the high school standards for Algebra II and is designed for students who have attained Algebra I and Geometry objectives. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. The four

critical areas for Algebra II are: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

- This course has an intense Project Based Learning focus.

204840 **Trigonometry/Analytic Geometry -** This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives. This is a precalculus course covering topics in both Trigonometry and Analytic Geometry in preparation for a calculus course. Topics for Trigonometry include: study of right and oblique triangles, trigonometric functions (including graphs, transformations, and modeling), solving trigonometric equations, trigonometric identities, circular functions, vectors, the complex plane, polar coordinates, conic sections, and applications of trigonometric functions and other listed concepts. Topics for Analytic Geometry include: vectors, lines in two dimensions, circles, conics, transformation of coordinates, polar coordinates, parametric equations, and the solid analytic geometry of vectors, lines, planes, cylinders, spherical and cylindrical coordinates.

205341 **AP Precalculus -** This course prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. *(SHS)*

205850 **AP Calculus -** Provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate of change problems); and integral calculus (including anti-derivatives and the definite integral). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. *(SHS)*

205352 DC **MATH 1240 DC Precalculus -** This course extends students' knowledge of polynomial, rational, exponential and logarithmic functions to new contexts, including rates of

change, limits, systems of equations, conic sections, and sequences and series. *(KCHS)*

202990 DC **MATH 1350 DC Statistics -** This course discusses the fundamentals of descriptive and inferential statistics. Students will gain introductions to topics such as descriptive statistics, probability and basic probability models used in statistics, sampling and statistical inference, and techniques for the visual presentation of numerical data. These concepts will be illustrated by examples from a variety of fields. *(KCHS)*

209942 DC **MATH 1130 DC Survey of Math -** This course will develop students' ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning. Topics include financial mathematics used in everyday life situations, statistics, and optional topics from a wide array of authentic contexts. *(KCHS)*

205343 DC **MATH 1220 DC College Algebra -** The study of equations, functions and graphs, reviewing linear and quadratic functions, and concentrating on polynomial, rational, exponential and logarithmic functions. Emphasizes algebraic problem-solving skills and graphical representation of functions. *(KCHS)*

204390 DC **MATH 1230 DC Trigonometry -** A study of plane trigonometry including the definitions of the fundamental trig functions using right angle triangle and unit circle approaches. Trig functions of any real number will be evaluated and the functions graphed along with their transformations. Trigonometric identities will be developed and demonstrated including multiple angle identities and identities developed from them. Inverse Trigonometric functions will be developed and used to solve trigonometric equations. Trigonometric applications will be solved using right angle trigonometry and the laws of sines and cosines. Trigonometric methods will be applied to complex numbers and the use of 2D vectors and vector dot products. *(KCHS)*

209740 **Financial Literacy -** This course provides an understanding of the topics of finance while reinforcing concepts and skills in the high school mathematics standards. This course aligns to at least the Algebra I standards. The finance topics may include: income and careers; money management; credit and debt; and savings and investing. Topic sections cover: personal income, business ownership; budget; taxes; insurance; credit cards; buying versus leasing; mortgages; rent; credit ratings; bankruptcy, bank and brokerage accounts; interest rates; stocks and bonds; retirement; pensions; inheritance; and government financing. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

202421 **Applied Math -** Grades 9 - 12 - This course aligns to the high school standards for Mathematics I or Algebra I and Geometry with an emphasis on application in a contextual environment. The fundamental purpose of this course is to extend the mathematics that students learned in Mathematics I or Algebra I and Geometry through applications. This course should allow the students to apply the concepts learned in Mathematics I or Algebra I and Geometry and should not be the first time students learn these concepts. The critical areas deepen and extend understanding of linear and exponential relationships through analyzing, solving, and using quadratic functions. The course expands and explores more complex geometric situations and geometric relationships. The Standards for Mathematical Practice are interwoven with the content standards throughout the course, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

205340 **Precalculus -** Grades 10 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives, in preparation for a calculus course. Precalculus incorporates algebraic, graphical, numerical, and verbal analyses through the study of complex numbers; expanded understanding of polynomial and rational, logarithmic and exponential, and trigonometric functions; trigonometric identities and equations; vectors; the polar coordinate system; conic sections; and an introduction to limits; Application-based problem solving using appropriate technology tools is an integral part of the course.

208740 **Pathway2Careers Algebra 2A -** Grades 9-11 - This course uses Pathway2Careers (P2C) curriculum and is aligned to half of the Algebra 2 Common Core State Standards, as well as concepts from higher math courses. It includes Linear, Polynomial, Quadratic, and Piecewise Functions and Graphs, Vectors, and Matrices as well as Data, Discrete Math, and Logic. Pathway2Careers connects mathematical concepts to their applications in various careers. Students who pass both P2C Algebra IIA and P2C Algebra IIB fulfill graduation requirements for Algebra 2.

208850 **Pathway2Careers Algebra 2B -** Grades 10-12 - Pre-requisite: Pathway2Careers Algebra 2A. This course uses Pathway2Careers curriculum and is aligned to half of the Algebra 2 Common Core State Standards, as well as concepts from higher math courses. It includes Radical, Rational, Exponential, and Logarithmic Functions, Conic Sections, Complex Numbers, Trigonometry, and Series and Sequences as well as Binary Numbers, Computer Science Math, and Topology. Pathway2Careers connects mathematical concepts to their applications in various careers. Students who pass both P2C Algebra IIA and P2C Algebra IIB fulfill graduation requirements for Algebra 2.

Middle School Math Courses

2006 **Seventh Grade Mathematics, Intervention (Grade 7) -** This class will be offered in conjunction with a regular seventh grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

2007 **Eighth Grade Mathematics, Intervention (Grade 8) -** This class will be offered in conjunction with a regular eighth grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

2026 **Seventh Grade Math (Grade 7) -** This courses focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems

involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

2027 **Eighth Grade Math (Grade 8) -** This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

2036 **Accelerated Mathematics - Grade 7-** This course is a pre-requisite for 2028 Algebra I Eighth Grade. This course aligns to grade 7 and some of grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. This course is compacted to prepare students for Grade 8 Algebra I. The four critical areas are: (1) rational numbers and exponents, (2) proportionality and linear relationships, (3) sampling inference, and (4) geometric figures. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

202840 **Algebra I –** This course aligns to the high school standards for Algebra I and formalizes and extends the mathematical concepts. The critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

SCIENCE (3 CREDITS + 2 LAB CREDITS)		
Physical Science	Physical Science Honors	
Biology	Biology Honors, AP or Dual Credit	AP Biology
Chemistry	Chemistry Honors, AP or Dual Credit	AP Chemistry
Physics	Physics Honors, AP, or Dual Credit	AP Physics
Anatomy/Physiology	Anatomy/Physiology Honors or Dual Credit	
Earth Science		
Environmental Science	Environmental Science Honors	

Science Courses

170340 **Physical Science** - This phenomena based course addresses ideas and skills from earlier grades where students explain more phenomena central to physical sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: structure and properties of matter; chemical reactions; forces and interactions; energy; waves and electromagnetic radiation; and engineering design.

171140 **Biology -** This phenomena based course addresses ideas and skills from earlier grades where students explain more phenomena central to the life sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing the topics of: from molecules to organisms: structure and processes; matter and energy in organisms and ecosystems; interdependence in ecosystems; inheritance and variation of traits; natural selection and evolution; Earth's systems; Earth and human activity; and engineering design.

171150 **Biology Honors -** This course provides students with the opportunity to acquire knowledge of modern biology needed for rigorous academic levels. Course content reflects topics, concepts, and skills required for success in AP Biology and freshman college-level Biology courses. The first semester covers atoms, molecules, chemical reactions, cell structure, multicellular organism structure, feedback mechanisms, macromolecules, osmosis, diffusion, mitosis, and the cycling of energy. The second semester delves into genetics, evolution, ecosystems, and climate change. ***(Meets Lab Science Requirement)***

171480 **Biology Specific Topics -** Prerequisite: Course is typically offered (but not restricted) to students who have mastered the concepts covered in Biology. These courses examine biological systems in more detail, concentrating on a particular subtopic (such as botany, zoology, microbiology, genetics, and so on).

171550 **AP Biology -** This is an introductory college-level biology course. Students develop their understanding of biology through inquiry-based investigations, exploring evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The course is equivalent to a two-semester college introductory biology course for biology majors. Recommended prerequisites include successful completion of high school courses in biology and chemistry. The course requires 25% of instructional time to be spent on hands-on laboratory work, with an emphasis on inquiry-based investigations that allow students to apply the science practices. Contract Required. *(Meets Lab Science Requirement)*

171340 **Anatomy & Physiology -** (Prerequisite: Biology or Concurrently enrolled in Integrated Science III) This phenomena based course continues addressing grade level applicable, multidimensionality of the NM STEM Ready! Science Standards. Building on from the life sciences domain, students focus on: human body and biological systems; detailed structure of the human body and its functions; anatomical terminology; cells and tissues; exploration of functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on); and may dissect mammals. *(SHS)*

171350 **Anatomy/Physiology Honors –** This is an intermediate course intended for college-bound students that have an interest in pursuing a career in the Medical or Health Care related fields. Focus will be on the rigorous study of the structures and functions of the human body. Topics covered include; Anatomical Terminology, Cells, Tissues, and investigation of the functional systems of the body (Integumentary, Skeletal, Muscular, Nervous, Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary and Reproductive). *(Prerequisite at KCHS: passed Biology or Honors Biology with a B or better) (Meets lab science requirement).*

172140 **Chemistry -** This phenomena based course addresses ideas and skills from earlier grades where students explain more phenomena central to the physical sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing the topics of: structures and properties of matter; chemical reactions; energy; Earth's systems; human sustainability; a New Mexico Specific Standard and engineering design. *(Prerequisite: Algebra I)*

172151 **Chemistry Honors -** This intensive course is designed to prepare students for Advanced Placement Chemistry in high school or introductory Chemistry in college. It delves into the intricacies of matter's composition, structure, and transformations. The curriculum surpasses regular Chemistry in depth and detail, with extensive laboratory explorations requiring strong mathematical skills. Successful completion meets *Lab Science Requirement. Prerequisite: An A or B in Algebra I*

172550 **AP Chemistry -** This course provides a college-level foundation for advanced chemistry coursework. Students develop their understanding of chemistry through inquiry-based investigations, exploring atomic structure, bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The course is equivalent to a first-year general college chemistry course. Students are expected to have completed a general high school chemistry course and Algebra II. The course requires 25% of instructional time to be spent on lab investigations, including a minimum of 16 hands-on labs (at least six inquiry-based). Students are advised to maintain a lab notebook. Contract Required *(Meets Lab Science Requirement)*

173140 **Physics -** This phenomena based course addresses ideas and skills from earlier grades where students explain in depth phenomena central to the physical sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing the topics of: forces and interactions; energy; waves and electromagnetic radiation; space systems; history of Earth; Earth's systems; a New Mexico Specific Standard; and engineering design. *(Meets Lab Science Requirement)*

173150 **Physics Honors -** This course explores nature's forces and laws affecting matter, including equilibrium, motion, momentum, and the interplay between matter and energy. It encompasses the study of sound, light, and magnetic and electric phenomena, and may introduce advanced topics like relativity or quantum mechanics. Completion of or concurrent enrollment in Trigonometry is strongly recommended. Successful completion meets *Lab Science Requirement. Lab fee applies. (Prerequisites: A grade of C or better in previous math courses. Algebra II concurrent enrollment.)*

173940 **AP Physics I -** Course is designed to be equivalent to the first semester of an introductory college-level algebra-based physics course. Course content includes the following areas: kinematics, motion, energy, sound waves and electrostatics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. *(Meets Lab Science Requirement)*

175141 **Environmental Science -** This phenomena based course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards examining the mutual relationships between organisms and their environment, addressing the following topics: organization for matter and energy flow in organisms; cycles of matter and energy transfer in ecosystems; ecosystem dynamics, functioning, and resilience; biodiversity and humans; biogeology; conservation of natural resources; human impacts on earth systems; global climate change; and engineering design. *(Meets Lab Science Requirement)*

Middle School Science Courses

174540 **Integrated Science 7 - Grade 7 -** This phenomena based course addresses ideas and skills students continue to build on from Grade 6 where students explain more phenomena in the earth and space, life, and physical sciences. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: chemical reactions; metabolic reactions in organisms; ecosystem interactions and competition; ecosystems-matter and energy; Earth resources and climate change; and engineering design. NM STEM Ready! Science Standards: - MS-PS1-1, MS-PS1-2, MS-PS1-3, MS-PS1-5, MS-PS1-6, MS-LS1-5, MS-LS1-6, MS-LS1-7, MS-LS2-1, MS-LS2-2, MS-LS2-3, MS-LS2-4, MS-LS2-5, MS-ESS3-1, MS-ESS3-3, MS-ESS3-3 NM, MS-ESS3-4, MS-ESS3-5, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4.

174640 **Integrated Science 8 - Grade 8 -** This phenomena based course addresses ideas and skills students continue to build on from Grade 6 where students explain more phenomena in the earth and space, life, and physical sciences. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: chemical reactions; metabolic reactions in organisms; ecosystem interactions and competition; ecosystems-matter and energy; Earth resources and climate change; and engineering design. NM STEM Ready! Science Standards: - MS-PS1-1, MS-PS1-2, MS-PS1-3, MS-PS1-5, MS-PS1-6, MS-LS1-5, MS-LS1-6, MS-LS1-7, MS-LS2-1, MS-LS2-2, MS-LS2-3, MS-LS2-4, MS-LS2-5, MS-ESS3-1, MS-ESS3-3, MS-ESS3-3 NM, MS-ESS3-4, MS-ESS3-5, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4.

174550 **Accelerated 7th Grade Integrated Science -** Student Grade 7 - This phenomena based course addresses ideas and skills students continue to build on from Grades 5 and 6 where students explain more phenomena in the earth and space, life, and physical sciences. This course focuses on applicable grade-level mutlidimensionality of the NM STEM Ready! Science Standards addressing topics of: contact forces and motion; sound waves; electrical, magnetic, and gravitational forces; Earth, solar system, galaxy, and communicating in space; genetics; natural selection; common ancestry; and engineering design. NM STEM Ready! Science Standards: Participation of Science Olympiad, Science Fair, and Lego League/Tech Challenge Robots.

174650 **Accelerated 8th Grade Integrated Science -** Grade 8 - This phenomena based course addresses ideas and skills students continue to build on from Grade 6 where students explain more phenomena in the earth and space, life, and physical sciences. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: chemical reactions; metabolic reactions in organisms; ecosystem interactions and competition; ecosystems-matter and energy; Earth resources and climate change; and engineering design. NM STEM Ready! Science Standards: - MS-PS1-1, MS-PS1-2, MS-PS1-3, MS-PS1-5, MS-PS1-6, MS-LS1-5, MS-LS1-6, MS-LS1-7, MS-LS2-1, MS-LS2-2, MS-LS2-3, MS-LS2-4, MS-LS2-5, MS-ESS3-1, MS-ESS3-3, MS-ESS3-3 NM, MS-ESS3-4, MS-ESS3-5, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4.

174660 **Pre-AP Biology -** students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. Utliizing the kind of scientific reasoning skills needed to analyze the natural world.

COURSE DESCRIPTIONS – ELECTIVES

Agricultural & Industrial

Note: Lab fees vary and are to be paid in 1st week of class. No refunds.

013340 **Introduction to the Science of Agriculture -** Recommended for Students Grades 9-10 - The local, national, and global definitions, history, and scope of agriculture in society is covered in this course. It also covers plant and animal sciences, production and processing; agricultural mechanics, including tool and machine operation; business and natural resource management; management of food and fiber systems; soil characteristics, formation and properties; and development of leadership and communication skills.

013640 **Applied Science in Agriculture -** Specific subject matter covered in this course includes current issues relevant to the agricultural industry, marketing and sales techniques. Disease and parasites affecting the various breeds of livestock; Animal welfare and relationship to the human environment; May include the horticultural practices of greenhouse management; fruit, nut and vegetable production; and landscaping principles; Forest fire prevention and techniques, public and private land forests; Wildlife mammals, waterfowl, freshwater fish, and game management. *(SHS)*

013740 **Agricultural Leadership/Communication -** Course is designed to strengthen students' personal and group leadership skills. Topics such as public speaking, effective communication, human relations, parliamentary law, and group dynamics are covered. Also covered is the development of Programs of Activity, and Service Learning projects, including student development, chapter development, and community development.

015140 **Introduction to Agricultural Mechanics -** Course provides for the skill and knowledge development applicable to the tools and equipment used in the agricultural industry. In learning to apply basic industrial knowledge and skills (engines, power, welding, and carpentry), a broad range of topics may be explored, including the operation, mechanics, and care of tools and machines; the construction and repair of structures; introduction to electricity and power. Procedures for safe operations in the agricultural mechanics laboratory are included in this course. *(KCHS)*

015340 **Metal Fabrication for the Agricultural Industry -** Topics include oxyacetylene and mig welding techniques including cutting, brazing, and welding; Fabrication techniques and project design including estimating and developing materials list. Tool room management and safety procedures are essential to the course.

015341 II **Metal Fabrication for Agriculture II -** NCCER Welding Level 2 – 3

015341 III **Metal Fabrication for Agriculture III -** NCCER Welding Level 3 – 4

015441 **Agricultural Power and Machinery -** The course includes maintenance and troubleshooting, and repair of small gas engines, auto and farm equipment maintenance; Identification and comparison of energy sources. Troubleshoot problems and evaluate performance to service and repair components of internal combustion engines. Follow manufacturers' guidelines to service and repair power transmission systems. Utilize maintenance manuals to service and repair hydraulic systems. Utilize schematics to service vehicle electrical systems. *(KCHS)*

016140 **Science of Large Agriculture Animals -** Course imparts information about the care and management of domesticated animals. Animal nutrition, health, reproduction, genetics, facilities, and marketing are all possible topics; Study of anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal's life cycle. Identification of environmental factors that affect an animal's performance, and recognition of animal behaviors to facilitate working with animals safely. This course may include dairy cattle and equine. *(KCHS)*

019240 **Agricultural Entrepreneurship –** Through this course the student will gain knowledge in the development of a business enterprise. Financial and resource management is an important aspect of this course. Classroom experience may involve further study in the field, improvement of responsibility and career readiness skills.

