



# Program of Studies

## 2020-2021

The Rio Rancho Public School district does not discriminate on the basis of race, color, national origin, sex, age, disability, or veteran status.

This Program of Studies is in alignment with all current RRPS School Board Policies. Board Policies do change within any given academic year. This document is updated on an annual basis and therefore may not reflect recent changes. Current board policy supersedes policy in this document.

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### *Students*

*Select your courses carefully. The courses you select should meet your graduation plan and challenge you academically. You are advised to meet with your counselor when developing your schedule.*



## V. Sue Cleveland High School

### **Statement of Philosophy**

The educational purpose of V. Sue Cleveland High School is to connect students to a comprehensive learning experience by providing a strong focus on student achievement, academic rigor and a program of activities that helps students develop strong minds and values, encouraging them to stay in school through graduation.

The philosophical foundation of V. Sue Cleveland High School is derived from “Breaking Ranks II” (National Association of Secondary School Principals) and the work of Thomas Freidman, author of The World is Flat. The high school of the 21<sup>st</sup> century must be more student-centered and above all, more personalized in program, support services, and intellectual rigor and relevance. An emphasis on being able to compete in the global marketplace, to embrace civic virtue, and to become media literate will strengthen all students and give them a competitive edge. Cleveland High School serves as a true 21<sup>st</sup> century learning center with the expectation that all students will be college-ready when they graduate.

We believe that in order for students to become active participants in the global community and to be adequately prepared for higher education, the military, or the workplace, they must have the opportunity to experience a variety of diverse course offerings. All CHS students will be exposed to a variety of educational courses and offered the opportunity to explore areas of interest in greater depth. The creation of six academic academies, sequenced course electives, and selected seminars will provide the comprehensive framework to meet our desired educational philosophy. Its strength will lie in its academy structure, programs, and its capable, experienced, and passionate faculty.

It is imperative that high school students of the early 21<sup>st</sup> century have skills, knowledge, and content related to multi-media. CHS is dedicated to ensuring that all students have access to the types of knowledge and skills that will prepare them to work and live in a society dominated by media and expanding knowledge.

V. Sue Cleveland High School is a rich academic learning center, but it also provides students with opportunities to achieve a balanced education through a comprehensive program of co-curricular activities, extra-curricular activities, and wide-ranging elective offerings. Opportunities to connect with the work force, as well as local colleges and universities, will better prepare students for life after high school.

V. Sue Cleveland High School promotes a climate that supports teaching and learning, personal growth, and a passion for lifelong learning. CHS is committed to leading the way in 21<sup>st</sup> century education and embraces the concept of continuous improvement.

### **Vision**

Student Excellence

### **Mission**

To offer students a comprehensive learning experience by providing a strong focus on student achievement and academic rigor and relevance through an educational platform that emphasizes 21st century skills.

### **Acceptance of Students**

Students who wish to enroll in the Rio Rancho Public Schools, who have previously attended non-accredited schools or non-accredited home schools, as well as accredited schools or programs, will be accepted for enrollment after establishing residency.

## Standard Diploma Graduation Requirements

| Standard Diploma Graduation Requirements *  | Number of Credits Required for Graduation |
|---|---|
| <b>English 9, 10, 11, 12</b>  | <b>4</b>                                  |
| <b>Social Studies</b><br>(Includes 0.5 NM History, 1.0 World History, 1.0 US History, 0.5 Government, 0.5 Economics, 0.5 World Geography) | <b>4</b>                                  |
| <b>Math</b> - Algebra II is required to graduate  | <b>4</b>                                  |
| <b>Science</b> - must include 2 of the following: Biology, Chemistry / Conceptual Chemistry or Physics                                    | <b>4</b>                                  |
| <b>Physical Education</b>   | <b>1</b>                                  |
| <b>Health</b> -* beginning with the class of 2017   | <b>*0.5</b>                               |
| <b>Fine Arts</b>  | <b>0.5</b>                                |
| <b>Technology</b>   | <b>0.5</b>                                |
| <b>World Languages** / Career Cluster / Workplace Readiness</b>   | <b>1</b>                                  |
| <b>Electives</b>  | <b>7*****/*class of 2017 6.5</b>          |
| <b>Total Credits Required to Graduate / Total Possible</b>  | <b>26</b>                                 |