041740 **Basic Woodworking -** Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course introduce students to the various kinds of woods used in industry, and offer experience in using selected woodworking tools. Student's design and construct one or more projects, and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance within Woodworking classes, they focus on learning the nomenclature of power tools, developing skills to safely use these tools in the workshop, and becoming familiar with various kinds of wood finishing materials. Advanced students typically design a project; prepare bills of materials, construct, and finish proposed projects. *Program of Study Level 2*

041741 **Woodworking I**

041742 **Woodworking II**

041840 **Advanced Woodworking (III and IV) -** Recommended for Students Grades 10 - 12. Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course provides experience in constructing cases, cabinets, counters, and other interior woodwork. Students learn to distinguish between various types of furniture construction and their appropriate applications. Various woodworking machines and power tools for cutting and shaping wood are introduced and used. Cabinetmaking courses cover the different methods of joining pieces of wood, how to use mechanical fasteners, and how to attach hardware; beginning courses may resemble Woodworking courses. Advanced classes teach how to install plastic laminates on surfaces and how to apply spray finishes. *Program of Study Level 2*

041841 **Woodworking III**

041842 **Wood Working IV**

016440 **Veterinary Science/Technician -** Grades 11-12 - Course imparts basic information about employment as a veterinary technician. Animal health, nutrition, reproduction, genetics, facilities maintenance, anatomy and physiology and business management are all possible areas of study. Specific focus of this course is on mastering the entry level skills needed for employment as a veterinary assistant or technician. (Introductory units available via New Mexico Secondary Agriculture Education. Resources should be followed by dual credit enrollment in a recognized certification program). *(KCHS)*

Business

020540 **Word Processing -** Courses introduce automated document production using one or more software packages. These courses may introduce keyboarding techniques or may require prior experience; in either case, speed and accuracy are emphasized. A parallel focus is placed on the use of software commands and functions to create, edit, format, and manipulate documents, capitalizing on the power offered by word processing software programs. File and disk management and other computer related skills may also be covered in Word Processing courses. *Recommended for Students Grades 6 - 12 (NHS)*

020340 **Business Communication and Technology II -** Grades 10-12 - Business Communication and Technology II focuses on the integration of information technology, communication skills, leadership skills, and workplace skills in the business world and/or post-secondary education arena. In addition, the student examines career paths available after graduation.

022140 **Business Introductory –** Courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance; the role of government in business, consumerism, credit, investment, and management; and may provide a brief overview of the American economic system and corporate organization. In addition, Introductory Business courses may expose students to the varied opportunities in secretarial, accounting, management, and related fields. *Recommended for Students Grades 9 - 12 Program of Study Level 1*

022840 **Personal and Business Finance –** Course covers fundamental concepts of personal financial management to include insurance, budgeting, credit, savings, investments, home financing, retirement, and estate planning, and consumer debt management. Finance relating to problems, methods, and policies in financing business enterprise are also covered.

022340 **Business Management -** Recommended for Students Grades 9 - 12 - Course acquaint students with management opportunities and effective human relations. These courses may provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they may provide a macro level study of the business world, including business structure and finance, and the interconnections between industry, government, and the global economy. *Program of Study Level 2*

Computer & Technology

030240 **General Computer Applications (**Grades 6-12) - Designed for students with an interest in exploring the uses of the personal computer, General Computer Applications courses provide experience in the proper use of previously written software packages. A wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. Electronic mail, desktop publishing, surveillance and detection tech may also be included. Exercises and problems integrate data and manipulation and are tied to students' career interests.

031540 **Computer Graphics (**Grades 6-12) - Courses provide students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Modeling, simulation, animation, and image retouching are possible course topics.

032340 **Computer Science/Programming** (Grades 9-12) - Courses provide the background knowledge and skills to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the Java language, but other computer languages may be used instead. Initially, students learn to structure, create, document, and debug computer programs. In advanced courses, more emphasis is placed on design, skills to relevant applications such as modeling, data management, graphics, and text processing.

033640 **AP Computer Science Principles** (Grades 9-12) - AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, this course prepares students for college and career. It is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. *(KCHS) (CPHS)*

160341 **Career Exploration (.5 credit) -** Course helps students identify and evaluate personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision-making. Career Exploration courses expose students to various sources of information on career and training options, and may also enable students to understand the implications of technological and economic changes on the labor market. These courses may also include the development of job search and employability skills.

160440 **Employability Skills –** Like Career Exploration courses, Employability Skills courses also help students match their interests and aptitudes to career options. However, the focus of Employability Skills courses is placed on sources of employment information, job seeking, interview techniques, applications and resumes, and the skills needed to remain and advance within the workplace. Course content may also include consumer education and personal money management topics. *(CPHS & BWTC)*

162621 **Emerging Technologies –** Course exposes students to the new technologies that affect our technological society. A wide range of technologies may be covered, but examples include video production and editing, lasers, fiber optics, electronics, robotics, technical communications, bio/chemical technologies, and computer technologies (artificial intelligence, computer-aided design and/or machining, and so on). This course is often offered in a modular format. *(BTWC)*

Family & Consumer Science

050440 **Nutrition -** Course offers opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses. This class may be part of a series of sequential courses designed around healthy lifestyles/ wellness, i.e., physical education, health, chemistry. ***Program of Study Level 1***

050442 **Foods 2 -** Course offers opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses. This class may be part of a series of sequential courses designed around healthy lifestyles/ wellness, i.e., physical education, health, chemistry.

050450 **Foods-Nutrition -** Course offers opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses. This class may be part of a series of sequential courses designed around healthy lifestyles/ wellness, i.e., physical education, health, chemistry.

050340 **Basic Foods -** Course provides students with an understanding of the role food plays in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and a background of the nutritional needs and requirements for healthy living. Although career opportunities in the food service industry may be presented, the emphasis of these courses is not career related.

050540 **Child Development and Parenting –** Student explores areas of study including careers in early childhood development and education. Exploration in education psychology and theories while understanding the development of humans from conception to death. Focus is on the young child including growth, development, health and safety, learning environments, accommodations to learning and human relationships. ***(CPHS)***

050640 **Child and Human Development -** Young Children - Grades 9-12 - Student explores areas of study including careers in early childhood development and education. Exploration in education psychology and theories while understanding the development of humans from conception to death. Focus is on the young child including growth, development, health and safety, learning environments, accommodations to learning and human relationships.

051140 **Clothing/Sewing –** Course introduces and expands upon the various aspects of wearing apparel, sewing, and fashion. Information provided usually covers grooming and good health, wardrobe planning, selection, care, and repair of clothing, personal factors affecting suitable choices in garment design, and the history of many of our fashions. Basic skills in using sewing equipment and machines, and construction skills are incorporated in the construction of one or more garments during the typical sewing class. Related topics such as fashion design and/or merchandising, careers in the clothing industry, and craft sewing may be part of the course. ***(NHS)***

057640 **Life Skills and Life-Management –** Course provides students with information in a wide range of subjects so they become better-informed consumers and more productive adults. Goal setting, decision-making, prioritizing; management of money, time, energy, stress, and resources; relationships; and the development of the self are a large part of the course. Courses may include coping strategies, and practical exercises regarding housing options, transportation options, nutrition and food preparation, clothing care, household management and how to maintain good health and wellness. Specific topics such as insurance, taxation, consumer protection, and responsibilities of a good citizen are within the scope of this course as well.

GRADS - Expectant and Parenting Youth – A course designed for expectant or parenting youth. This course builds upon topics including the importance of prenatal/postnatal care & development, parenting & nurturing skills, child development, creation of healthy & safe environment, relationships, self-formation/goal-setting & decision-making, employability & economic independence. Case Management (building and connecting to community resources) is an integral part of this course. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. *(CPHS ONLY)*

051140 **Fashion Design –** Introduces and expands upon basic design principles, quilting techniques and basic sewing skills. Students are required to purchase material to make quilts. The course will include the basics in color, design, and basic drafting.

Fine Arts – Visual Arts

115040 **Introduction to Art -** Course introduces students to a variety of tools, materials, skills and techniques through the elements and principles of design. Students learn to critique their work and the work of others.

115340 **AP Art History -** Recommended for Students Grades 9 - 12 - Course designed to parallel college level Art History courses, AP Art-History of Art courses provide the opportunity to critically examine architecture, sculpture, painting, and other art forms within their historical and cultural contexts. In covering the art of several centuries (not necessarily in chronological order), students learn to identify different styles, techniques, and influences, and to formulate and articulate their reactions to various kinds of artwork. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

116140 **Creative Art Comprehensive –** Recommended for Students Grades K - 12 - Course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although the focus of creative art courses is creation, the study of major artists, art movements, and styles may also be included.

116240 **Creative Art Drawing/Painting –** Course covers the same topics as Creative Art-Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen and

ink, pencil, chalk, watercolor, tempera, oils, and acrylics, and so on) but some courses may focus on only one.

116349 **Creative Art-Sculpture –** Course covers the same topics as Creative Art-Comprehensive courses, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on) but some courses may focus on only one. *(CPHS)*

116350 **Creative Art-Sculpture II -** This is a one semester class. This course focuses on creating three dimensional works out of clay and ceramic material. *(CPHS)*

116440 **Ceramics/Pottery -** Course covers the same topics as Creative Art-Comprehensive courses, but focuses on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, the transformation under heat, and the various methods by which objects are created and finished

116740 **Crafts –** Recommended for Students Grades K - 12 - Course teaches the same lessons as Creative Art-Comprehensive courses, but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include calligraphy, quilting, silk screening, cake decorating, craft painting, mask making, knitting, crocheting, and paper making. *(KCHS, SHS, CPHS)*

118140 **Art Portfolio –** Intended for students who are gifted in art; Art Portfolio courses offer the opportunity to create a professional body of work that reflects personal style and talent. Students are often encouraged to display their work publicly.

Fine Arts - Drama

111140 **Introduction to the Theater -** Recommended for Students Grades 9 - 12 - Course provides an overview of the art, conventions, and history of the theater. Although experiential exercises may be included, the courses focus on learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature or major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art. Other aspects of theatrical production such as technical aspects, costume, makeup, and so on, may also be explored.

111240 **Drama/Stagecraft – (Grades 10 – 12 ONLY)** Class is intended to promote students' experience and skill development in one or more aspects of theatrical production. Initial courses are usually introductory in nature, while the more advanced courses concen trate on improving technique, expanding the students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. Career opportunities in the theater may be discussed.

111340 **Drama-Acting/Performance –** Class is intended to promote students' experience and skill development in one or more aspects of theatrical production, but concentrate on acting and performance skills. Initial courses are usually introductory in nature, while the more advanced courses concentrate on improving technique, expanding the students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. Career opportunities in the theater may be discussed.

Fine Arts - Music

112040	**Beginning Band –** This class is for students without previous band experience. Class develops technique for playing brass, woodwind, and percussion instruments, and covers a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles).
1121 (I)(II)(III)(IV)	**Concert/Marching Band –** Course is designed to develop skill and technique for playing brass, woodwind, and percussion instruments, and cover band literature styles for both concert and marching performances. Attendance at all performances is mandatory.
1125 (I)(II)(III)(IV)	**Contemporary Band (Jazz Band) –** Course develops techniques for playing brass, woodwind instruments, percussion and keyboard, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation and rock. Attendance at all performances is mandatory.
112640	**Instrumental Ensembles –** Course is intended to develop technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles. Attendance at all performances is mandatory.
112750	**Piano –** This Course covers the fundamentals of music and basic keyboard techniques such as scales, chords, and melodic lines; the courses may include more advanced keyboard techniques.
1128 (I)(II)	**Guitar –** Course presents fundamentals of music and guitar playing techniques, such as strumming and chords.
1133 (I)(II)(III)	**Guitar Intermediate –** Pre-requiste: Completion of Guitar I. Course builds upon skills of beginning guitar. Students will develop position playing, advanced chords and progressions, learn new scales, and develop improvisation skills. Students will also develop group and performance skills and will perform in public. This class is a performance ensemble.
1130 (I)(II)(III)(IV)	**Chorus –** Mixed beginning level choir. No auditions required. This performance oriented course includes basic instruction on vocal techniques and music fundamentals. Attendance at all performances is mandatory.
1131 (I)(II)(III)(IV)	**Vocal Ensemble –** Advanced Mixed Chorus. Course is intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. (Prerequisite: Audition only) Attendance at all performances is mandatory.
114440	**Music Appreciation –** Students are exposed to all forms of music from classical to rock along with multicultural music. This course will explore the fundamentals of music and survey the history of music from Middle Ages to the modern era.

General Electives

223040 **AP African American Studies –** This is an interdisciplinary course that examines the diversity of African American experiences by exploring authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. Open to 9th to 12th, recommended for 11th grade. *(KCHS)*

081740 **Drivers' Education-Classroom Only - (Age 15 or older)** Courses provides students with the knowledge to become safe drivers on America's roadways. Legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs) are all included as topics of this course.

102140 **Creative Writing -** Course 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 class is on writing, although exemplary representations and authors may be studied to provide a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others may concentrate exclusively on one particular form (such as poetry or playwriting). *(SHS)*

082240 **Office Aide –** Course provides students with the opportunity to work in campus offices, developing skills related to clerical office work. Duties may include, among others, typing, filing, record keeping, receiving visitors, answering the telephone, and duplicating. Emphasis is placed on appropriate work attitude, human relations, and proper office procedures. (Must have 2.0 or better and good attendance, approval required) Pass/fail and will not count towards GPA. ***Only ONE Aide per period.***

082340 **Teacher Aide –** Recommended for Students Grades 6 - 12 - Course provides students with the opportunity to assist teachers with classroom duties. Note: if the particular subject area is English Language and Literature or Life and Physical Science, use the code associated with the aide course within that subject area. (Must have 2.0 or better and good attendance, approval required. Pass/fail and will not count towards GPA.) ***Only ONE Aide per period.***

082440 **Guidance Aide –** Course provides students with the opportunity to work in the campus guidance office. Duties may include, among others, typing, filing, record keeping, assisting students, answering the telephone, and duplicating. Students may also act as guides to new students. Emphasis is placed on appropriate work attitude, human relations, and proper office procedures. (Must have 2.0 or better and good attendance, approval required. Pass/fail and will not count towards GPA.) ***Only ONE Aide per period.***

082540 **Library/AVC Aide -** Course provides students with the opportunity to work in the library or audiovisual center. Duties may include collecting, distributing, and categorizing materials; operating audiovisual equipment; assisting students and teachers; and clerical duties. Students typically gain experience in library science and/or media and audiovi-

083141 **Elementary Aide at Eva B. Stokely ES – (Grade 12)** Students have opportunity to offer tutorial assistance to younger students and/or assist teachers in the classroom or the librarian in the library. *(SHS ONLY)* (Pass/fail and will not count towards GPA.)

083340 **Study Hall - (NO CREDIT)** Course provides students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.

0841 (I)(II)(III)(IV) **Leadership -** Course is designed to strengthen students' personal and group leadership skills, typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies). Leadership courses may cover topics such as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

086240 **Enrichment Seminar –** Courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigative skills, presentation skills, interpersonal skills, group process skills, and problem solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. High achieving and gifted students only.

089040 **College Success - Recommended for Grades 11 - 12 -** This course is designed to provide students with tools, techniques, and resources to enhance academic performance and persistence. Concepts covered in this class will assists students in the transition to college and/or concurrent/dual credit enrolment. Time and stress management, college expectations and procedures, learning and teaching styles, study skills and career planning are a focus of the course.

089043 **College Success II – Grade 12 only -** This course provides students the opportunity to deepen their understanding of academic expectations in college and apply the content learned in College Success I to their own application process.

140140 **Health Education – (.5 credit)** Course that provides knowledge and skills practice in a variety of health topics including the six CDC health risk behaviors, and must be aligned with the 9-12 PED Health Education content standards with benchmarks and performance standards. This course will meet the graduation requirement for Health Education.

089052 **Academic & Personal Effectiveness FYEX 1132 -** Learn academic self-analysis skills through the application of study and learning techniques to current course demands. Exposure to a variety of topics which enhance college and life-long learning, and career readiness.

160620 **Work Experience –** Course provides general work experience and emphasizes career guidance, job search, application and employability skills (including refining academic and job skills and developing positive work attitudes). Students are employed, but their study. *(CPHS ONLY)*

160640 **Work Based Learning (WBL) -** Course helps students identify and evaluate personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision-making. Career Exploration courses expose students to various sources of information on

career and training options, and may also enable students to understand the implications of technological and economic changes on the labor market. These courses may also include the development of job search and employability skills (KCHS & SHS ONLY).

160440 **Employability Skills - Recommended for Students Grades 9 - 12 -** Like Career Exploration courses, Employability Skills courses also help students match their interests and aptitudes to career options. However, the focus of Employability Skills courses is placed on sources of employment information, job seeking, interview techniques, applications and resumes, and the skills needed to remain and advance within the workplace. Course content may also include consumer education and personal money management topics. *(CPHS ONLY)*

1903 (I)(II)(III)(IV) **Yearbook –** Course is responsible for creating, designing, marketing, producing and selling the school yearbook. Techniques in modular layout design, interviewing, writing copy and headlines, editing, advertising sales and design marketing, and business procedures are stressed. All students will be expected to complete assignments on the computer. Meeting regular deadlines and peer cooperation are emphasized in producing the yearbook. Students will produce media utilizing technical applications, including word Processing (i.e. Word, Docs), desktop publishing (i.e. Photoshop, InDesign, Illustrator), audio and video editing software (i.e. Final Cut Pro, Premiere, Audition).

190640 **Multimedia Production I -** Grades 9-12 - Course introduces a wide variety of topics related to multimedia communications, with a focus on developing writing, speaking, reading and listening skills, as well as hands-on opportunities to use industry-standard technology that lead to the creation of a product. Students will produce media utilizing technical applications, including word Processing (i.e. Word, Docs), desktop publishing (i.e. Photoshop, InDesign, Illustrator), audio and video editing software (i.e. Final Cut Pro, Premiere, Audition). *(KCHS only)*

190740 **Multimedia Productions II -** Grades 9-12 - Advanced students learn and practice more refined multimedia communications' techniques, participate to a greater extent in the formation and/or management of the production team, and gain experience in critical evaluation of content and the production as a whole. Students will produce media utilizing technical applications, including word Processing (i.e. Word, Docs), desktop publishing (i.e. Photoshop, InDesign, Illustrator), audio and video editing software (i.e. Final Cut Pro, Premiere, Audition). *(KCHS only)*

190450 **Multimedia Productions III -** Grades 11-12 - Students will manage multimedia productions or projects, in part or whole, inspire and motivate staff with innovative ideas, and carefully evaluate content according to workplace, school, and community standards. Students will produce media utilizing technical applications, including word Processing (i.e. Word, Docs), desktop publishing (i.e. Photoshop, InDesign, Illustrator), audio and video editing software (i.e. Final Cut Pro, Premiere, Audition). *(KCHS only)*

2112 (I)(II)(III)(IV) **ROTC -** Recommended for Students Grades 9 - 12 - Course sequences may vary, but the primary objectives of Military ROTC courses include instruction in the history, organization, role, objectives, and achievements of a particular branch of the United States Armed Forces; development of personal fitness, strong character, and leadership qualities; and exposure to the career opportunities provided by the military. Military customs, courtesies, rank, drill, and ceremonies are typically included as course topics;

citizenship and scholarship are often emphasized as well. Subjects related to the particular branch being studied (such as map reading, nautical skills, aerospace technology, and jet propulsion), as well as more general subjects (international law, weaponry, celestial navigation, and geopolitical strategy) may also be included as part of the course content. *(KCHS)*

212140 **ROTC Drill -** Course provides students with an additional opportunity to improve their skills in military precision. Marching and rifle manipulation, body coordination and mechanics, and performing as a member of an orchestrated team are particularly emphasized. Members of these classes may take part in ceremonies and competitions. *(KCHS)*

269942 **REL.Time-LDS – (NO CREDIT)** Release time for religious study off campus. Must have the curriculum approved and supervised by a church-sanctioned religious educator. *(KCHS) (SHS)*

056280 **Teaching Academy 1 -** This course introduces the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. *(Program of Study)*

056380 **Teacher Academy 2 -** This course introduces the principles underlying teaching and learning, focused on Educators Rising Standards 5-7: 5) Implementing Instruction, 6) Using Assessments and Data and 7) Being a Reflective Practitioner. This course typically provides opportunities for students to develop their own teaching objectives, to design and implement lesson plans, and to experience teaching in a controlled environment under the supervision of a cooperating teacher. *(Program of Study)*

241410 **Welding I -** Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course introduces students to the properties, uses, and applications of various metals. Welding courses provide experience in various processes used to join and cut metals (such as oxyacetylene, shielded metal arc, metal inert gas and tungsten arc processes) and the proper use of each technique. Courses often include instruction interpreting blueprints or other types of specifications. *(Program of Study)*

241610 **Welding II -** Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. This is a second sequential course in a welding program of study meant to take a student into higher level knowledge and skill development.

241710 **Welding III -** Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. This is a third sequential course in a welding program of study meant to take a student into higher level knowledge and skill development.

Bilingual / Foreign Languages

125240 **Spanish I –** Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of Spanish taught within the cultural context. Emphasis will be placed on oral and written communication skills. Students are made aware of the importance of Spanish in their world.

127182 **Spanish Language for Native Speakers I -** Recommended for Grades 9 - 12 - Course supports, reinforces, and expands students' knowledge of home/heritage language. Instruction for this course needs to consider that students have already had home/heritage language instruction, understand the structure of the language, and have a working vocabulary. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target/program language (i.e. Native American language or other language).

125340 **Spanish II –** Course continues to develop communicative skills. There is wider use of Spanish not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of Spanish speaking countries is enhanced.

127282 **Spanish Language for Native Speakers II -** Recommended for Students Grades 9 - 12 - Course supports, reinforces, and expands students' knowledge of home/heritage language with further development of skills in Reading, Writing, Listening, and Speaking as appropriate through stories, articles, and novels. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target/program language (i.e. a Native American language or other language).

125440 **Spanish III –** Continued study of Spanish language. ***(Prerequisite: successful completion of Spanish II) (KCHS ONLY) (Dual Credit from San Juan College at KCHS and opportunity to take the test in the Spring Semester.)***

125450 **Spanish Honors III –** Continued study of Spanish language. ***(Prerequisite: successful completion of Spanish II) (SHS ONLY) (Dual Credit from San Juan College at KCHS and opportunity to take the test in the Spring Semester.)***

127382 **Spanish Language for Native Speakers III -** Recommended for Students Grades 9 - 12 - Course further reinforces and expands students' knowledge of their home/heritage language. This course emphasizes deeper development of skills (Reading, Writing, Listening and Speaking as appropriate) with a study of short stories, novels, plays, poetry and other media as appropriate. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study, analysis, and appreciation of the culture, history, and traditions of the community, region, and nation, related to the target/program language. This course must be taught in the target/program language (i.e. a Native American language or other language). This course/class WILL be considered as part of a funded bilingual program.

125550 **Spanish Honors IV –** Continued study of Spanish language. Course promotes oral and written communication. Selected readings in Hispanic literature, culture, and current events will be the focus. *(SHS)*

127190 **Navajo I HS - Navajo for Non Speakers –** A range of Navajo cultural topics are introduced for more effective oral language development through emerging receptive skills. Determined by ONLC-T assessment provided by Department of Dine Education

127290 **Navajo II HS - Navajo for Beginning Speakers –** Continued study of Navajo language and culture through oral language development through emerging and approaching receptive and expressive skills. Determined by ONLC-T assessment provided by Department of Dine Education

127390 **Navajo III HS - Navajo for Intermediate Speakers –** An in-depth study of the Navajo language and cultural topics. Determined by ONLC-T assessment provided by Department of Dine Education

123590 **Navajo IV HS - Navajo for Advanced Speakers –** Advanced study of Navajo language and cultural topics. Determined by ONLC-T assessment provided by Department of Dine Education

Physical Education (1 credit)

230541 **Physical Education –** Course that provides instruction and development of skills in human movement, physical activities and physical fitness.

2314 (I)(II)(III)(IV) **Fitness/Conditioning Activities – (Grades 10 – 12)** Course provides instruction and development of skills in physical fitness.

2322 (I)(II)(III) **Weight Lifting/Weight Training – (Grades 10 – 12)** Course that provides development of skills in free weights and weight stations. Advanced continuation of PE. Students may only take 1 fitness/PE class per year.

232341 **Aquatics I & II – (Grades 10-12)** Provides instruction and development of skills in swimming. *(SHS Only)*

Athletics

- Football (3001)
- Cross Country (3002)
- Volleybal (3003)
- Basketball (3004)
- Soccer (3005)
- Wrestling (3006)
- Swimming (3007)
- Tennis (3008)
- Track & Field (3009)
- Baseball (3010)
- Softball (3012)
- Golf (3014)

Middle School Electives

0131 **Agricultural Explorations -** Recommended for students in Grade 7 - Surveys a wide array of topics within the agricultural industry, exposing students to the many and varied types of agricultural career opportunities and to those in related fields. As the name implies, these courses serve simply to introduce the agricultural field, providing students the opportunity to identify and focus for continued study. *(NMS)*

0132 **Agricultural Science -** Recommended for students in Grade 8 - Surveys a wide array of topics within the agricultural industry, exposing students to the main and varied types of agricultural career opportunities and to those in related fields. This course serves as a stage two, building upon course 0131. *(NMS)*

0825 **Library/AVC Aide -** Course provides students with the opportunity to work in the library or audiovisual center. Duties may include collecting, distributing, and categorizing materials; operating audiovisual equipment; assisting students and teachers; and clerical duties. Students typically gain experience in library science and/or media and audiovisual technology. *(TBA)* ***Only ONE student per period.***

0822 **Office Aide -** Recommended for Students Grades 7 - 8 - Course provides students with the opportunity to work in campus offices, developing skills related to clerical office work. Duties may include, among others, typing, filing, record keeping, receiving visitors, answering the telephone, and duplicating. Emphasis is placed on appropriate work attitude, human relations, and proper office procedures. ***NMS Office Aides' grades count toward their GPA. Only ONE student per period.***

1150 **Art Introductory -** Recommended for Students Grades 7 - 8 - Course introduces students to a variety of tools, materials, skills and techniques through the elements and principals of design. Students learn to critique their work and the work of others.

1162 **Creative Art-Drawing/Painting -** Recommended for Students Grades 7 - 8 - Course covers the same topics as Creative Art-Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen and ink, pencil, chalk, watercolor, tempera, oils, and acrylics, and so on) but some courses may focus on only one.

1120 **General Band -** Recommended for Students Grades 7- 8 - Courses develops technique for playing brass, woodwind, and percussion instruments, and covers a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles).

1121 (I)(II)(III)(IV) **Concert/Marching Band -** Recommended for Students Grades 7 - 8 - Course is designed to develop skill and technique for playing brass, woodwind, and percussion instruments, and cover band literature styles for both concert and marching performances.

1125 (I)(II)(III)(IV) **Contemporary Band -** Recommended for Students Grades 7 - 8 - Course develops technique for playing brass, woodwind, percussion, and string instruments, as well as guitar and keyboard, focusing primarily on contemporary stage band styles, such as traditional jazz, jazz improvisation, and rock.

0501 **Family and Consumer Sciences Exploratory -** Recommended for Students Grades 7 - 8 - Exploratory courses are introductory courses offered in middle school into the study of all areas in Family and Consumer Sciences. Scheduling practices in districts may impact on the scope of the content, but these courses are usually at the middle school level. Areas of study are foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions; and interpersonal relationships. They may also include self-awareness and self-management, components of a positive life-style and career-exploration.

0503 **Basic Foods -** Recommended for Students Grades 7 - 8 - Course provides students with an understanding of the role food plays in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and a background of the nutritional needs and requirements for healthy living. Although career opportunities in the food service industry may be presented, the emphasis of these courses is not career related.

1126 **Instrumental Ensembles -** Recommended for Students Grades 7 - 8 - Course is intended to develop technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles.

1603 **Career Exploration -** Recommended for Students Grades 7 - 8 - Course helps students identify and evaluate personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision-making. Career Exploration courses expose students to various sources of information on career and training options, and may also enable students to understand the implications of technological and economic changes on the labor market. These courses may also include the development of job search and employability skills.

0302 **Computer Applications -** Grade 7 - Designed for students with an interest in exploring the uses of the personal computer, General Computer Applications courses provide experience in the proper use of previously written software packages. A wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. Electronic mail, desktop publishing, surveillance and detection tech may also be included. Exercises and problems integrate data and manipulation and are tied to students' career interests.

0312 **Computer Science/Programming (Computer Science Coding/ Computer Science Coding II) -** Grade 8 - Provides the background knowledge and skills to construct computer programs in one or more languages. Computer coding and program structure are introduced. Initially, students learn to structure, create, document, and debug computer programs. Emphasis is placed on design, skills to relevant applications such as modeling, data management, graphics, and text processing. ***(KMS)***

1129 **Individual Technique-Instrumental Music (Piano) -** Recommended for Students Grades 7 - 8 - Course provides instruction in instrumental techniques to individuals. These courses may be conducted on either an individual or small group basis.

1130 **Chorus -** Recommended for Students Grades 7 - 8 - Course provides the opportunity to sing a variety of choral literature styles for men and/or women's voices, and is designed to develop vocal techniques and the ability to sing parts.

2803 **Community Living -** Course places a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEP's; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies.

0312 **Computer Science/Programming -Grades 7-8 -** Provides the background knowledge and skills to construct computer programs in one or more languages. Computer coding and program structure are introduced. Initially, students learn to structure, create, document, and debug computer programs. Emphasis is placed on design, skills to relevant applications such as modeling, data management, graphics, and text processing. *(KMS) (TBA)*

1167 **Crafts -** Recommended for Students Grades 7 - 8 - Course teaches the same lessons as Creative Art-Comprehensive courses, but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include calligraphy, quilting, silk screening, cake decorating, craft painting, mask making, knitting, crocheting, and paper making.

1407 **Health and Life Management -** Recommended for Students Grades 6 - 12 - Course focuses as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). In addition, development of decision making, communication, interpersonal and coping skills and strategies are included as course objectives.

0841 **Leadership -** Course is designed to strengthen students' personal and group leadership skills, typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies). Leadership courses may cover topics such as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

0805 **Media Literacy -** Recommended for Students Grades 6-12 - Course will guide students to learn the process of analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms. Students will use an inquiry-based instructional model that encourages them to ask questions about what they watch, see and read. They will learn ways to access, analyze, evaluate and produce communication in a variety of forms. This course will help students understand the ways that words, images and sounds influence the way meanings are created, manipulated and shared in our contemporary global society.

126050 **Navajo 1 MS: Navajo for Non-Speakers -** Language for Native Speakers Middle School - Recommended for Grades 6 - 8 - Course supports and reinforces students' knowledge of and communication skills in home/heritage language with further development of skills in Reading, Writing, Listening, and Speaking as appropriate. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target/program language (i.e. a Native American language or other language). This course/class WILL be considered as part of a funded bilingual program.

126060 **Navajo 1 MS: Beginning Navajo -** Language for Native Speakers Middle School - Recommended for Grades 6 - 8 - Course supports and reinforces students' knowledge of and communication skills in home/heritage language with further development of skills in Reading, Writing, Listening, and Speaking as appropriate. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target/program language (i.e. a Native American language or other language). This course/class WILL be considered as part of a funded bilingual program.

126080 **Navajo 1 MS: Navajo for Intermed Speakers -** Language for Native Speakers Middle School - Recommended for Grades 6 - 8 - Course supports and reinforces students' knowledge of and communication skills in home/heritage language with further development of skills in Reading, Writing, Listening, and Speaking as appropriate. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target/program language (i.e. a Native American language or other language). This course/class WILL be considered as part of a funded bilingual program.

0201 **Business/Office Career Exploration -** Recommended for Students Grades 6 - 8 - Geared for students with a possible interest in business or office technology. Business/Office Career Exploration courses expose students to the opportunities available in the accounting, administration, computer applications, data processing, management, and secretarial fields. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths. These courses may also include consumer education topics, computer exposure, employability skills, and/or hands-on experience within the various occupational areas.

2006 **Seventh Grade Mathematics, Intervention -** Grade 7 - This class will be offered in conjunction with a regular seventh grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

2007 **Eighth Grade Mathematics, Intervention -** Grade 8 - This class will be offered in conjunction with a regular eighth grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

2304 **Physical Education (PE 7/ PE 8) -** Recommended for Students Grades 6 - 8 - Course that provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with 8th grade benchmarks and must be taken to meet the 7th grade physical education requirement.

1402 **Health and Fitness -** Recommended for Students Grades 6 - 12 - Course combines the topics of Health Education courses (nutrition, stress management, 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.

3020 **Fitness/Conditioning Activities -** Recommended for Grades 6 - 12 - Course that provides instruction and development of skills in physical fitness.

1033 **Reading Intervention Course -** Elective - Does NOT count for High School Graduation Credit - Grades 7 - 8 - This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 7 - 8. This course will be prescriptive to the student's reading intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.

0862 **Enrichment Seminar -** Courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigative skills, presentation skills, interpersonal skills, group process skills, and problem solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

0401 **Construction Career Exploration -** Key content includes an orientation to the skilled construction trades; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Students explore the opportunities available in construction related trades, such as carpentry, masonry, electrical, air conditioning/refrigeration, plumbing, and so on. Students learn about

the processes involved in construction projects, and may engage in a variety of small projects with tools. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields.

1252 **Spanish I -** Recommended for Students Grades 7 - 12 - Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of Spanish taught within the cultural context. Emphasis will be placed on oral and written communication skills. Students are made aware of the importance of Spanish in their world. This course/class will NOT be considered as part of a funded bilingual program.

127682 **Spanish I Arts Middle School -** Spanish Language Arts Middle School - Grades 6-8 This course code is specifically for use at the middle school level. This course provides instruction and development for students in Spanish language arts, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). This course must address the Common Core State Standards (Common Core en Espanol) for Spanish Language Arts. The course provides instruction in language arts skills with an emphasis on grammar, writing, and editing. This course must be taught in Spanish. (i.e. home/heritage language). As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the home/heritage language at the regional, national and international levels must be included. This course/class WILL be considered as part of a funded bilingual program.

1253 **Spanish II -** Recommended for Students Grades 7 - 12 - Course continues to develop communicative skills. There is wider use of Spanish not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of Spanish speaking countries is enhanced. This course/class will NOT be considered as part of a funded bilingual program.

127683 **Spanish II Arts Middle School -** Spanish Language Arts Middle School - Grades 6-8 This course code is specifically for use at the middle school level. This course provides instruction and development for students in Spanish language arts, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). This course must address the Common Core State Standards (Common Core en Espanol) for Spanish Language Arts. The course provides instruction in language arts skills with an emphasis on grammar, writing, and editing. This course must be taught in Spanish. (i.e. home/heritage language). As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the home/heritage language at the regional, national and international levels must be included. This course/class WILL be considered as part of a funded bilingual program.

2802 **Special Resources (Math, ELA, 7th, 8th)-** Course provides students with educational services and resources as needed. Reinforcement of any content area may be offered with the use of specific materials or teaching techniques through group instruction or individual tutorial assistance.

040140 **Carpentry I -** Recommended for Students Grades 6 - 8 - Key content includes an orientation to the skilled construction trades; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Students explore the opportunities available in construction related trades, such as carpentry, masonry, electrical, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects, and may engage in a variety of small projects with tools. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields.

040150 **Carpentry II -** Recommended for Students Grades 6 - 8 - Key content includes an orientation to the skilled construction trades; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Students explore the opportunities available in construction related trades, such as carpentry, masonry, electrical, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects, and may engage in a variety of small projects with tools. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields.

0842 **School Orientation (Advisement, 7th, 8th) -** Courses provides an introduction to the culture of the school so that students may understand staff expectations and the school's structure and conventions. School Orientation courses are typically offered at private, alternative, or experimental schools and may vary widely according to the aims and methods of the school itself.

2414 **Welding 1 -** Course introduces students to the properties, uses, and applications of various metals. Welding courses provide experience in various processes used to join and cut metals (such as oxyacetylene, shielded metal arc, metal inert gas and tungsten arc processes) and the proper use of each technique. Courses often include instruction interpreting blueprints or other types of specifications. *(TBA)*

1144 **Music History/Appreciation -** Recommended for Students Grades 7-8 - Course surveys different musical styles and periods with the intent of increasing enjoyment of different musical styles and/or developing an artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period. *(NMS)*

PROGRAM OF STUDY (POS)

Career Technical Education

Program of Study, often called **POS**, is a way for students to focus their learning around a specific career they might want after graduation. Think of it as a roadmap that helps students explore and prepare for a particular job or career field.