\* **NM High School Graduation Assessment** - All classes take the HSGA in reading, mathematics, and science as well as an End of Course (EOC) assessment in Writing and US History in the spring semester of their junior year. Students must demonstrate proficiency on all five of these exams in order to obtain a diploma. Students have an additional opportunity to pass the Reading and Math portion of the HSGA in the Fall semester of their senior year. An EOC assessment in Biology and Chemistry as well as Algebra II is administered in the Spring semester for all students enrolled in these classes. Students that do not demonstrate proficiency on the Math, Reading, or the Science portions of the HSGA can demonstrate proficiency by passing these EOC Alternate Demonstration of Competency (ADC) assessments. *Students leaving high school without a diploma will have 5 years to demonstrate proficiency on an assessment. The assessment may be the HSGA or an alternative as identified by the Public Education Department of New Mexico.* Four versions of the HSGA are available: English, Spanish, Braille or Large Print. Accommodations are provided for students with disabilities and for English Language Learners. The HSGA is also administered to all sophomores as a means of gauging student readiness for the following year's administration.

\*\* Two world language credits (in the same language) are required for admission to most four-year colleges and universities, including UNM.

\*\*\* **Students must earn ONE CREDIT of the following as a graduation requirement: Advanced Placement (AP) or a dual enrollment or a distance-learning.**

### Advanced Placement (AP)

The Advanced Placement Program is a national program organized by the College Board that offers college level courses taught by high school teachers. At the end of the course, students are strongly encouraged to take the national exam(s). These scores are used by many colleges and universities to exempt students from introductory coursework and to provide them with college credit for that course. Each test costs approximately \$94. Some students may qualify for a reduced fee.

### Dual Enrollment Course Credit

**1-2 college credits = 0.5 RRPS elective credit.**

**3-4 college credits = 1.0 RRPS elective credit**

CHS has dual credit agreements with Central New Mexico Community College (CNM), UNM, and Southwest Indian Polytechnic Institute (SIPI) allowing students to enroll in college courses with a tuition waiver. Students earn high school **ELECTIVE** credit by passing the college course. The student must be enrolled as a student at the post secondary institution and meet the criteria to be enrolled at that institution. Courses must be academic or career technical courses and must be agreed upon by the RRPS and the post secondary institution in order to count toward a graduation requirement. Students pay for course specific fees and for transportation to the site of the dual credit course. Students may not go to night school to make up a failed dual credit course.

### Distance Learning Credit

Students must request prior approval from their counselor for distance learning course credit and must complete a "Course Agreement" form signed by the student, parent and counselor. On-line courses are available at Secondary Learning Center (SLC), at the Rio Rancho Cyber Academy, and through Central New Mexico Community College (CNM). Distance learning course credits must be earned from schools accredited by the North Central Association. Cleveland High School must receive an official transcript for the course to meet graduation credit requirements.

## Rio Rancho Public Schools Diplomas

In an effort to maintain high expectations for all students and to encourage students to take rigorous coursework, two differentiated diplomas are available to RRHS and CHS students: a Standard Diploma and a Diploma of Distinction. The Standard Diploma requires that students earn 26 credits, including an additional science credit beyond that of the State's 24 credit model, making it one of the most rigorous in the state. These two options support readiness for post secondary education and career pathways, and exceed the current requirements of the Public Education Department's High School Redesign initiative.

**Rio Rancho Public Schools Standard Diploma**– requires completion of 26 credits.

- 4 \*English credits – English 9, 10, 11, 12
- 4 \*Social Studies credits – NM History/Geography, World History, US History, Economics/Government
- 4 \*Science credits – Must include: Earth & Space/Conceptual Physics\*\*, two of the following: Chemistry, Biology, Physics, plus one additional science credit.
- 4 \*Math credits - including Algebra I, Geometry and Algebra II (or their equivalent or higher)
- 1 World Languages or Career Cluster or Workplace Readiness credit
- 1 Physical Education credit
- 0.5 Health credit (beginning with the class of 2017)
- 0.5 Technology credit
- 0.5 Fine Arts credit
- 6.5 elective credits

All Students must take one high school credit of distance learning, Advanced Placement, or dual enrollment college class.