These programs combine regular school subjects like Math and English with hands-on training and classes that teach specific job skills. This approach gives students a strong foundation for either going on to college for further education or heading straight into a career or job after high school.

Career Clusters are a classification system that groups occupations into different clusters based on similarities in foundational knowledge and skills needed to achieve success. These clusters are further broken down into Sub-Clusters.

A typical program of study sequence, designed for comprehensive mastery of career technical core standards within a pathway, **consists of four classes.** These programs of study can be structured across different educational levels:

- Middle School Exploration: (Level 0) This stage allows for initial exposure to various career clusters, fostering career awareness and exploration.
- Cluster Courses (Introduction): (Level 1) These introductory courses provide a broad overview of a career cluster, introducing foundational concepts and skills.
- Pathway Courses (Concentrators): (Level 2) Students who complete two courses in a sequence are considered concentrators, indicating a deeper focus within a specific career pathway. These courses build upon the introductory knowledge and skills.
- Capstone Courses (Completers): (Level 3) Concentrators who further their studies by taking a capstone course are considered completers. The capstone course offers advanced, specialized instruction and often involves practical application or a culminating project.

Program of Study: Culinary and Food Services

0504 Level 1	**Nutrition -** Course offers opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses.
0508 Level 1	**Culinary Arts -** Recommended for Students Grades 9 - 12 - Course is designed for students interested in the food service industry. They provide instruction regarding nutrition, principles of healthy eating, and the preparation and service of food. The course may focus on a specific type of cuisine, domestic or international. Among the topics covered in Food Service courses is large-scale meal preparation, preserving nutrients throughout the food preparation process, use and care of commercial cooking equipment, food storage, advances in food technology, sanitation, management, and the careers available in the food service industry.
0509 Level 2	**Professional Baking -** Recommended for Students Grades 9 - 12 - Course provides basic knowledge needed to produce baked products. Instruction will include understanding ingredients, proper production methods and standard cost analysis of the product. Students are taught proper safety and sanitation requirements along with tools and equipment needed to complete tasks.
0512 Level 2	**Advanced Food - Advanced Foods -** Recommended for Students Grades 9 - 12 - Students will apply menu selection, culinary nutrition, and menu designs to creating weekly menus for catering or other entrepreneurship projects. Students may apply for the jobs of manager, assistant manager, food and beverage director, director of sales, and business manager within developed/designed businesses. Independent work in the labs and research will also be required. FCCLA, a student leadership program is an integral part of the class.
0297 Level 3	**Business Work Experience -** Grades 11 - 12 - Course work experience is gained within the business field. The student, teacher, and employer will set goals cooperatively: classroom attendance, related training experience, and related course work are an integral part of the Business -OJT Experience - Course may also include work-study, internships, school based enterprises, service learning, mentor programs, or job shadowing experiences. Goals are set for the employment period and related classroom experiences will align with occupational training in the field. Improvement of employability skills and discussion regarding the experiences and problems encountered on the job will also be included in classroom activity.
0599 Level 3	**Family/Consumer Science-Other** - Other. Typically used with advanced dual credit topics.

~~Program of Study: Skilled Trades – Electrical Systems~~

0401 Level 0	~~**Construction Career Exploration -** Recommended for Students Grades 6 - 8 - Key content includes an orientation to the skilled construction trades; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Students explore the opportunities available in construction related trades, such as carpentry, masonry, electrical, air conditioning/refrigeration,~~

0441
Level 1

Exploration of Electricity/Electronics - Courses offer instruction in the theory of electricity and in the terminology, skills, and safety procedures common to careers involving electricity, electronics, and related fields. Topics included are those relevant to these careers, such as Ohm's law, electrical equipment, and wire systems.

0452
Level 1

Electronics-General - Courses teach fundamental concepts of electricity and electronics, including safety procedures, and may introduce students to the available occupations in electrical and electronic industries. Topics covered typically include the following: components of circuits; reading schematics and diagrams; electricity and electronics as sources of energy and communications; and using equipment common to these occupations, such as ammeters, voltmeters, capacitor checkers, transistor testers, signal generators, and ohmmeters.

0453
Level 2

Various Topics in Electronics - Recommended for Students Grades 10 - 12. Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Individual courses in this category offer specialized training in topics related to electronics and occupations in electronics such as diodes, transistors, digital techniques, solid state devices, analog circuits, and microprocessors.

0462
Level 2

Electricity/Electronics-General - Recommended for Students Grades 10 - 12. Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Courses teach fundamental concepts of electricity and electronics, including safety procedures, and may introduce students to the available occupations in electrical and electronic industries. Topics covered typically include the following: components and electronic industries. Topics covered typically include the following: components of circuits; reading schematics and diagrams; electricity and electronics as sources of energy and communications; and using equipment common to these occupations, such as ammeters, voltmeters, capacitor checkers, transistor testers, signal generators, and ohmmeters.

0494
Level 2

Electricity/Electronics-Related Subjects - Electricity/Electronics-Related Subjects - Recommended for Students Grades 10 - 12. Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Courses in this category offer instruction in related topics that are necessary or helpful in occupations involving electricity or electronics; such topics may include mathematics, science, technical reading, or other related topics.

0498
Level 3

Construction Trades-Internship - Recommended for Students Grades 11 - 12 Courses provide work experience in the construction or related field supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study of the field, improvement of employability skills, safety regulations and OSHA awareness, and discussions regarding the experiences and problems encountered on the job.

0499
Level 3

Construction Trades-Other - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, and communication.

Program of Study: Military & National Security

0201
Level 0

Business/Office Career Exploration - Grades 6-8 - Introduces students to careers in accounting, administration, computer applications, data processing, management, and secretarial work. Covers job responsibilities, qualifications, work environments, and career paths. May include consumer education, computer skills, and hands-on experience.

1603
Level 0

Career Exploration - Grades 6-8 - Helps students identify personal goals, interests, and aptitudes for effective career planning. Students explore various career and training options while learning about technological and economic impacts on the job market. Includes job search and employability skills development.

2111
Level 1

Introduction to ROTC - Recommended for Students Grades 9 - 12 - Course introduces students to the purposes and objectives of the Reserve Officer Training Corps program. As part of that introduction, course topics may include a brief history of the military branches in the United States and the basics of military drill, ceremony, and rank structure.

2112
Level 2

ROTC - Grades 9-12 - This program instructs students on the history, organization, and objectives of a U.S. Armed Forces branch. It focuses on developing personal fitness, strong character, leadership, and exploring military career opportunities. Topics typically include military customs, drill, ceremonies, citizenship, and scholarship. Branch-specific skills (e.g., map reading, aerospace technology) and general subjects like international law may also be covered.

2121
Level 2

ROTC Drill - Grades 9 - 12 - Course provides students with an additional opportunity to improve their skills in military precision. Marching and rifle manipulation, body coordination and mechanics, and performing as a member of an orchestrated team are particularly emphasized. Members of these classes may take part in ceremonies and competitions.

2736
Level 3

AP U.S. Government and Politics - Grades 11-12: Prepares students for the AP exam by providing an analytical perspective on U.S. government and politics. Students study general concepts and analyze specific case studies. Topics include constitutional underpinnings, political beliefs and behaviors, political parties and interest groups, national government institutions and policy processes, and civil rights and liberties. The course follows College Board guidelines.

2199
Level 3

Military Science - Recommended for Students Grades 9 - 12 - Other. Typically used with advanced dual credit topics.

Program of Study: Skilled Trades – Carpentry

0401
Level 0

Construction Career Exploration - Recommended for Students Grades 6 - 8 - Key content includes an orientation to the skilled construction trades; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Students explore the opportunities available in construction related trades, such as carpentry, masonry, electrical, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects, and may engage in a variety of small projects with tools. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields.

1612
Level 1

Materials and Processes - Similar to Technology Education courses in that they expose students to the tools, machines, and systems that may be encountered in manufacturing related occupations. Materials and Processes courses relate this exposure particularly to the analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials.

0414
Level 1

Residential Construction I - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods, and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside buildings, and do limited cabinet work.

0415
Level 2

Residential Construction II - Recommended for Students Grades 10 - 12. Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication skills and professional/employability skills. Courses provide students with much of the same knowledge as general carpentry courses (knowledge of various types and grades of woods, proper and safe use of hand and power tools, site selection and preparation), but place a special emphasis on construction methods applicable to floor, wall, roof, and/or stair framing. Course content may also include insulation installation and painting.

0417
Level 2

Basic Woodworking - Recommended for Students Grades 10 - 12. Course introduce students to the various kinds of woods used in industry, and offer experience in using selected woodworking tools. Student's design and construct one or more projects, and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance within Woodworking classes, they focus on learning the nomenclature of power tools, developing skills to safely use these tools in the workshop, and becoming familiar with various kinds of wood finishing materials. Advanced students typically design a project; prepare bills of materials, construct, and finish proposed projects.

0418
Level 2

Advanced Woodworking - Recommended for Students Grades 10 - 12. Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course pro vides experience in constructing cases, cabinets, counters, and other interior woodwork. Students learn to distinguish between various types of furniture construction and their appropriate applications. Various woodworking machines and power tools for cutting and shaping wood are introduced and used. Cabinetmaking courses cover the different methods of joining pieces of wood, how to use mechanical fasteners, and how to attach hardware; beginning courses may resemble Woodworking courses. Advanced classes teach how to install plastic laminates on surfaces and how to apply spray finishes.

1613
Level 2

Metal and Wood Technology - Course includes studying the properties of metals, woods, and composites, and using these materials to design and construct functional products. Metal and Wood Technology courses enable the student to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.

0498
Level 3

Construction Trades-Internship - Recommended for Students Grades 11 - 12 Courses provide work experience in the construction or related field supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study of the field, improvement of employability skills, safety regula-

tions and OSHA awareness, and discussions regarding the experiences and problems encountered on the job.

0499
Level 3

Construction Trades-Other - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, and communication

Program of Study: Skilled Trades – Welding Technology

0401
Level 0

Construction Career Exploration - Recommended for Students Grades 6 - 8 - Key content includes an orientation to the skilled construction trades; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Students explore the opportunities available in construction related trades, such as carpentry, masonry, electrical, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects, and may engage in a variety of small projects with tools. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields.

2414
Level 1

Welding I - Recommended for Students Grades 9 - 12 - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course introduces students to the properties, uses, and applications of various metals. Welding courses provide experience in various processes used to join and cut metals (such as oxyacetylene, shielded metal arc, metal inert gas and tungsten arc processes) and the proper use of each technique. Courses often include instruction interpreting blueprints or other types of specifications.

2416
Level 2

Welding II - Welding 2 Grades 9 -12 - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. This is a second sequential course in a welding program of study meant to take a student into higher level knowledge and skill development.

2417
Level 2

Welding III - Welding 3 Grades 9 -12 - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. This is a third sequential course in a welding program of study meant to take a student into higher level knowledge and skill development.

2496
Level 3

Precision Metalwork-Independent - Recommended for Students Grades 9 - 12 - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course, often conducted with instructors as mentors, enables students to explore metal related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular industry application, to explore a topic of special interest within a related industry, or to develop greater machining skills.

2497
Level 3

Precision Metalwork-OJT - Precision Metalwork - OJT - Recommended for Students Grades 9 - 12 - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course, work experience is gained within the welding or machine technologies field. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Precision Metalwork-OJT experience.

2498
Level 3

Precision Metalwork-Co-Op - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Course provides work experience in the welding or machine technologies field, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.

2499
Level 3

Precision Metalwork-Other - Key content includes: Orientation to the Trade; safety obligations of all to ensure a safe workplace, OSHA regulation awareness, communication and professional/employability skills. Typically used with advanced dual credit topics.

Program of Study: Physical Health

1520
Level 1

Medical Terminology - The study and understanding of medical terminology as it relates to diseases, their causes, and effects, and the terminology used in various medical specialties. Emphasis is placed on learning the basic elements of medical words, appropriate spelling and use of medical terms, and use of medical abbreviations related to anatomy & physiology.

1550
Level 2

Medical Anatomy & Physiology - Recommended for Students Grades 11 - 12 - Usually taken after Biology-First-Year courses, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

1504
Level 2

Nursing CNA - Nursing-CNA - Recommended for Students Grades 9 - 12 - Course covering the same scope of topics as Health Care Occupations courses, the Nursing course places a special emphasis on the particular competencies required of nurses and/or nursing assistants and aides. Topics may include normal growth and development; bathing, feeding, dressing, and transporting patients; basic pharmacology; doctor, nurse, patient relationships and roles; medical and professional ethics; death and dying; and care of various kinds of patients (chronically ill, medical-surgical, children, new mothers, and so on).

1597
Level 3

Healthcare Sciences-OJT - Recommended for Students Grades 12 - Course work experience within the health care industry. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Health Care Sciences-OJT experience.

1599
Level 3

Healthcare Sciences-Other - Please contact Health Occupations Administrator before classifying a student in this category. Typically used with advanced dual credit topics.

1715
Level 3

AP Biology - Typically taken after a year of high school biology and chemistry and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. Three general areas are covered: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college level laboratory experiments. . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards.

1725
Level 3

AP Chemistry - Course designed to parallel college level general chemistry courses; AP Chemistry courses usually follow high school chemistry and second year algebra. AP Chemistry courses require more time, effort, and formulation from students than regular secondary chemistry courses. Topics may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards.

Program of Study: Business Information Management

0201
Level 0

Business/Office Career Exploration - Recommended for Students Grades 7 - 8 - Geared for students with a possible interest in business or office technology. Business/Office Career Exploration courses expose students to the opportunities available in the accounting, administration, computer applications, data processing, management, and secretarial fields. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths. These courses may also include consumer education topics, computer exposure, employability skills, and/or hands-on experience within the various occupational areas.

0221
Level 1

Introductory Business - Courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance; the role of government in business, consumerism, credit, investment, and management; and may provide a brief overview of the American economic system and corporate organization. In addition, Introductory Business courses may expose students to the varied opportunities in secretarial, accounting, management, and related fields.

0223
Level 2

Business Management - Courses acquaint students with management opportunities and effective human relations. These courses may provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they may provide a macro level study of the business world, including business structure and finance, and the interconnections between industry, government, and the global economy.

0297
Level 3

Business Work Experience/Co-op - Business Work Experience - Grades 11 - 12 - Course work experience is gained within the business field. The student, teacher, and employer will set goals cooperatively: classroom attendance, related training experience, and related course work are an integral part of the Business -OJT Experience - Course may also include work-study, internships, school based enterprises, service learning, mentor programs, or job shadowing experiences. Goals are set for the employment period and related classroom experiences will align with occupational training in the field. Improvement of employability skills and discussion regarding the experiences and problems encountered on the job will also be included in classroom activity.

0299
Level 3

Business-Other - Typically used with advanced dual credit topics.

Program of Study: Teaching, Training and Facilitation

0525
Level 0

Introduction to Leadership - Recommended Grades 7-8 - Course introduces students to community service projects, personal development and goal setting, teamwork, problem solving skills and character development through the organization referred to as Family, Career and Community Leaders of America (FCCLA).

1603
Level 0

Career Exploration - Recommended for Grades 7 - 8 - Course helps students identify and evaluate personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision-making. Career Exploration courses expose students to various sources of information on career and training options, and may also enable students to understand the implications of technological and economic changes on the labor market. These courses may also include the development of job search and employability skills.

0550
Level 1

Child and Human Development - Student explores areas of study including careers in early childhood development and education. Exploration in education psychology and theories while understanding the development of humans from conception to death. Focus is on the young child including growth, development, health and safety, learning environments, accommodations to learning and human relationships.

0562
Level 2

Teacher Academy 1 - This course introduces the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. Students will focus on the Educators Rising Standards 1-4: 1) Understanding the Profession, 2) Learning about Students, 3) Building Content Knowledge, and 4) Engaging in Responsive Planning. Teacher Academy courses are often accompanied by opportunities to observe and intern in preschool, elementary and middle school classrooms.

0563
Level 2

Teacher Academy 2 - This course introduces the principles underlying teaching and learning, focused on Educators Rising Standards 5-7: 5) Implementing Instruction, 6) Using Assessments and Data and 7) Being a Reflective Practitioner. This course typically provides opportunities for students to develop their own teaching objectives, to design and implement lesson plans, and to experience teaching in a controlled environment under the supervision of a cooperating teacher.

0597
Level 3

Teaching & Practicum - OJT - Course, work experience is gained within the public school sector. Although goals may be set cooperatively by the student, teacher, and employer, classroom attendance or experience is not an integral part of the Teaching and Practicum -OJT experience.

0599
Level 3

Family and Consumer Sciences-Other - Recommended for Students Grades 6 - 12 - Other. Typically used with advanced dual credit topics.

Program of Study: Agribusiness

0131
Level 0

Agricultural Explorations - Recommended for students in Grade 7 - Surveys a wide array of topics within the agricultural industry, exposing students to the many and varied types of agricultural career opportunities and to those in related fields. As the name implies, these courses serve simply to introduce the agricultural field, providing students the opportunity to identify and focus for continued study.

0132
Level 0

Agricultural Science - Recommended for students in Grades 7 or 8 - Surveys a wide array of topics within the agricultural industry, exposing students to the main and varied types of agricultural career opportunities and to those in related fields. This course serves as a stage two, building upon course 0131.

0133
Level 1

Introduction to the Science of Agriculture - Recommended for Students Grades 9-10 - The local, national, and global definitions, history, and scope of agriculture in society is covered in this course. It also covers plant and animal sciences, production and processing; agricultural mechanics, including tool and machine operation; business and natural resource management; management of food and fiber systems; soil characteristics, formation and properties; and development of leadership and communication skills.

0134
Level 1

Physical Science of Agriculture - Recommended for Students Grades 10 - 12 - Course provides students with the information and skills necessary for career success in agribusiness and in the operation of entrepreneurial ventures. Topics include economic principles, budgeting, risk management, finance, business law, insurance and resource management. Other possible topics are development of a business plan, employee/employer relations, problem solving and decision making, using computers. A survey of the careers within the agricultural industry is also incorporated.

0171
Level 2

Agricultural Economics & Business Management - Recommended for Students Grades 11 - 12 - Through these courses, work experience is gained within the agricultural industry. Goals are set for the employment period. Classroom experience may involve further study in the field, improvement of employability and career readiness skills.

0137
Level 2

Agricultural Leadership/Communication - Recommended for Students Grades 10 - 12 - Course is designed to strengthen students' personal and group leadership skills. Topics such as public speaking, effective communication, human relations, parliamentary law, and group dynamics are covered. Also covered is the development of Programs of Activity, and Service Learning projects, including student development, chapter development, and community development.

0191
Level 3

Ag Internship/OJT - Recommended for Students Grades 11 - 12 - Through these courses, work experience is gained within the agricultural industry. Goals are set for the employment period. Classroom experience may involve further study in the field, improvement of employability and career readiness skills.

0192
Level 3

Agriculture Entrepreneurship - Recommended for Students Grades 11 - 12 - Through this course the student will gain knowledge in the development of a business enterprise. Financial and resource management is an important aspect of this course. Classroom experience may involve further study in the field, improvement of responsibility and career readiness skills.

0199
Level 3

Agriculture - Other - Recommended for Students Grades 11 - 12 - Course provides knowledge and skills in specific areas of the agricultural industry and is designed to adapt to the needs of the local community. Typically used with advanced dual credit topics.

Program of Study: Information Technology & Support Services

0302 Level 0	**General Computer Applications -** Grades 7-12 - Designed for students with an interest in exploring the uses of the personal computer, General Computer Applications courses provide experience in the proper use of previously written software packages. A wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. Electronic mail, desktop publishing, surveillance and detection tech may also be included. Exercises and problems integrate data and manipulation and are tied to students' career interests.
0312 Level 0	**Computer Science/Programming -** Grades 7-8 - Provides the background knowledge and skills to construct computer programs in one or more languages. Computer coding and program structure are introduced. Initially, students learn to structure, create, document, and debug computer programs. Emphasis is placed on design, skills to relevant applications such as modeling, data management, graphics, and text processing.
0317 Level 0	**Computer Technology -** Courses introduce students to the features, functions, and design of computer hardware, and provide instruction in the maintenance and repair of computer components and peripheral devices.
0320 Level 1	**Computer Technology Assistant I -** Provides computer technician foundational skills such as information literacy, digital citizenship, and foundational software to ensure all students are informed on common software and practices. Elements of content creation are covered based on the need of the school's IT community, including digital audio and video, digital art, web publishing, and game design. IT support is introduced, including hardware and software maintenance, troubleshooting and customer support, and supporting a 1:1 program.
0321 Level 2	**Computer Technology Assistant II -** Provides continued knowledge and skill development in content creation from Computer Technology Assistant I. Further emphasis in content creation and IT support is developed in this course. Mentoring skills in the areas of online communication are developed by students. Students learn 'to become the teacher', creating tutorials and giving professional development workshops. In addition, students learn to develop leadership skills and the ability to work as a team.
0397 Level 3	**Computer/IT Sc-OJT -** Cooperative Education -OJT - Recommended for Students Grades 9-12 - Through these courses, work experience is gained within either the computer or information sciences fields. Goals will be set cooperatively by the student, teacher, and employer: classroom attendance, related classroom training experience, and related course work are an integral part of the Computer and Information Sciences.
0399 Level 3	**Computer/IT Sciences-Other -** Typically used with advanced dual credit topics.

BOND WILSON TECHNICAL CENTER

The Bond Wilson Technical Center (BWTC) is a forward-thinking district initiative transforming the high school experience by aligning education with students' career aspirations and local industry demands. Through innovative dual credit programs and real-world industry experiences, BWTC equips students for seamless transitions into the workforce and post-secondary education. Our objective is to cultivate a new generation of globally competitive, skilled individuals who will drive the evolving economic growth of the Navajo Nation and surrounding communities.

BWTC offers ten distinct Programs of Study, for students in grades 10-12. Each program integrates university-level coursework with valuable work-based learning opportunities. Students will complete their core academic subjects at their home high schools and attend BWTC for specialized, higher education classes and practical experiences.

Any high school student (10th-12th) in Central Consolidated School District can participate in the early college initiatives hosted at Bond Wilson Technical Center. We are taking new students now! CCSD Students can apply now.

For more information please call us at 505-598-4580

GIFTED, TALENTED, AND CREATIVE PROGRAM

CCSD implemented third grade universal screening in Fall 2024. It is mandated in the New Mexico Administrative Code 6.31.3. Additionally, the district has implemented a gifted referral process that is open from September to December each school year. During this window, parents, teachers, students (including self-referrals), and community members can refer a student to be screened for giftedness using an online form. This screening occurs during the spring semester of that school year.

To ensure continued success and engagement, a probationary period will be implemented for students who earn a grade of D or F in any subject. During this probationary period, students will work closely with their teachers and program coordinators to develop a plan for improvement. If progress is not made during this time, further steps may be taken to support the student's success within the program.

ASU Prep Global
Arizona State University

The partnership between Central Consolidated School District (CCSD), ASU Prep Global, and the ASU Accelerate program brings expanded academic opportunities to high school students by providing access to flexible, college-level coursework. Through ASU Accelerate, students can enroll in university courses taught by ASU faculty without the need for applications or placement tests, allowing them to earn college credit while still in high school. These credits are recorded by Arizona State University and are designed to transfer to many higher education institutions nationwide, giving students a valuable head start on their college journey. The program's no-risk model also ensures that unconverted courses do not appear on a student's transcript, supporting academic exploration without penalty.

This collaboration enhances educational access and equity across the district by offering high-quality, online learning experiences that are personalized to student interests and goals. ASU Prep Global supports CCSD with flexible instructional solutions, helping to address staffing gaps and meet diverse learning needs. By combining rigorous academics with adaptable learning formats, the partnership equips students with the skills and confidence needed to succeed in college and beyond.

Elementary School

ASU Prep Global: Distance Learning

Elementary students identified as highly profoundly gifted, who require acceleration and curriculum compacting as part of their Individualized Education Plan (IEP), will be considered for enrollment in ASU Global Prep courses. These courses provide an enriched academic experience designed to meet the unique needs of students with advanced intellectual abilities, ensuring they are appropriately challenged while fostering their academic growth. Enrollment in ASU Global Prep courses will be determined on a case-by-case basis by the CCSD Gifted, Talented & Creative Program, tailored to each student's specific needs and abilities.

Middle School

ASU Prep Global: Distance Learning

In partnership with ASU Prep Global, we offer 7th and 8th grade identified gifted students a dynamic and innovative learning experience that blends rigorous academics with flexible online learning. Students can choose from a variety of core subjects, enrichment electives, and advanced coursework that cater to their individual interests and academic strengths. ASU Prep Global's personalized approach ensures that each student receives a high-quality education, preparing them for high school and beyond. With access to virtual classes taught by experienced educators, students have the flexibility to engage with the curriculum in a way that suits their learning style, all while being supported by a community of learners.

High School

ASU Prep Global: Distance Learning

In partnership with ASU Prep Global, we offer identified gifted high school students a rigorous and flexible online learning experience designed to challenge and inspire. Students can choose from a wide range of core courses, advanced electives, and college-preparatory classes that align with their academic goals and personal interests. ASU Prep Global's individualized approach supports each student in reaching their full potential while preparing them for college and future careers. With access to virtual instruction from experienced educators, students benefit from a flexible learning environment that adapts to their needs—all within a supportive and engaging online community.

Dual Credit

ASU Accelerated Program

High school students can have the option to participate in the Accelerate ASU program—an innovative dual enrollment opportunity that allows them to earn college credit while completing their high school education. Through a wide selection of online courses taught by ASU faculty, students gain early exposure to college-level academics in a flexible, supportive learning environment. With no application or placement tests required, students can explore advanced coursework aligned with their interests and long-term goals. The program also offers a no-risk model: students may choose not to convert a course to college credit, and it will not appear on their college transcript. For those who do convert, the **credits earned are transcripted by Arizona State University and are designed to transfer to many higher education institutions nationwide.** This empowers students to get a head start on their college journey while maintaining the flexibility and support they need to thrive.

Middle School Requirements

ASU Prep Global: Distance Learning

Arizona State University

ENGLISH
English 7 A/B
English 8 A/B

SCIENCE
Middle School Life Science A/B
Middle School Earth and Space Science A/B
Biology A/B (High School Credit - 8th Grade Students Only*)

WORLD LANGUAGES
Middle School Beginning Spanish A/B
Middle School Intermiediate Spanish A/B

SOCIAL SCIENCE
Middle School U.S. History A/B
Middle School Civics & Citizenships A/B
World Geography A/B (High School Credit - 8th Grade Students Only*)

ELECTIVES
Middle School Digital Art & Design A / Middle School Exploring Music B
Middle School Career Exploration A/B
Middle School Coding 1 A/B
Middle School Coding 2 A/B

*** Letter of recommendation from your 7th grade content teachers or score advanced in state assessment and a minimum 3.0 GPA**

Middle School Courses

1000 **English 7 A/B –** English 7 integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

1000 **English 8 A/B -** Extending the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

1707 **Middle School Life Science A/B -** This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school life science. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems.

1706 **Middle School Earth & Space Science A/B -** This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school Earth and space science. Content topics include Earth and space systems and interactions, the history of the Earth, the Earth's systems, weather and climate, climate change, and human impacts on the Earth.

2723 **Middle School U.S. History A/B –** In Middle School U.S. History, learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study include the U.S. Constitution, the administrations of George Washington and John Adams, the War of 1812, and the Civil War.

2799 **Middle School Civics & Citizenship A/B -** The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/recent issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.

Middle School Digital Art & Design A / Middle School Exploring Music B:

1165 **A:** There are so many different types of art in this world—fine art, classical art, visual art—but the impact of digital art and design is all around us, often in ways that you probably aren't even aware of! After taking Digital Art and Design, you'll enjoy a deeper understanding and appreciation for all things digital as you explore this special genre of art found in everything from advertising to animation to photography and beyond. In this course, you'll learn about the evolution of art, the basic principles of art and design, and the role of art in politics and society. Additionally, you will actually create your own digital art and make it come alive. Give your creative side a boost with this Digital Art and Design course!

1144 **B:** What comes to mind when you hear the word 'music'? Do you think about your favorite band or artist? Do you think about instruments and scales and chords? The word 'music' means something different to everyone. This is why in Exploring Music there is a little bit of something for everyone! You will learn about how we hear music and how music affects our lives. You will explore important elements of music like rhythm, pitch, and harmony, as well as different musical genres. You will discover more about your singing voice and musical instruments and composition while taking in the history and culture of music over the years. Tune up your understanding and appreciation for all things music by signing up for this course!

1276 **Middle School Beginning Spanish A/B -** Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. MS Spanish engages students and uses a variety of activities to ensure student engagement and to promote personalized learning.

1276 **Middle School Intermediate Spanish A/B -**This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school Earth and space science. Content topics include Earth and space systems and interactions, the history of the Earth, the Earth's systems, weather and climate, climate change, and human impacts on the Earth.

0201 **Middle School Career Exploration A/B -** How do you pick a career path when you're not sure what's even out there? This course allows you to begin exploring options in fields such as teaching, business, government, hospitality, health science, IT, and more! You'll align your interests, wants, and needs to career possibilities, including the required education for each. Let's find a pathway that works for you.

0312 **Middle School Coding 1 A/B -** Do you find yourself wondering how your favorite apps, websites, and games were made? Maybe you want to try building your own. Well, now you can! In Middle School Coding 1, you will get an introduction to the basics of computer science, HTML, CSS, JavaScript, and Python. You'll leave the course with a portfolio of work you can show off!

0323 **Middle School Coding 2 A/B -** In Middle School Coding 2, you will expand your knowledge of programming languages and web development by further exploring Python, HTML, CSS, and JavaScript. You will analyze the differences between web development and web application development while growing your portfolio, which will serve to highlight everything you have learned and created in the course.

High School Requirements

ASU Prep Global: Distance Learning

ASU Prep Global
Arizona State University

ENGLISH
English 9 A/B
English 10 A/B

SCIENCE
Bilogy A/B
Anatomy and Physiology A/B
Environmental Science A/B

MATH
Algebra I A/B
Geometry A/B
Algebra II A/B
Precalculus A/B
Calculus A/B
Advanced Calculus (one semester)

Test Prep Elective
ACT Math A/B
ACT English (one semester)
ACT Reading (one semester)
ACT Science (one semester)
SAT Math A/B
SAT Reading (one semester)
SAT Writing and Language (one semester)

WORLD LANGUAGES
American Sign Language (1,2) A/B
French (1,2,3,4) A/B

ELECTIVES
Applied Medical Terminology A/B
Artificial Intelligence (one semester)
Career Explorations (one semester)
Careers in Criminal Justice A/B
Fashion Design A/B
Forensics: The Science of Crime A/B
Game Development (one semester)
Graphic Design and Illustration A/B
Law and Order: Introduction to Legal Studies (one semester)
Music Appreciation (one semester)
Native American Studies: Historical Perspectives A
Native American Studies: Contemporary Perspectives B
Principles of Engineering A/B
Theater, Cinema, and Film A/B
Women's Studies (one semester)

High School Courses

1001 **English 9 A/B -** English 9 is a course that uses texts of high complexity to provide an integrated language arts study in reading, writing, speaking, listening, and language in order to ready students for college and career. Students must think critically while actively reading for explicit and implicit meaning as they examine both literary and informational texts.

1002 **English 10 A/B -** In this course, you will use text evidence to make inferences, determine the author's purpose, analyze an author's argument based on ideas presented in the text, and support your thinking using text evidence. You will be able to summarize a text, determine denotations and connotations, analyze the impact of word choice, and compare how mediums affect the tone and mood of a text. You will engage in grammar tasks and craft original writing using proper grammar practices.

2031 **Algebra I A/B -** The course content will include a rigorous approach to solving, graphing, and writing linear quadratic, rational, and exponential functions. You will develop mathematical knowledge that will increase your ability to communicate and reason with mathematical concepts. This course offers a solid foundation for further study of mathematical relationships.

2034 **Geometry A/B -** Geometry offers a rich and engaging subject to explore with students! Students will initially focus on plane Euclidean geometry, which allows for both synthetic and analytical approaches, and enables students to develop their logical reasoning skills. Then, exploring congruence, similarity, and symmetry through geometric transformations and exploring and applying theorems about triangles and quadrilaterals will help students develop their problem-solving abilities. While trigonometry opens doors to real-world applications and deeper mathematical understanding, circle geometry provides a robust theoretical environment to hone problem-solving and reasoning skills even further.

2044 **Algebra II A/B -** Algebra 2 continues students' mathematical journey, begun in Algebra 1, of combining the concrete world of numbers into the sometimes abstract world of functions and other topics. The course thoroughly prepares students for the oncoming rigor of Pre-Calculus and beyond, yet does so in a manner that is compelling and rewarding, and fosters an appreciation for the real-life applications of each topic explored, as well as for math itself.

2053 **Precalculus A/B -** This course includes the study of functions, trigonometry, and geometry, preparing students for advanced studies in STEM-related courses. An emphasis is placed on building conceptual understandings, reasoning mathematically, and modeling with mathematics. This is accomplished using inquiry, real-world contexts, and explorations with technology.

1711 **Biology A/B -** In this course students will explore the processes required to maintain living organisms. From the tiny molecules and intricate molecular processes to keep cells alive to the large cycling of matter and energy through ecosystems, students will analyze data, explore tools used to study life, and study how variation, but within organisms and in entire ecosystems, contributes to the resiliency of living things.

2055 **Calculus A/B -** This course includes the study of functions, limits, differential calculus, and integral calculus. Students will use differential calculus in a variety of applications, such as the analysis of functions, optimization, and motion. They will use integral calculus in applications such as finding the volume of a solid of revolution, as well as various physics problems. All of this is accomplished using inquiry, real-world contexts, and explorations with technology. The purpose of this course is to provide students with a deep understanding of foundational calculus concepts.

2056 **Advanced Calculus (One Semester) -** Calculus is the mathematics of change. It is used to solve complex problems that are continuously evolving and would otherwise be unsolvable with only algebra and geometry. This online advanced placement course is designed to prepare students to become deep mathematical thinkers. You will explore the calculus concepts of limits, differentiation, and integration and apply those concepts in meaningful ways.

1550 **Anatomy and Physiology A/B -** In this course students will explore the relationship between structure and function and how the human body maintains homeostasis. You will apply principles learned in biology to each of the human body systems as well as how cellular transport, cellular organelles, and organic macromolecules come together in a specific organization to maintain life.

0181 **Environmental Science A/B -** This course is designed to introduce students to the history of environmental science in the United States, ecological interactions and succession , environmental change , adaptation, and biogeochemical cycles. Students will learn about the importance of environmental science as an interdisciplinary field. They will describe the importance of biodiversity to the survival of organisms, and learn about ecological pyramids . They will discuss the effects of climate change and explore different types of adaptation . They will describe the steps of the water cycle, and discuss how carbon, oxygen, nitrogen, and phosphorus cycle in the global environment.

1520 **Applied Medical Terminology A/B -** Built on the same sound pedagogy and proven course design methodologies as all of our courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. As the healthcare industry becomes more and more complex, developing expertise in accurately and efficiently identifying medical terms and their specific application is essential to a growing variety of health care careers. This course begins to prepare your students for those careers.

0335 **Artificial Intelligence (One Semester) -** Artificial Intelligence is a single-semester course that explains the evolution of Artificial Intelligence and its scope in the future. This course also describes how Artificial Intelligence is used in fields such as games, speech recognition, and computer vision. In this course, you will learn about different types of intelligent agents and their environments. You will also learn how to formulate problems and represent knowledge. The course Artificial Intelligence also covers the concepts of machine learning, natural language processing, expert systems, and robots. You will also learn about the ethics and safety issues related to artificial intelligence.

1603 **Career Explorations (One Semester) -** This course covers all of the career clusters in the National Career Clusters Framework. You'll explore the career pathways within each cluster, determine the academic and skill requirements for different career path-

ways, and learn about the jobs available in each pathway and the work these professionals do. This course will also guide you through the process of creating an academic and career plan based on you interests, abilities, and life goals.

0511 **Fashion Design A/B -** Are you a fashion trend follower? Are you drawn to how designers have pulled together fabrics and colors to create memorable pieces? Do you dream of designing your own line of clothing or accessories? Learn what it takes to get started in the fashion industry, from the careers available to new technology and trends reshaping the industry every day. Start creating!