\*AP or Pre AP courses may be substituted for standard level courses (i.e., AP English 12 may be substituted for English 12)

\*\*An alternate 9<sup>th</sup> grade science course may be substituted for incoming transfer students.

The Rio Rancho Public Schools *Diploma of Distinction* is an initiative that encourages students to take 28 credits of challenging course work. This rigorous sequence and course of study gives students the solid foundation needed to succeed at a university, technical school, community college, the military, or industry. In order to obtain a Diploma of Distinction, a student from Rio Rancho Public Schools must complete the following courses with a C or better, and with a **cumulative GPA of 3.0 or higher**.

**Rio Rancho Public Schools Diploma of Distinction** – requires completion of **28 credits** with no grade lower than a C. **Weighted course letter grades will not be adjusted.**

- 4 \*English credits – English 9, 10, 11, 12
- 4 \*Social Studies credits – NM History/Geography, World History, US History, Economics/Government
- 4 \*Science credits – Must include: Earth & Space/Conceptual Physics\*\*, two of the following: Chemistry, Biology, or Physics, and one additional science credit.
- 4 \*Math credits – Must include Algebra I, Geometry, Algebra II, and Trigonometry equivalent or higher.
- 2 World Language credits in the same language
- 1 Physical Education credit
- 0.5 Health credit (beginning with the class of 2017)
- 0.5 Technology credit
- 0.5 Fine Arts credit
- 7.5 elective credits
- Must include two credits of Advanced Placement courses.
- Students must have at least a 3.0 GPA at the end of semester 7 (the fall semester of the senior year)

\*AP or Pre AP courses may be substituted for standard level courses (i.e., AP English 12 may be substituted for English 12)

\*\*An alternate 9<sup>th</sup> grade science course may be substituted for incoming transfer students.

**Classes for Students Eligible for Special Services**

Cleveland High School provides a continuum of services for students who are eligible as gifted and students who are eligible under the Individuals with Disabilities Education Act (IDEA). Special education services are based on the individual needs of the students as noted in his or her Individual Education Plan (IEP). Services are developed by a team including education professionals, the parent and the student and are delivered in the least restrictive environment. Due to FERPA regulations, we are prohibited from identifying these courses either in this document or on our website.

**Core Template**

Students attending CHS must comply with the CORE TEMPLATE which requires English, Math, Science and Social Studies be taken for a full year, each year the student attends school.

**What does a typical schedule at V. Sue Cleveland High School look like?**

The courses in parenthesis are suggestions; there are many possible configurations for your schedule. You should take this suggestion and personalize it to meet your needs.

| <i>9<sup>th</sup> Grade</i>     | <i>10<sup>th</sup> Grade</i>  | <i>11<sup>th</sup> Grade</i> | <i>12<sup>th</sup> Grade</i> |
|---------------------------------|-------------------------------|------------------------------|------------------------------|
| <b>*English 9</b>               | <b>*English 10</b>            | <b>*English 11</b>           | <b>*English 12</b>           |
| <b>*Math (Algebra 1)</b>        | <b>*Math (Geometry)</b>       | <b>*Math (Algebra 2)</b>     | <b>*Math</b>                 |
| <b>*Science (Physics/Earth)</b> | <b>*Science (Biology)</b>     | <b>*Science(Chemistry)</b>   | <b>*Science</b>              |
| <b>*Geography/ NM History</b>   | <b>*World History</b>         | <b>*US History</b>           | <b>*Government / Econ</b>    |
| Physical Education              | Elective (FA)/Elective (Tech) | Elective / Elective          | Elective / Elective          |
| World Language                  | Elective / Elective           | Elective / Elective          | Elective / Elective          |
| Elective / Elective             | Elective / Elective           | Elective / Elective          | Elective / Elective          |

**\*Courses in bold represent courses that are a part of the CORE TEMPLATE. Students attending CHS must comply with the CORE TEMPLATE which requires English, Math, Science and Social Studies courses be taken for a full year, each year the student attends school.**