1082 **Forensics: The Science of Crime A/B -** We watch with interest as crime scenes are dramatized on television and in film, and sit on the edge of our seat as various members of the justice system solve the most baffling cases. But what about the science behind the crime? Forensics: The Science of Crime explores the role science and technology data is expertly collected, preserved, and analyzed. With a strong focus on the innovative science used in the field as well as participation in interactive activities, you will follow the entire forensic process – from examining evidence to taking the findings to trial – and learn how the professionals are utilizing science to bring criminals to justice.

0310 **Game Development (One Semester) -** This one-semester elective course is intended as a practical, hands-on guide to help you understand the process of game development. This course covers: the history of video games, types of early consoles, arcades, personal computers, and platform convergence; game and player goals, game genres, player motivations, and player demographics; story and character development, gameplay, game styles, and level design; game user interface, game audio, mobile and social gaming, and the different job roles in the video game industry; game development phases, the role of management in game production, and various methods used for marketing games; and the future of gaming, existing trends and possible directions in video gaming.

0315 **Graphic Design and Illustration A/B -** This course will help students develop an understanding of the industry with a focus on topics such as history of graphic design, types of digital images, graphic design tools, storing and manipulating images, design elements and principles, copyright laws, and printing images. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the graphic design industry.

2761 **Law and Order: Introduction to Legal Studies (One Semester) -** Imagine if there were no laws and people could do anything they wanted. It's safe to say the world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In Law and Order: Introduction to Legal Studies, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will learn to appreciate the larger legal process and how it safeguards us all.

1141 **Music Appreciation (One Semester) -** In a time of an increasing emphasis on STEM courses and skills, it remains essential to provide your students with opportunities to explore the arts from both an informational and career-oriented perspective. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations, and the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

2719 **Native American Studies:** Historical Perspectives A / Native American Studies: Contemporary Perspectives B -

A: When European settlers first arrived in the Americas, they found the continent already inhabited. The cultural differences between the Native Americans and Europeans, as well as their desire to occupy the same land, often led to conflict. Tensions increased over time as Europeans moved westward to establish settlements. The US government, eager for more land, imposed a number of controversial policies on Native Americans, including assimilation, forced removal, and military intervention. This course examines the persecution of Native Americans and their fight for civil rights and recognition throughout US history.

B: This course examines the social, economic, religious, and political issues that Native Americans face in today's world. It looks at a number of Native American professionals and their efforts to eradicate the negative stereotypes that still surround Native American cultures. The course also sheds light on the important contributions that Native Americans have made to art and spirituality. And it demonstrates how both Native American traditions and the fight for Native American civil rights have shaped the history and social fabric of the United States.

1617 **Principles of Engineering A/B -** What if you could do the impossible? Engineers understand a lot of things, but the word impossible definitely isn't one of them. Through Concepts of Engineering and Technology, you'll learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. This course explores the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. This ever-increasing knowledge can also lead to serious ethical dilemmas and the need to discuss where the boundaries of science lie (or even if there should be boundaries). By examining astounding engineering feats and complex ongoing issues, you, too, will begin to question whether the word impossible really exists.

1172 **Theater, Cinema, Film A/B -** Lights! Camera! Action! Theater and cinema are both forms of art that tell a story. Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. Explore the different genres of both and how to develop the script for stage and film. Then dive into how to bring the script to life with acting and directing. If you have a passion for the art of film and stage, let's bring your creativity to life!

2025 **Women's Studies (One Semester) -** Women's Studies is a one-semester course with 14 lessons that introduce students to women's studies, gender studies, and gender roles. The course traces the history of feminism, analyzes feminist theories, and examines intersectionality. Students will learn about social and political movements for the rights of women and other vulnerable groups. Students will also learn about social and family structures and socialization, which includes identifying prejudices, biases, and stereotypes that exist in society, and how the media perpetuates some stereotypes about gender roles and identities. The course also covers social and family structures, different forms of oppression, ways to prevent oppression, and methods to help and empower victims. Students will learn about international activism for gender equality, legal rights, and the challenges in achieving equality for all citizens from every section of society. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as they discover the significance of women's studies.

1281 **American Sign Language A/B -** Did you know that American Sign Language (ASL) is the third most commonly used language in North America? American Sign Language Introduction will introduce you to vocabulary and simple sentences, so that you can start communicating right away. Importantly, you will explore Deaf culture – social beliefs, traditions, history, values and communities influenced by deafness. The predominant sign language of Deaf communities in the United States, American Sign Language is a complex and robust language. Learn to Sign will introduce you to more of this language and its grammatical structures. You will expand your vocabulary by exploring interesting topics like Deaf education and Deaf arts and culture.

1236 **French A/B -** In the first level, you will learn the language basics, greetings and introductions, work and school, shopping, travel, and about past/future as you build grammar and vocabulary of the language. You will also learn about the culture of the language speaking countries.

0801 **ACT Prep Math A/B -** The ACT Prep Mathematics course aligns with the topics that are assessed on the ACT Test. Each unit aligns to one or more topics within the test. This course focuses on the study of algebraic problem-solving skills and concepts related to geometry, probability, and statistics. In this course, you will find a variety of lessons and activities to improve your knowledge and skills in these areas.

0801 **ACT Prep English (One Semester)-** The ACT English course aligns with the topics that are assessed on the ACT Test. Each unit aligns to one or more topics within the 2016 ACT English Test. This course focuses on rhetorical skills along with English language usage and mechanics. In this course, you will find a variety of lessons and activities to improve your knowledge of these strategies.

0801 **ACT Prep Reading (One Semester) -** The ACT Prep Reading course aligns with the topics that are assessed on the ACT Test. Each unit aligns to one or more topics within the test. This course focuses on the study of different reading strategies for reading selections from social studies, natural sciences, literary narratives, and humanities. In this course, you will find a variety of lessons and activities to improve your knowledge of these strategies.

0801 **ACT Prep Science (One Semester) -** ACT Prep Science aligns with the strands and topics assessed on the ACT Science Reasoning Test. Each unit aligns with one or more strands within the ACT Science Reasoning Test and the modules within each unit target the essential concepts of the standards as assessed on the ACT Test for Science Reasoning. This course focuses on the study of different writing strategies. In this course, you will find a variety of lessons and activities to improve your knowledge of these strategies.

0801 **SAT Prep Math A/B -** This course focuses on the study of algebraic problem solving skills and concepts related to geometry, probability, and statistics. In this course, you'll find a variety of lessons and activities to improve your knowledge and skills in these areas.

0801 **SAT Prep Reading (One Semester)** This course focuses on the study of different reading strategies and vocabulary skills for fictional, informational, and persuasive texts. In this course, you will find a variety of lessons and activities to enhance your knowledge of these strategies.

0801 **SAT Prep Writing & Language (One Semester) -** This course focuses on the study of different writing strategies and language skills. In this course, you will find a variety of lessons and activities to enhance your knowledge of these strategies.

Arizona State University

Dual Credit Requirements

ASU Accelerated Program

2777 **ASM 246: Paleoanthropology: Human Origins -** In this course, you will be guided through an exploration of the scientific evidence for the evolution of humans and our fossil relatives, and humankind's place in the natural world. This includes an introduction to evolutionary theory, an overview of the hominin fossil record and what that record teaches us about our place in nature. Dr. Donald Johanson, a world-renowned paleoanthropologist who found the skeleton known as Lucy will present an exciting in-depth exploration of paleoanthropological field research from his unique perspective.

1761 **AST 111: Introduction to Solar Systems Astronomy -** Throughout the course, you will also take a look at nearby stars and learn about the Lowell Observatory, the Challenger Space Center, the Discovery Channel Telescope, and Meteor Crater, the largest meteor impact site in the world. Additionally, you will take a virtual tour of the Lunar Exploration Museum and the home of the Mars Space Flight Facility where scientists are using spacecraft to explore the geology of Mars. This course is packed with information and will greatly expand your understanding of our vast universe.

1712 **BIO 100: Biology: The Living World -** Can we find life elsewhere in the Universe? This is one of the big questions at the forefront of scientific endeavor. It compels us to explore our celestial neighborhood, searching for signs of life in the Solar System and Earth-like planets beyond. In The Living World, you will learn about the search for life as you master concepts in general biology, including key aspects of biodiversity, evolution, cellular biology, molecular biology, ecology, and human anatomy and physiology.

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1781 **CEE 181: Online Sustainable Engineering:** Technological, Social, and Sustainable Systems -IUnderstand the impact of technology on sustainability and society, using relevant historical examples and current issues in the news, and gain insight on the cultural frameworks within which ideas such as sustainability and different technologies are understood and evolve. You'll also explore emerging technologies from the Industrial Revolution through the present day, leading to a future that will be complex and challenging, and in many ways look like science fiction.

2702 **CGF 110: Online Sustainability and Cultural Geography: Resilient American Futures: An Academic Road Trip -** The communities, cities, and natural systems that are linked by America's 2,400 mile Interstate 10 highway are currently confronted with some of the biggest sustainability problems that will eventually affect the entire country. Connecting the fastest growing, most demographically diverse, and most disaster-vulnerable U.S. cities from Los Angeles to Jacksonville, the I-10 provides a living observatory for exploring modern problems like climate change and social inequity while envisioning more sustainable and inclusive futures

0312 **CIS 105: Online Computer Science: Computer Applications and Information Technology -** This course is an introductory course with a dual focus: one focus on organizations and another focus on the individuals who work for them. At the individual level, we will examine how business decision making can be improved when supporting technologies like spreadsheets are leveraged. From the organizational perspective, we will cover strategic analysis frameworks and business strategies that can be fine-tuned for competition in an increasingly digitally transformed world.

1073 **COM 100: Introduction to Human Communication-** This course is designed to introduce you to the basic concepts of human communication, processes, and environments. This course surveys communication topics related to culture, identity, organiza-

tions, and relationships. By the end of this course, you should have a fuller understanding of appropriate and effective communication based on your knowledge of theoretical concepts and their application.

1081 **COM 225: Public Speaking -** Public speaking is an important professional skill in many careers. The core of public speaking is to help speakers inform and influence the world around them. It takes practice and thought, and in this course, you will never step up to the podium without a plan. We've designed this course to create an environment that gives you confidence through consistent practice, supportive feedback, revision, and reflection.

0312 **CSE 110: Principles of Programming -** Every day, computers and algorithms touch the lives of everyone around us in both mundane and profound ways. These algorithms are in the plants and distribution systems that bring you clean water and electricity, sensors that moderate the flow of traffic, in the tractors and combines that sow and harvest our food, and in the satellites that measure and predict the weather trends. If you are curious about what computers can do and how we instruct them to do those things - this course is for you. No prior programming experience is needed for this course. In addition to exposure to programming, you will gain a powerful set of thinking and problem-solving skills that you can use in your daily life. Start taking advantage of the power of computers around us to make our world a better place.

1011 **ENG 101: English Composition I -** This introductory composition course will help you develop the skills and processes essential to navigate the various writing situations you are bound to encounter in your academic, professional, and personal life. During the course, you will draft and revise four major projects, complete various writing activities, discuss and reflect on your development as a writer, and learn to leverage emerging technologies to get the work of writing done.

1011 **ENG 102: English Composition II -** This course will help you develop a set of writerly and rhetorical tools that will be essential for creating, drafting, and revising research-focused writing projects. During the course you will draft and revise four major projects, complete various writing and research-focused activities, discuss and reflect on your growth as a writer and researcher, and learn to leverage emerging technologies to get the work of writing and research done.

1023 **ENG 131: Poetry in America -** In this course, which draws from the acclaimed Poetry in America PBS series, we will consider American poets whose themes, forms, and voices have given expression to visions of the city since 1850. Beginning with Walt Whitman, the great poet of nineteenth-century New York, we will explore the diverse and ever-changing environment of the modern city—from Chicago to Washington, DC, from San Francisco to Detroit—through the eyes of such poets as Carl Sandburg, Emma Lazarus, Edna St. Vincent Millay, Langston Hughes, Marianne Moore, Frank O'Hara, Gwendolyn Brooks, Allen Ginsberg, Robert Hayden, and Robert Pinsky, as well as contemporary hip hop and spoken word artists.

1617 **FSE 100: Introduction to Engineering -** Do you ever think: "There has to be a better way!" Then engineering is for you! Engineering is for anyone with a passion for problem solving. This course actively introduces you to skills and tools that engineers use to solve problems while teaching you to think like an engineer. You will learn to

identify opportunities, imagine new solutions to problems, model your creations, make data-driven decisions, build prototypes, and showcase your ideas that will impact the world. Taught by engineering professors and highlighting industry engineers in action, this course will equip you, as an engineer-in-training, with the skills necessary to compete in today's world of innovation.

1595 **HCR 210: Ethics in Healthcare -** This course introduces the complexity of ethical issues and challenges that face healthcare professionals in contemporary clinical practice. An overview of different philosophical positions, which serve as theoretical foundation for analysis of ethical conflicts will be presented. Students will explore how personal, professional, & societal values affect their approach to healthcare and is reflected in professional codes of ethics. Models of ethical decision-making will be presented as a means of critical analysis and resolution of ethical conflicts in healthcare..

1596 **HCR 220: Introduction to Healthcare -** In this course you will explore the historical, social, political, and economic factors that influence healthcare. You will take a critical look at why interprofessional teams are so important, how ethics factors into healthcare, and look at some of the significant historical events that have created the healthcare system we have today. This course will prepare you to engage in conversations about healthcare with others, understand the healthcare workforce better, and identify future challenges we may face in this ever changing world of healthcare!

2207 **HST 194: Holocaust and Genocide -** Historical examples of genocide and mass killing abound, but why does this horrible crime continue in our modern world? This course aims to identify the causes of historical examples of genocide through comparative study. Beyond simply creating a heiarchy of suffering, students engage in critical discussions aimed at uncovering the modern causes of genocide - especially nationalism, racism, colonialism, industrialization - that still plague our modern world. Suspending our historical hindsight allows us to understand that the elements of genocide still underscore structures of our society today and to prevent the crime from recurring, we need to reassess how we got here.

2735 **INR 194: Introduction to Global Affairs -** In this engaging course, you'll develop a deeper understanding of global affairs by exploring topics such as globalization, governance, international development, human rights, and global security. With content developed in partnership with the Council on Foreign Relations Education (CFR Education), you'll gain insights from experts in the field and access interactive multimedia resources, articles, and podcasts. This course equips you with analytical skills and knowledge to navigate complex global challenges.

2096 **MAT 117: College Algebra -** This online college algebra course equips you with the skills to effectively solve problems using algebraic reasoning. What sets this course apart from a standard algebra course is its strong emphasis on the techniques that are used to solve problems. Throughout this course, you will be able to participate in discussions with other students and the professor to help build your conceptual understanding of algebra. In this course, you will learn about systems of linear equations, rational functions, quadratic functions, logarithmic functions, general polynomial functions, and exponential functions.

2099 **MAT 142: College Mathematics -** The purpose of this course is to relate college-level mathematics to real-life problems. We will emphasize problem-solving techniques, specifically by means of discussing concepts including sets, probability, statistics, finance, and geometry. Students will apply basic college-level mathematics to real-life problems. Appropriate for students whose major does not require MAT 117 or 170.

2733 **PAF 112: Public Service and American Democracy -** Have you ever read the news or overheard a conversation about politics and felt helpless? You are not alone! Many people ask questions like: Does my vote matter? How do federal policies affect me? How can I make a difference? American Democracy is defined by its people participating, voicing their opinion, and making a difference. In this course, you will learn about civic engagement and how people like you shape the world. You will also gain insight into how you can become an active and engaged member of your own community. You will interview public service leaders, investigate local issues, and form the what, why, and how of civic engagement, which you will use to create a civic action portfolio.

2739 **POS 110: American Government and Politics -** In this course, we will explore the workings of American government. We will use theories of politics, as well as historical and current events, to develop an understanding of the institutions and processes of our government, and how Americans behave politically. This course is designed to help students approach the study of politics with a critical eye and analytical frame of mind.

2771 **PSY 101: Introduction to Psychology -** This introductory course is organized around Modules that will cover the five pillars of psychology, which include the: biological pillar, cognitive pillar, developmental pillar, social and personality pillar, and mental and physical health pillar. As students progress through each learning Module, they will review up-to-date and relevant content, engage in meaningful active learning exercises, and complete a knowledge check or assessment. In addition, the course culminates with students completing a psychology-based milestone project that students will find applicable to their own life, such as in the workforce or their academic journey.

2605 **REL 101: Religion, Culture, and Public Life -** Religion continues to be a site of conflict, confusion and controversy. It maintains a space in the modern world that is either perceived as a source of peace and morality or as an unnecessary and obsolete source of conflict. In this course, students will discuss the many facets of religion in a globalizing world. We will examine why religion persists in its various forms across the globe. In addition, we will analyze the ways that religion interacts and engages within the public realm, in both positive and negative formats. Identity, politics, gender, technology, and media are just a few of the places where we will find religion and religious influence.

2775 **SOC 101: Introduction to Sociology -** In this online sociology class, you will learn how individuals both shape and are shaped by their communities. You will learn how individuals both actively impact and are shaped by their communities, and you will explore the formation and persistence of societies that consist of diverse groups of people. You will also gain valuable insight into the dynamics of group relationships, including how to effectively interact with others within a group. Finally, you will learn how the study of sociology applies to your daily life as well as the most pressing social events of our time

2776 **SST 220: Introduction to Socical Transformation -** This is an introductory course designed to explore the core principles and frameworks of intersectionality and social transformation. The course content examines the social, political and cultural constructions of difference, the relationships and intersections between categories of difference - namely race, gender, sexuality, and dis/ability - and the ways in which individuals and groups experience multiple categories of difference. The course takes a social justice approach to understanding how forces of difference and structures of power impact justice, and determine strategies for creating a just society.

2029 **STP 226: Elements of Statistics -** Statistics are all around us, from weather forecasts, opinion polls, and school ratings to insurance pricing and the stock market. This course is designed to provide learners with a solid foundation in statistical concepts and techniques with a particular emphasis on their real-world applications. The course will cover the basics of descriptive and inferential statistics to prepare learners to use statistics in various fields, including business, science, and social sciences. Throughout the course, learners will have the opportunity to apply their newfound knowledge to a variety of real-world problems. By the end of the course, learners will be equipped to use statistics to make informed decisions, test hypotheses, and draw meaningful conclusions from data. The course is designed for students with little or no prior experience in statistics. It is suitable for students from a wide range of disciplines interested in learning how to apply statistical concepts and techniques in real-world settings.

0562 **TEL 111: Exploration of Education -** This course explores the purpose of education in today's world and the learners in the education systems. The course is designed to (a) provide an overview of the systems of education; (b) examine the role of institutions and agents, historical and current practices, and innovations in multicultural education; and (c) create awareness of, and respect for, the learners in today's education system. This course is also designed to assist students in developing their working philosophy of education.

DUAL CREDIT COURSES

High School Dual Credit Course Equivelancy Matrix

Please see your high school's dual credit coordinators for additional course offerings (e.g., art, automotive, cosmetology, etc.).

- In order to participate in dual credit, you must have a 3.0 GPA and have received no Fs during the preceding semester.
- Students must first pass Academic & Personal Effectiveness (FYEX 1132) before enrolling in courses of their choice.
- Students may only take an eight-week course with permission from their high school counselor or College and Career Readiness Coordinator.
- A dual credit contract must be completed by the parent and student each semester they take courses.

ENGLISH			
High School Class	**Course Name**	**Course Code**	**Prerequisite**
English III	Composition I	ENGL-1110	By Placement
English IV	Composition II	ENGL-1120	ENGL-1110
English IV	Composition I	ENGL-1110	By Placement

HISTORY			
High School Class	**Course Name**	**Course Code**	**Prerequisite**
N.M. History	Survey of N.M. History	HIST-2110	ENGL-1110 and RDNG-099
World History	Western Civ I or Western Civ II	HIST-1150 or HIST-1160	ENGL-099 and RDNG-099
Modern U.S. History	U.S. History II	HIST-1120	ENGL-099
Economics	Microeconomics or Macroeconomics	ECON-2110 or ECON-2120	none
Government	American National Government	POLS-1120	ENGL-1110

SCIENCE			
High School Class	**Course Name**	**Course Code**	**Prerequisite**
-	Any science course numbered 1110 and above	Varies	Varies

MATH			
High School Class	**Course Name**	**Course Code**	**Prerequisite**
-	Survey of Math	MATH-1130	Concurrent enrollment in Algebra II
-	College Algebra	MATH-1220	High School Algebra II with a C or better
-	Trigonometry	MATH-1230	High School Algebra II with a C or better
-	Pre-Calculus	MATH-1240	High School Algebra II with a C or better
-	Trig & Pre-Calc	MATH-1250	High School Algebra II with a C or better
-	Intro to Statistics	MATH-1350	High School Algebra II with a C or better and ENGL-1110
-	Calculus I	MATH-1510	MATH-1230 AND MATH-1240 OR MATH-1250
-	Calculus II	MATH-1520	MATH-1510

The following colleges/universities have dual credit partnerships with Central Consolidated School District:

Arizona State University (ASU)

High School and dual credit classes. (Currently Gifted/ Talented Identified Only)

Central New Mexico (CNM) Community College

Dual credit eligible as listed under CNM course catalog.

Diné College

Dual credit eligible as listed under Diné College course catalog.

Eastern New Mexico University (ENMU)

Dual credit eligible as listed under ENMU course catalog. (SHS Only)

Institute of American Indian Arts (IAIA)

Dual credit eligible as listed under IAIA course catalog.

Navajo Technicial University (NTU)

Dual credit eligible as listed under NTU course catalog.

San Juan College (SJC)

Dual credit eligible as listed under San Juan College course catalog

APPENDIX

CENTRAL CONSOLIDATED SCHOOL DISTRICT
Shiprock Administrative Office
P.O. Box 1199, Shiprock, New Mexico 87420
Phone: (505) 368-4984 / 598-9684 Fax: (505) 368-5232

Dual Credit Guide

Program Goal: Create structure to support Counselors, CCR Coordinators, and students to ensure smooth and timely dual credit registration, student responsibilities, and textbook distribution process for students, parents/guardians and staff.

Roles & Responsibilities of the C&I Instructional Coordinator

- Determine district-wide dual credit registration and textbook order deadlines.
- Enforce deadlines and ensure that all schools are working in advance of the deadline.
- Address late dual credit registrations when counselors/students/parents want to register students after the district registration deadline and approve on a case by case basis.
- Work with district high schools to make sure that a process is in place for acquiring textbooks for dual credit students in a timely fashion.
- Ensure that a district PO for Dual Credit textbooks are in place prior to the school year starting.
- Collect dual credit order forms from site high schools prior to the order deadline. (RC)
- Manage district dual credit book inventory and distribute textbooks that are in stock to schools on a first come first serve basis
- Order new textbooks from the college bookstore and/or online retailer. Manage receipt collection and documentation. (RC)
- Distribute textbooks to high schools for student disbursement.
- Collect data on student textbook purchases.
- Handle NMPED request for reimbursement for dual credit instructional materials.
- Ensure textbooks are collected and stored by school building designee at the end of each semester.

Schools & Colleagues Involved

Location	Coordinator/ Counselor	Administrator
• Bond Wilson Technical Center • Kirtland Central High School	• Janelle Charley, CCR • Brian Joe, Counselor • Cleo Nelson, Counselor	• Sandra Westbrook, KCHS Principal
• Career Prep High School	• Debra Brown, Counselor	• Dane Gallaher, CPHS Principal
• Shiprock High School	• Brandi Talley, CCR Coordinator	• Staci Gallaher, SHS Principal
• Newcomb High School	• Guila Curley, CCR Coordinator	• Dr. Carena White, NHS Principal
• Central Office~ Curriculum & Instruction Department	• Rosita Bitsilly, Confidential Secretary • Roxanne Lee, Secondary Instructional Coordinator	• Peter Deswood, Assistant Superintendent

Dual Credit Requirements ~ SJC Online & Onsite

9th & 10th graders

- First dual credit class must be FYEX- College Success. For 9th grade students their first class will be only available spring semester and if they meet the requirements below.
- No Fs in the previous semester
- GPA Requirement is a 2.6
- If a student gets a F, D, or a W in a dual credit class they will be on probation until they retake and pass that course. Textbooks will not be purchased for the retake. Student can reuse book and/or may be required to purchase a new access code.

11th and 12th graders

- GPA Requirement is a 2.0
- If a student gets a F, D, or a W in a dual credit class they will be on probation from textbook purchases until they retake and pass that course. Textbooks will not be purchased for the retake. Student can reuse book and/or may be required to purchase a new access code.

Dual Credit Textbook Steps

Our dual credit process is simple and captured in these six steps.

	What happens at this step?
Step 1:	Dual credit coordinator completes CCSD Textbook Order Form (spreadsheet) • Dual credit coordinator will provide NOTES with dates on missing textbook/material information. • Course supplies or outside fees will be indicated under NOTES in the spreadsheet (Brandi will create a new spreadsheet)
Step 2:	Email order form to Roxanne Lee at leero@centralschools.org and Rosita Bitsilly at bitsr@centralschools.org by textbook deadline date.
Step 3:	Roxanne Lee or Rosita Bitsilly will submit the form to SJC Bookstore
Step 4:	Roxanne Lee or Rosita Bitsilly will pick up textbooks from the SJC Bookstore and deliver to individual high schools by the Friday before classes start. • Dual credit coordinator will be informed of back order books by Roxanne Lee or Rosita Bitsilly.
Step 5:	Dual credit coordinators check out textbooks to students and collect at the end of the semester.
Step 6:	Return Textbook Policy: Students return textbooks to the Dual Credit Coordinator. Any students who drop the course before the Access Code or Textbook has been used will be returned to the SJC Bookstore. • Non-returned books may result in the student not being eligible to enroll in future dual credit classes and/or being charged the price of the textbook/materials. • Supplies and material can be redistributed at the discretion of the dual credit coordinator to the content area department. • Outdated textbooks will be picked up by the C&I Department and discarded.

Dual Credit Registration Deadlines SY25-26

2025-2026 San Juan College Dual Credit Registration Deadlines						
Term	**CCSD Deadline for SJC Registration**	**Dual credit book orders DUE**	**New Books to be delivered to School Sites**	**San Juan College Classes Start**	**San Juan College Registration Deadline**	*CCSD deadlines allow textbooks to be purchased in a timely manner. CCSD deadline should be followed rather than college deadline.*
Summer 2025	Friday, May 16	Monday, May 19 ~ EOD	Thursday, May 22	Tuesday, May 27 (Session 1)	Friday, May 23	
Fall	Friday, August 15	Monday, August 18 ~ EOD	Friday, August 22	Monday, August 25	Friday, August 22	
Spring	Friday, January 09	Monday, January 12 ~ EOD	Friday, January 16	Tuesday, January 20	Friday, January, 16	
Late start classes will follow the above dual credit deadlines. Textbooks will not be purchased for students that do not register prior to the deadlines above.						

2025-2026 Navajo Technical University Dual Credit Registration Deadlines						
Term	**CCSD Deadline for NTU Registration**	**Dual credit book orders DUE**	**New Books to be delivered to School Sites**	**NTU Classes Start**	**NTU Registration Deadline**	*CCSD deadlines allow textbooks to be purchased in a timely manner. CCSD deadline should be followed rather than college deadline.*
Summer 2025	Thursday, May 29	Monday, June 02 ~ EOD	Thursday, June 05	Monday, June 09	Friday, June 06	
Fall	Friday, August 08	Monday, August 11 ~ EOD	Friday, August 15	Monday, August 18	Friday, August 15	
Spring	Friday, January 09	Monday, January 12 ~ EOD	Friday, January 16	Tuesday, January 20	Friday, January, 16	
Late start classes will follow the above dual credit deadlines. Textbooks will not be purchased for students that do not register prior to the deadlines above.						

CENTRAL CONSOLIDATED SCHOOL DISTRICT
Shiprock Administrative Office
P.O. Box 1199, Shiprock, New Mexico 87420
Phone: (505) 368-4984 / 598-9684 Fax: (505) 368-5232

Dual Credit Contract

This contract must be completed and returned to the school Dual Credit Coordinator before students will be allowed to register for course(s). The student and parent/guardian must initial each line indicating your understanding and agreement.

STUDENT INTIAL	PARENT INTIAL	Any student taking a dual credit class needs to understand the following items:
		You are taking a college class. Failing a dual credit class may result in your not graduating from high school on time. Additionally, a grade of an F, D, or W (withdraw) will affect your future college academic standing and may also result in you not being able to receive future financial aid for college.
		All final grades from the college will be entered on your high school transcript, even if you failed the class or withdrew and did not earn credit(s).
		Dual credit grades count towards sports eligibility. If you fail your dual credit class(es), you may not be eligible to play.
		You must meet with your dual credit coordinator if you are experiencing issues with the course(s).
		The dual credit coordinator is the only person that can drop you from the course. Dropped, withdrawn, and/or failed course(s) may result in insufficient credit(s) to graduate on time.
		All books issued to you for dual credit classes must be returned to your dual credit coordinator at the end of the college semester. Non-returned books may result in the student not being eligible to enroll in future dual credit classes and/or being charged the price of the textbook/materials.
		Due to FERPA, all contact about the class is between the college instructor and the student. Central Consolidated School District staff cannot be involved in discussions with the instructor about grades or grading policies, except to monitor a student's progress.
		Students may continue to take dual credit classes as long as they are in good academic standing with their college.
		If a student earns a D, F, or a W in a dual credit class they will be on probation from continuing dual credit classes until they meet with the dual credit coordinator and parent to discuss and determine the course of action to improve dual credit success. The final decision will be made by the dual credit coordinator and building administrator.
		Dual Credit students and/or parents are not allowed to self-register for dual credit classes. Students that self-register for classes will not be eligible for textbook purchases, and/or payment of class fees.

Student Name (Print)		
Student Signature		**DATE**
Parent/Guardian Signature		**DATE**

NEW MEXICO

Public Education Department

Investing for tomorrow. Delivering today.

High School Graduation Requirements Guidance

HB171

INTRODUCTION

During the 2024 legislative session, Governor Michelle Lujan Grisham signed House Bill 171, School Graduation Requirements, updating high school graduation requirements for the first time in over a decade, with changes becoming effective for students entering ninth grade in the 2025-2026 school year. The new requirements require successful completion of a minimum of 24 units aligned to the state academic content and performance standards.

Key Changes

- **Career Technical Education and Work-Based Learning:** Department-approved work-based learning and career technical education qualifying in the core content areas of English, mathematics, and science.
- **Algebra 2:** Removal of Algebra 2 as a requirement, although it must be offered as a mathematics course.
- **Credits Prior to High School**: Units in Health, Algebra 1, and Geometry prior to enrolling in high school shall satisfy unit requirements to earn a New Mexico Diploma of Excellence.
- **Honors/AP, Dual Credit, Distance Learning**: Removal of the required Advanced Placement®, honors, dual credit, or distance learning units, although a student's opportunity to take these courses shall not be affected.
- **Student Choice Two-Unit Elective Pathway**: Requirement that electives include a two-unit pathway concentration of the student's choice in a language other than English, including American sign language; fine arts; health; military career preparation; a career technical education program; or community learning, a capstone course, or work-based learning; provided that financial literacy and computer science shall be offered as electives.
- **Local Education Agency Choice Two Units**: Two units set by each local school board or governing body that meet department academic content and performance standards.
- **Demonstration of Competency:** Removal of the state required demonstrations of competency in five core subject areas (i.e., mathematics, reading and language arts, writing, social studies, and science). Although high school students must still participate in the state's required Every Student Succeeds Act (ESSA) assessments, the *additional* requirement of demonstrating competency in five core subject areas is no longer necessary.

Note: All resources and links in the manual can be found on the PED website: Graduation Requirements – New Mexico Public Education Department

SECTION 1: NEW MEXICO DIPLOMA OF EXCELLENCE

Students in New Mexico must meet coursework requirements to earn a New Mexico Diploma of Excellence. Per state law, students must complete a minimum of 24 credits. Nothing in the minimum graduation requirements affects:

- A school district's or charter school's authority to require more units for graduation than provided in this section; or
- A student's opportunity to take Advanced Placement® or honors courses, International Baccalaureate® courses or distance learning courses offered by the public school, or dual credit courses offered in cooperation with institutions of higher education.

Removal of Graduation Demonstrations of Competency

The passing of House Bill 171 (HB171) in the 2024 legislative session amends current law to update New Mexico's high school graduation requirements related to assessments. Students are **no longer required** to complete demonstrations of competency (DOCs) in core academic subjects (i.e., mathematics, reading and language arts, writing, social studies, and science) to receive a high school diploma. The PED formally announced this change to districts and charter schools in March of 2024 in a memorandum. Additionally, the removal of the state's DOC requirement should be retroactively applied to prior graduation cohorts (e.g., a 2018 cohort graduate that returns to complete high school diploma requirements would not be held to completing DOCs).

Although HB 171 removes the state's requirement for students to demonstrate competency in the five core subject areas, districts or charter schools may exercise their local authority to require local demonstrations of competency (e.g., portfolios, capstones, end-of-course exams).

Coursework Requirements

Cohort 2025-26, graduating class of 2029 and beyond. 24 total units required as outlined below:

Content Area	Coursework Requirements	Coursework Options (Course Codes)
English	**4 credits of English** (must include a 3-unit sequence)	• ELA 1 (1001)/ELA-ELD I (1064)** • ELA 2 (1002)/ELA-ELD II (1065)** • ELA 3 (1003)/ELA-ELD III (1066)** • Additional options vary by school > Department-approved WBL Course > Department-approved CTE Course **English development courses that meet ELA development academic content and performance standards. ELD courses are intended for English learners whose proficiency level is nearing proficiency, as measured by the PED-approved English language proficiency assessment.
Mathematics	**4 credits of math** (2 units shall include a sequence of Algebra I and Geometry or equivalent Integrated Pathway)	• Algebra I (2031) or Integrated Pathway: Math I (2080) • Geometry (2034) or Integrated Pathway: Math II (2081) • Additional options vary by school. > Department-approved WBL Course > Department-approved CTE Course Algebra 2 and Financial Literacy shall be offered as math courses. Units earned in Algebra 1 and Geometry prior to high school shall satisfy.
Science	**3 credits of science** (must include 2 units of a laboratory component)	• 2 laboratory sciences • Additional options vary by school. > Department-approved WBL Course > Department-approved CTE Course

Content Area	Coursework Requirements	Coursework Options (Course Codes)
Social Studies	**4 credits of social studies** (Government/Economics and Personal Financial Literacy course content shall contain civics)	• U.S. History and Geography (2729)* • U.S. Government (2730)^ • Economics (2741)^ • World History and Geography (2706) • Additional options vary by school *Course content shall contain NM history. Note: NM History can also be offered as a stand-alone course. ^Can be offered as 0.5 credit.
Physical Education	**1 unit in physical education**	• Physical Education (2305) • Marching band • JROTC • Interscholastic sports sanctioned by the NMAA or other co-curricular physical activity • Additional options vary by school
Health	**1 course (0.5 credit) in health**	• Health (1401) as an elective unit above (E) or as completed in middle school (MS)
Electives	**5.5 elective units that meet department content and performance standards and provide a two-unit pathway concentration of the student's choice**	• Language other than English (including American Sign Language) • Fine arts • Health • Military career preparation • Student service learning • Career technical education (CTE) • Community or service learning • Capstone course • Work-based learning (WBL) Computer Science and Financial Literacy shall be offered as electives.
Local Requirement	**2 units set by each local school board or governing body that meet department academic content and performance standards**	If a high school student who has taken one or both units moves from one district/charter to another, the receiving district/charter shall accept those earned units toward the student's graduation.

A single course credit may fulfill the requirements for only one graduation category. Credit for the course cannot be applied simultaneously to multiple requirements, even if the course content overlaps with more than one category.

- For example, if a course satisfies both an "Elective" and a "Math" requirement, the official and student must designate which category the course will fulfill. The same credit cannot be counted toward both requirements.

The course can be listed on a record or transcript as meeting a graduation requirement, but a decision must be made as to which one the credit will be assigned to.

SECTION 2: CAREER TECHNICAL EDUCATION (CTE) AND WORK-BASED LEARNING (WBL) COURSES FOR CORE CREDIT

The *CTE/WBL Core Credit Guidance Manual* will outline the process and specific course content standards to obtain core credit in English language arts (ELA), math, or science. The manual will be made available by the agency and posted on the PED website: Graduation Requirements – New Mexico Public Education Department

Department-Approved CTE Courses

The CTE courses for core credit equivalency process outlined below must align with New Mexico's Core Content Standards to be eligible for core credit. New Mexico's Core Content Standards can be viewed on the PED website: NM Core Content Standards – New Mexico Public Education Department

General Requirements

Students must earn credit in the following courses with a passing grade of C or better:

- English: English 1, English 2, and English 3
- Math: Algebra 1 and Geometry **or** Integrated Math 1 and Integrated Math 2
- Science: Two lab sciences

The CTE teacher of record must hold the proper licenses in the core content areas.