**Electives**

In an effort to build a list of elective course offerings valuable and meaningful to all students, CHS will offer a variety of electives which are academy focused. *These proposed elective courses are dependent upon funding, availability of highly qualified teachers, and student interest. A lack of any of these criteria may indicate the need for an adjustment in the course rotation, which may include removing a class from the Program of Studies.*

**Electives Required for Graduation**

**9.0 elective credits of your choice + 0.5 Technology credit + 0.5 Fine Art credit + 1.0 World Language credit.**

Students have the opportunity to register for a total 11 elective credits of their choice. Of these credits, 0.5 must be a course with a technology designation as well as 0.5 credits in a fine arts elective course. Courses that satisfy these requirements are designated with a (t) for technology or an (f) for fine arts. Keep in mind if you have not received a half credit in Health, you will need to take a 0.5 credit Health class as one of these electives (beginning with the class of 2017).

**Credits toward Graduation**

In the case of high school students, any credits students have earned will be evaluated and considered for application toward high school graduation requirements using the following guidelines:

1. For students transferring from *accredited schools or programs*, transfer credits will be allowed for courses that are comparable or equal to courses set forth in state statutes and regulations or in the

Cleveland High School Program of Studies. Such determination will be made by the Principal and/or designee in cooperation with the student and his/her parent/guardian.

2. For students transferring from *non-accredited schools or programs*:
  - a. Credits cannot be transferred from a non-accredited school or program.
  - b. Students transferring to CHS from *non-accredited schools or programs* must earn a minimum of seven credits at CHS to be eligible to receive a diploma from Cleveland High School.

### **Course Advancement**

Many courses offered at Cleveland High School have prerequisites. Students must take the required course work prior to taking the advanced classes. There is not an opportunity to test out of classes for credit or advancement. The only exception to this rule is in World Languages. If a student performs at the appropriate exit performance level on an approved assessment, the student may be granted to enroll in an advanced class. Examples of approved assessments include the STAMP test, common end of course exams or language proficiency tests. All of these tests include written as well as oral components. Upon completion of the test, the student will be placed in the appropriate course based on the test scores. This opportunity is for advanced placement in World Languages only. Credit for courses not taken will not be awarded.

### **Class Rank**

1. Students transferring to a Rio Rancho high school from *non-accredited schools or programs* will be ranked with the graduating class **only** if the final four semesters of high school are completed within the RRPS school program.
2. Students transferring to RRPS from *accredited schools or programs* will be ranked with the graduating class **only** if the final two semesters of high school are completed within the RRPS program.
3. Class rank will be determined at the beginning of the spring semester.

### **Grading Policy**

Grading policy consists of letter grades and comments from teachers about skills, work habits, and knowledge.

“A” Level Performance: 90 % – 100 %

“D” Level Performance: 60 % – 69 %

“B” Level Performance: 80 % – 89 %

“F” Level Performance: Below 60 %

“C” Level Performance: 70 % – 79 %

### **Weighted Grades**

Weighted grades are awarded for Advanced Placement (AP) courses. 1.0 point is added to the semester grade value for a non-failing grade. *Pre-AP courses are NOT weighted.*

### **Repeated/Duplicate Classes**

When a student repeats a course, the highest grade will be recorded on the transcript. Credit can only be awarded one time for a repeated class. It is the student’s responsibility to be familiar with all classes they have taken and to alert their counselor in the event they are mistakenly enrolled in a duplicate course. Credit can only be awarded once, so pay attention to your transcript and courses. Students needing credit recovery must go to Secondary Learning Center (SLC), attend summer school or complete a correspondence course at their expense.

### **Class Load**

All students must be enrolled in a minimum of four classes each semester. Students in extra-curricular activities, including athletics, must be enrolled in four classes to be eligible to participate in sports / activities. Dual credit courses do **not** count toward the class minimum.