Process

1. LEA establishes a committee to review the CTE course for core credit in the area of interest: English, math, or science. A core content area teacher in the area of interest must be included in the committee. For:
    - ELA credit, a secondary ELA teacher must be included.
    - Math credit, a secondary math teacher must be included.
    - Science credit, a secondary science teacher must be included.
2. The committee, student, and parent or guardian select the path that best meets the needs of the student.
3. The LEA maintains a detailed documentation of this process.
4. The LEA requests the approval of their school board/governing council.

5. The LEA submits documentation to the PED. Refer to the *CTE/WBL Core Credit Guidance Manual* for instructions on submitting documentation.

Core Credit Process

Must align with student's Next Step Plan.

Department-Approved WBL Courses

To allow for the integration of WBL experiences with core academic credits, the criteria outlined below must be met. Additionally, this integration depends significantly on local district policies and the specific arrangements made between schools, students, and employers. WBL programs must align with New Mexico's Core Content Standards to be eligible for core credit, ensuring that students' work experiences contribute directly to the academic competencies**.** New Mexico's Core Content Standards can be viewed on the PED website: NM Core Content Standards – New Mexico Public Education Department

General Requirements

Students must earn credit in the following courses with a passing grade of C or better:

- English: English 1, English 2, and English 3
- Math: Algebra 1 and Geometry **or** Integrated Math 1 and Integrated Math 2
- Science: Two lab sciences

The WBL teacher of record must hold the proper licenses in the core content area.

Process

1. LEA establishes a committee to review the WBL course for core credit in the area of interest: English, math, or science. A core content area teacher in the area of interest must be included in the committee. For:
    - ELA credit, a secondary ELA teacher must be included.
    - Math credit, a secondary math teacher must be included.
    - Science credit, a secondary science teacher must be included.
2. The committee, student, and parent or guardian select the path that best meets the needs of the student.
3. The LEA maintains a detailed documentation of this process.
4. The LEA requests the approval of their school board/governing council.

5. The LEA submits documentation to the PED. Refer to the *CTE/WBL Core Credit Guidance Manual* for instructions on submitting documentation.

Path Process

Must align to student's Next Step Plan.

- Educational alignment
- Collaboration among stakeholders
- Personalized learning gains
- Documentation and accreditation

WBL Paths

The committee will choose the path that best meets student needs and will follow the steps outlined below, **a-d**. The plan must align with the student's Next Step Plan and be documented within. NMAC 22.13-1.1

a. Educational Alignment: For WBL to count as core academic credit, the activities involved in the WBL experience must align with the New Mexico Core Content Standards for the relevant subject area. This alignment is critical to ensure that students are not just working but are engaging in tasks that enhance their understanding of academic content.

b. Collaboration Among Stakeholders: The development of WBL programs that award core academic credits involves collaboration among WBL coordinators, academic teachers, and employers. This teamwork helps design work tasks that are meaningful from an academic perspective and ensures that the experiences are educational.

c. Personalized Learning Plans: Students participating in WBL programs should have personalized learning plans that outline how their work activities will help achieve specific academic and career objectives. These plans are particularly important when the work experience is intended to count towards core academic credits.

d. Documentation and Accreditation: Schools are required to maintain detailed documentation of all WBL experiences, especially those counting towards core credits. This includes logs of student activities, assessments, and periodic evaluations by both workplace supervisors and school faculty.

Path 1	Path 2	Path 3
Course Content Standards Crosswalk	**Mastery Scores**	**CTE WBL Capstone Completer Course**
Complete the CTE_WBL for Core Credit Application *More information will be provided in the CTE/WBL Core Credit Guidance Manual.*	Evaluate a student's performance in WBL placements through a variety of assessments.	Complete an approved CTE three-course sequence including a WBL capstone course. *More information will be provided in the CTE/WBL Core Credit Guidance Manual.*
Submit the CTE_WBL for Core Credit Application and all supporting documents to the New Mexico Public Education Department *More information will be provided in the CTE/WBL Core Credit Guidance Manual.*	English and Math • PSAT 10 & PSAT/NMSQT • SAT School Day • Work Keys Science • Assessment of Science Readiness (ASR)	A list of approved programs of study is available here: NM CTE Approved Programs of Study PDF

Examples of Integration into Core Subjects

- Mathematics Credits: A student engaged in an accounting internship could apply their mathematical skills in real-world contexts, potentially earning math credits if the experience aligns with the academic standards for Algebra 1 and Geometry.
- Science Credits: Environmental science students working on conservation projects could earn science credits by applying biological and ecological concepts in fieldwork.
- English Credits: Students working in communications or media roles where they create and edit written content could earn English credits if their tasks align with NM Core Content Standards.

Mastery Scores

PSAT 10 & PSAT/NMSQT	SAT School Day	NM-ASR	Work Keys
Reading and Writing 430+	Reading and Writing 480+	Science 1160+	Career Readiness Certificate – Silver NCRC Level
Math 480+	Math 530+		

Coursework Waivers

The PED requires waivers for any requested change to the prescribed coursework requirements. Graduation coursework waivers are obtained from the PED Waivers web page and submitted to Waivers.PED@ped.nm.gov.

SECTION 3: ESSA, TITLE I ASSESSMENT REQUIREMENTS FOR HIGH SCHOOL STUDENTS

As required by state and federal law, **all high school students must participate in the state and federally required ESSA, Title I summative assessments in grade 11. The** PED actively monitors high school assessment participation rates. The requirements for high school assessment administration are as follows:

SAT School Day, Grade 11

- Qualifying English learners (ELs) may participate in the Standards-Based Assessment (SBA) Spanish Reading in lieu of the SAT School Day Evidence-Based Reading & Writing domain, but will not receive a college reportable score, per College Board policy. ELs may elect to participate in the SAT School Day Evidence-Based Reading & Writing domain in order to have a college reportable score.

- A student with a *most significant cognitive disability* in their IEP will participate in the Dynamic Learning Maps (DLM) alternate assessment for math and language arts in lieu of SAT School Day.

New Mexico Assessment of Science Readiness (NM-ASR), Grade 11

- A student with a *most significant cognitive disability* in their IEP will participate in the Dynamic Learning Maps (DLM) alternate assessment for science in lieu of NM-ASR.

ACCESS for ELLs, Grades 9–12

- A student in grades 9–12 identified as an English learner is required to take ACCESS for ELLs—a measure of the student's progress toward proficiency in the English language. However, if the student has met the ACCESS exit criteria, they should not be administered the ACCESS in subsequent years.

- An English learner identified as having a *most significant cognitive disability* in their IEP must participate in the Alternate ACCESS for ELLs assessment to measure their progress toward English language proficiency in lieu of ACCESS for ELLs.

Please note that the PED does not require a specific cut score or achievement level on SAT School Day or NM-ASR in order for a student to graduate; however, local school boards can establish minimum achievement level requirements for these assessments as part of local graduation requirements.

Clarifications for Early Graduates and Grade 12 Students

- For students graduating earlier than the spring grade 11 testing window: Districts and charter schools are responsible for planning testing in advance of this anticipated graduation status (e.g., an early college grade 10 student participating in grade 11 testing). District test coordinators must submit an Off-Grade Testing Waiver to the PED's Assessment Bureau.
- Districts and charter schools are **required** to administer ACCESS for ELLs for students identified as English learners in grade 12, in accordance with the PED's Test Assignment Guidance, which complies with state and federal requirements.
- Grade 12 students who were absent during their grade 11 spring ESSA Title I assessment are not required to participate in state assessments during their grade 12 year but may choose to do so. District test coordinators must submit an Off-Grade Testing Waiver to the Assessment Bureau. However, students are eligible to graduate if they decline this opportunity.
- Grade 12 transfer students, within state or from another state, with prior records or evidence of having completed their federally required math, language arts, and science ESSA Title I assessments should **not** be provided an additional testing opportunity in the grade year.
- Students who transfer to a New Mexico school from another country after the spring ESSA Title I assessments in grade 11 are encouraged to participate in testing during their grade 12 year. However, students are eligible to graduate if they decline this opportunity.
- Districts and state charters with unique scenarios not addressed in the above bullets should send an email to PED.Assessment@ped.nm.gov with the subject line: Testing Requirements for High School Students.

For questions related to high school student assessment requirements:
PED.Assessment@ped.nm.gov

SECTION 4: PROPOSED CHANGES TO GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

The Public Education Department is currently accepting public comments on the proposed amendment to 6.29.1 NMAC, General Provisions, which includes proposed changes to graduation requirements for students with disabilities.

Additional Information: The Public Education Department will conduct a public hearing for the proposed amendment to 6.29.1 NMAC, General Provisions, on Friday, January 10, 2025, from 1:30 p.m. to 2:30 p.m. (MDT) in Mabry Hall, located in the Jerry Apodaca Education Building, 300 Don Gaspar Ave., Santa Fe, New Mexico 87501. To view the proposed changes, please visit the Proposed Rules webpage.

Interested parties may provide comment at the public hearing or may submit written comments by mail or e-mail. Mailing Address Policy and Legislative Affairs Division New Mexico Public Education Department 300 Don Gaspar Avenue, Room 121 Santa Fe, New Mexico 87501 E-Mail Address Rule.Feedback@ped.nm.gov Written comments must be received no later than 5 p.m. (MDT) on Friday, January 10, 2024. The PED encourages the early submission of written comments.

SECTION 5: MORE INFORMATION

The High School Graduation Requirements document will be housed on the Graduation Requirements web page along with:

- Graduation Course Requirements and Checklists
- List of Industry Recognized Credentials
- List of Programs of Study by Content Area
- Required Coursework for Programs of Study
- Graduation Options for Students with Disabilities and Entitlement to FAPE

For more information, please email:

Grad.Questions@ped.nm.gov for high school graduation coursework questions.

OSE.Support@ped.nm.gov for Ability Program of Study questions.

RESOURCES

NM Career Cluster Guide

Resource: CTE Approved Programs of Study (Editable.XLS)

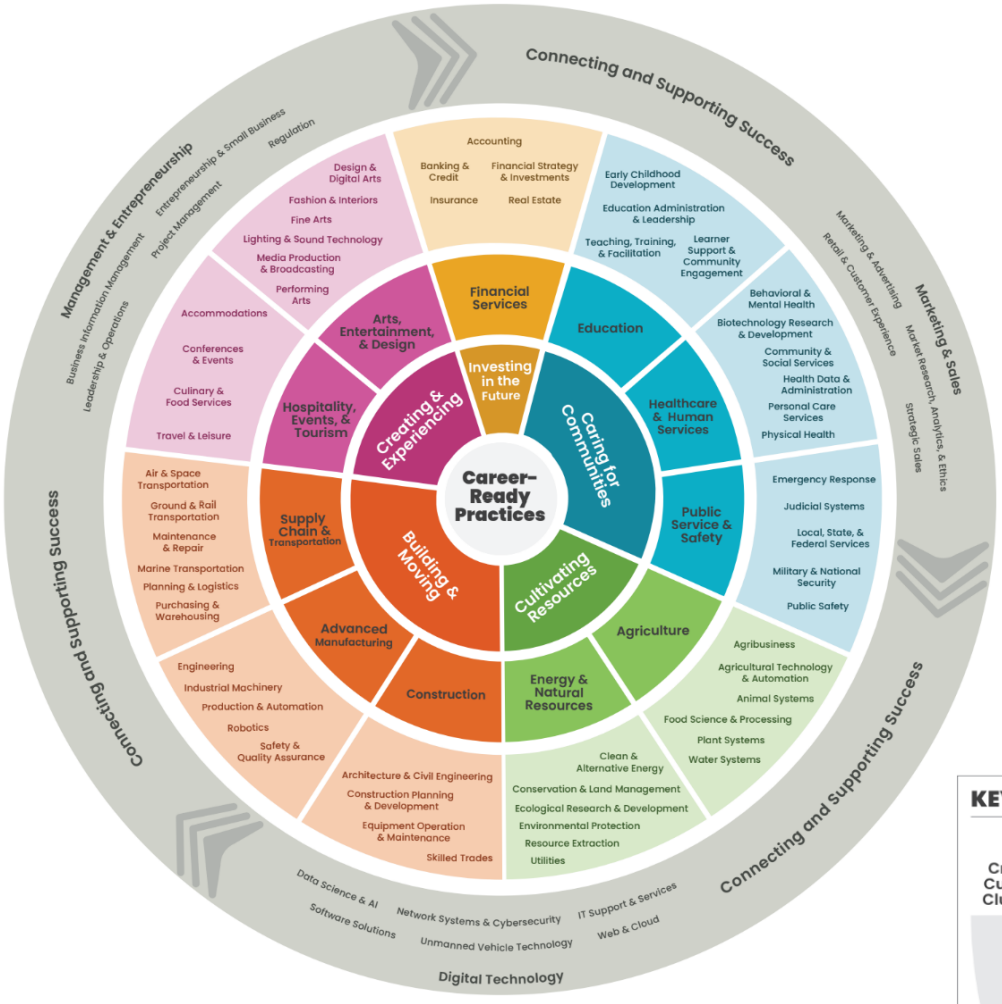
Approved Computer Science Courses

Central Consolidated School District Program of Study

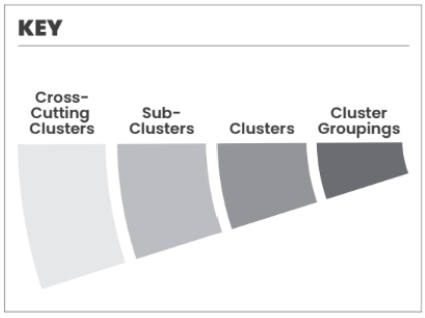
Program Name	Middle School Exploration LEVEL 0	Cluster Courses - Introduction LEVEL 1	Pathway Courses - Concentrator LEVEL 2	Capstone Courses - Completion LEVEL 3
Culinary & Food Service	0501 Family/Consumer Sc-Exploratory; 0503 Basic Foods	0504 Nutrition; 0508 Culinary Arts;	0528 Hospitality/Tourism/Recreation	0297 Business Work Experience/Co-Op; 0599 Family/Consumer Sc-Other
Skilled Trades - Electrical Systems	0401 Construction Career Exploration;	0441 Exploration of Electricity/Electronics; 0452 Electronics-General;	0453 Various Topics in Electronics;a 0462 Electricity/Electronics-General; 0494 Electricity/Electronics-Related Subjects	0498 Construction Trades-Internship; 0499 Construction Trades-Other
Architecture & Civil Engineering	0401 Construction Career Exploration; 1665 Design & Modeling	0707 CAD Design & Software;	0718 CAD Engineering II;	0799 Drafting-Other
Skilled Trades - Carpentry	0401 Construction Career Exploration; 1665 Design & Modeling	1612 Materials and Processes 0414 Residential Construction I	0415 Residential Construction II 0417 Basic Woodworking 0418 Advanced Woodworking 1613 Metal and Wood Technology	0498 Construction Trades-Internship; 0499 Construction Trades-Other
Skilled Trades - Welding Technology	0401 Construction Career Exploration	2414 Welding	2416 Welding 2; 2417 Welding 3	2496 Precision Metalwork-Independent; 2497 Precision Metalwork-OJT; 2498 Precision Metalwork-Co-Op; 2499 Precision Metalwork-Other
Physical Health	1501 Health Care Occupations;	1520 Medical Terminology	1550 Medical Anatomy & Physiology; 1504 Nursing CNA	1597 Health Care Sciences-OJT; 1599 Health Care Sciences-Other; 1715 AP Biology; 1725 AP Chemistry
Business Information Management	0201 Business/Office Career Exploration	0221 Introductory Business	0223 Business Management	0297 Business Work Experience/Co-op; 0299 Business-Other
Teaching, Training, & Facilitation	0525 Introduction to Leadership; 1603 Career Exploration	0550 Child & Human Development	0562 Teacher Academy 1; 0563 Teacher Academy 2	0597 Teaching & Practicum - OJT; 0599 Family/Consumer Sc-Other;
Information Technology & Support Services	0302 Computer Applications (7th); 0312 Computer Science/ Programming (8th); 0317 Computer Technology (9th)	0320 Computer Technology Assistant I 0336 AP Computer Science Principles	0321 Computer Technology Assistant II	0397 Computer/IT Sc-OJT; 0399 Computer/IT Sciences-Other
Agribusiness	0131 Agricultural Explorations; 0132 Agricultural Science	0133 Introduction to the Science of Agriculture; 0134 Physical Science of Agriculture	0171 Agricultural Economics & Business Management; 0137 Agricultural Leadership/Communication	0191 Ag Internship/OJT; 0192 Agriculture Entrepreneurship; 0199 Agriculture - Other

Career Technical Education (CTE) Framework

The Framework: Wheel View



The Framework: Grid View



NMAA STUDENT SCHOLASTIC ELIGIBILITY BYLAWS

Scholastic Eligibility Bylaw 6.2.1.A – Semester Grades

NEW VERBIAGE FOR BYLAW 6.2.1.A …either cumulatively or for the semester grades immediately preceding participation. For students not eligible at the semester, the next six or nine week grading period can be used to regain eligibility.

Rationale: It can be very difficult for administrators to obtain grades for classes off campus at the six or nine week marking period. In addition, using the semester grades will ensure that students participating are making progress towards graduation.

Scholastic Eligibility Bylaw 6.2.1.A – No F's

NEW VERBIAGE FOR BYLAW 6.2.1.A: A student shall have a 2.0 grade point average with no F's, based on a 4.0 grading scale, or its equivalent…

Rationale: This would increase the standards of scholastic eligibility and help to ensure that students are making progress towards graduation. Note that a student with one (1) F would still be able to use the "cumulative provision" to attempt to gain eligibility.

Scholastic Eligibility Bylaw 6.2.4 – Summer Courses

NEW VERBIAGE FOR BYLAW 6.2.4: A student may make up classes during summer school by earning a passing grade in that exact class from an accredited program. The new grade may be substituted for the original grade in that class providing the local school policy permits.

Rationale: This would give students an opportunity to gain eligibility at the semester by using summer school grades for multiple classes. It also rewards students for earning credits towards graduation during the summer.