## **Final Exams**

Every course taken at the comprehensive high schools will have a final exam. Final exams are worth 20% of the semester grade for the course. Finals will be scheduled during the last 3 days of each semester. Students will not be allowed to take early finals. A final exam contract will be drawn up when circumstances beyond the student's control prevent the student from taking the final exam on the regularly scheduled date and time. The final exam contract must be initiated prior to the final exam. There will be a window during the 30 days after the end of the semester, during which the student can schedule a time to make up the final exams they have missed. Teachers should attach copies of exams, project, or assignments (and necessary keys or guidelines) to the copy of the form they turn in to their student's assistant principal. At the end of the term, a zero will be entered as the final exam grade and the semester grade calculated accordingly. If the student satisfies all requirements of this contract the semester grade will be recalculated including the score from the make-up exam. Due to the utilization of final exams as end of course assessments in selected classes, requests for early exams in these classes will not be granted.

## **Storm Support Teams**

The Storm Support Team consists of 2 counselors and an assistant principal at each grade level. The student will have the same counselor and assistant principal throughout their entire high school career. The counselors provide a safety net and assistance in scheduling and meeting graduation requirements. They meet with every student on a yearly basis to provide a **Next Step Plan**, which is a guide to the courses the student should take in subsequent high school years. Our district provides all students with a web-based service called **Naviance** that augments the Next Step Plan and provides additional resources for students to investigate career and academic interests online. The Storm Support Team's primary goal is to graduate the student.

## **Schedule Changes**

### 1. During week 1:

Students may request schedule changes with the following stipulations:

- A schedule change form must be submitted to their assigned counselor
- Staffing is based on student registration. Please be aware schedule changes are **VERY** limited
- Students may not request specific teachers or lunch changes
- Must have parent permission to transfer out of AP, Pre-AP, language courses or band

### 2. During weeks 2 and 3:

Parent and student must speak to teachers with their concerns.

A parent / teacher conference should be scheduled to discuss further concerns and possible interventions

Parents must obtain permission from their student's assistant principal.

### 3. During week 4:

Schedule changes can only be approved by the principal, after parents have met with teacher, counselor and assistant principal. After week four changing schedules is not an option. Please see the section below - "dropping/withdrawing from a course".

## **Dropping / Withdrawing from a course**

With the proper documentation a student may withdraw from a class without penalty up to the 3<sup>rd</sup> day after progress reports are scheduled to be distributed for Quarter 1 and Quarter 3. Beginning on the 4<sup>th</sup> day, if a student drops a course, they will receive a WDF for the course regardless of the student's grade at the time of withdrawal. A WDF DOES affect the GPA. The WDF may be replaced if the student successfully repeats the same course at a later date. Dropping a course is highly discouraged. If the student drops a class with a WDF, they cannot be scheduled into another credit awarding class during that period. If a student drops a course, they



will be given one of the following: early dismissal, late arrival, be placed in ISS or in an Office Aide class for no credit. Students will not be dropped from a class because of mathematical inability to pass.

### **Interscholastic Athletics at V. Sue Cleveland High School**

Sports are part and parcel of every school curriculum. The goal of a healthy mind in a healthy body is not fantasy but realistic and attainable. The playing fields of today have a place for strength, but not mindless strength. Sports, as they are practiced at CHS, require intelligent minds as well as healthy, trained, and conditioned bodies. It is the philosophy of V. Sue Cleveland High School athletics to encourage students to participate in a variety of athletics and not limit themselves.

**Classification and District Rivals** - CHS is classified as 6A. CHS participates in District I-6A in Football and District I-5A in all other NMAA sanctioned sports / activities.

### **Scholastic Eligibility**

In order to participate in interscholastic athletics, students must meet academic standards established by the New Mexico Activities Association (NMAA) and the Rio Rancho Public School District. This academic eligibility includes students involved in athletics as well as students participating in activities such as, but not limited to: band, orchestra, choir, speech, and theater. To participate in any high school performance or competitive activity, eligibility is defined as:

1. Use of semester grades only: Scholastic eligibility will be determined by semester grades. Eligibility checks for those deemed unable to participate at semester will undergo checks at designated marking periods (6 / 9 weeks) during that semester. If they are passing at the 9 week marking period, they are eligible for the immediate participation that semester. If they are eligible at the 6 week marking period, they are eligible immediately and will undergo an additional check on the next 6 week marking period as well. Fall eligibility will be based on the 2<sup>nd</sup> semester grades from the previous year.
2. No Fs: A student must have a minimum GPA of 2.0 and NO Fs in order to be eligible to participate in activities / athletics. This is a change from the past where a student was allowed one F.
3. Summer Courses: Beginning in the summer of 2018, students may make up multiple courses to attempt to gain eligibility. Any class eligible for replacement based on local district policy can be taken and have the grade replaced to gain eligibility. The preplaced classes are required to be the exact course that was listed on the official transcript. (i.e. AP English must be replaced with AP English, etc.).
4. Cumulative Provision: The cumulative provision may only be used at the beginning of the semester and must include all semester grades beginning with the 9<sup>th</sup> grade year. This provision may be used if the student has no more than one F grade at the semester.

To participate in athletics at CHS, the following forms must be signed and turned into the coach or athletic trainer prior to try-outs and practice. All forms are found on the district website [www.rrps.net](http://www.rrps.net)

- 1. Physical Exam good for 12 months after May**
- 2. Emergency Release and Contact Information**
- 3. Permission to Practice Form**

**Athlete Information Sheet**

**Athletic Participation Contract**

**Athletic Insurance Form**

**Students transferring to CHS should meet with the Athletic Coordinator to discuss eligibility issues.**

**Sports Offered at CHS**

**Fall:** Boys/Girls Cross Country, Football, Boys/Girls Soccer, Volleyball, Dance, Cheer

**Winter:** Boys/Girls Basketball, Boys/Girls Swimming, Wrestling, Dance, Cheer

**Spring:** Baseball, Softball, Boys/Girls Golf, Boys/Girls Tennis, Boys/Girls Track, Dance, Cheer

**NCAA (National Collegiate Athletic Association) ELIGIBILITY**

To play sports as a freshman in NCAA Divisions I and II, a student must meet specific standards set by the NCAA Eligibility Center. Students must qualify academically and be cleared as an amateur student-athlete. **Students and guardians are responsible for achieving and protecting their eligibility.** Work with your counselor and coach to make certain your graduation plan is on track to meet these guidelines. Visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) to register and obtain more information. Courses marked NCAA have been approved by the Clearinghouse. **For the most current eligibility information, visit the NCAA Clearinghouse website.**

Students attending CHS must comply with the **\*Core Template (indicated by an asterisk)** which requires English, Math, Science and Social Studies courses be taken for a full year, each year the student attends school. **Note:** Individual variations in schedules may occur dependent upon a student’s academic needs and goals.

| Grade 9         | Course Options   |
|-----------------|--|
| <b>*English</b> | English 9<br>Pre AP English 9**<br>ESL 1, 2 or 3 English |
| <b>*Math</b>    | Algebra 1<br>Geometry                                    |

|                              |  |
|------------------------------|--|
|                              | Pre AP Geometry  |
| <b>*Science</b>              | Earth & Space / Conceptual Physics<br>Pre-AP Earth Space / Pre AP Conceptual Physics |
| <b>*Social Studies</b>       | Geography / NM History<br>AP Human Geography** / New Mexico History                  |
| <b>Physical Education</b>    | Foundations of Health/PE<br>Marching Band (2 semesters) or ROTC                      |
| <b>Electives (2 credits)</b> | World Language See elective offerings for additional electives                       |

**\*\* Summer reading required – visit CHS website for book titles**

| Grade10                      | Course Options   |
|------------------------------|--|
| <b>*English</b>              | English 10<br>Pre AP English 10**<br>ESL 1, 2 or 3 English |
| <b>*Math</b>                 | Geometry<br>Algebra 2<br>Pre-AP Algebra 2                  |
| <b>*Science</b>              | Biology<br>AP Biology                                      |
| <b>*Social Studies</b>       | World History<br>AP World History**                        |
| <b>Electives (3 credits)</b> | See elective offerings                                     |

**\*\* Summer reading required – visit CHS website for book titles**

| Grade 11               | Course Options   |
|------------------------|--|
| <b>*English</b>        | English 11<br>AP English Language & Composition**<br>ESL 1, 2 or 3 English         |
| <b>*Math</b>           | Algebra 2<br>Pre AP Algebra 2      Trigonometry<br>Math Analysis      Pre-Calculus |
| <b>*Science</b>        | Chemistry<br>Conceptual Chemistry<br>AP Chemistry                                  |
| <b>*Social Studies</b> | United States History<br>AP United States History**                                |

|                              |                        |
|------------------------------|------------------------|
| <b>Electives (3 credits)</b> | See elective offerings |
|------------------------------|------------------------|

**\*\* Summer reading required – visit CHS website for book titles**

| <b>Grade 12</b>   | <b>Course Options</b>   |
|---|---|
| <b>*English</b>   | English 12<br>AP English Literature & Composition**<br>ESL 1, 2 or 3 English  |
| <b>*Math</b>  | Trigonometry                      AP Statistics<br>Math Analysis                      AP Calculus AB<br>Pre-Calculus                      AP Calculus BC<br>Calculus                      Everyday Statistics<br>Financial Algebra<br>Transitions to College Math |
| <b>*Science</b><br><br>(Many science<br>electives are ½ credits.<br>Remember you must<br>take 1.0 credit of<br>Science each year) | Physics                      AP Chemistry<br>AP Biology<br>AP Physics<br>AP Environmental Science<br><br>Science elective courses – denoted with (s) - will<br>fulfill this senior requirement. Please see the<br>elective offerings for a complete list.         |
| <b>*Social Studies</b>  | Economics / Government<br>AP Macroeconomics / AP Gov & Politics: US**   |
| <b>Electives (3 credits)</b>  | See elective offerings  |

**\*\* Summer reading required – visit CHS website for book titles**

## Core Course Descriptions

### ENGLISH CORE COURSES

*Pre-AP courses are designed for students who wish to pursue an in-depth study of topics and who exhibit at-or-above grade-level proficiency.*

#### **English 9 / Pre-AP English 9 (NCAA)**

Students will study the literature genres of short story, drama, nonfiction, and poetry, which will also serve as the foundations for multiple types of writing. Students will apply language and thinking skills to written and oral presentations to demonstrate what they have learned and how it applies to their lives.

#### **English 10 / Pre-AP English 10 (NCAA)**

English 10 concentrates on the study of world literature across cultures, both modern and historical. Students will apply reading, research, writing and speaking skills to demonstrate learning in analytical and creative works.

#### **English 11 (NCAA)**

English 11 concentrates on American literature and rhetoric. During this course, students will read extensively and present written and oral projects to demonstrate learning. In preparation for the SAT, students will master vocabulary and grammar application, and analyze varied texts in literary and rhetorical analyses.

#### **AP English Language and Composition (Grade 11) (NCAA)**

This course focuses on discussion and direct instruction, with an emphasis on the three types of analyses for the AP Language and Composition Exam: rhetorical analysis of non-fiction, argument, and synthesis. Students will write essays in these three categories, discuss global issues, and refine multiple choice rhetorical analysis skills in order to prepare for the AP exam administered in May.

#### **English 12 (NCAA)**

This course develops a comprehension of issues and an understanding of multiple perspectives through the study of selected non-fiction, literary and artistic works that illuminate the content, concepts, and themes of the course. Students apply what they have learned in previous courses to the problems they are studying. Students also demonstrate analytical skills, creative thinking skills, and writing and speaking skills.

#### **AP English Literature and Composition (Grade 12) (NCAA)**

Students read multiple works from the Canon of World Literature recommended by the College Board AP program. The course will challenge students to examine literary concepts in both poetry and prose, to practice analysis and synthesis, and to develop mature writing skills.

### SOCIAL STUDIES CORE COURSES

#### **Social Studies 9 - Geography / New Mexico History (NCAA)**

Social Studies 9A is a survey of the political geography of the world, including the themes of location, place, and regions. One semester will be devoted to examining New Mexico history, geography and government.

#### **AP Human Geography (Grade 9) / New Mexico History (NCAA)**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the

methods and tools geographers use in their science and practice. Time will also be devoted to examining New Mexico history, geography and government. There is a summer reading requirement.

### **Social Studies 10 - World History** (NCAA)

Students will examine the major revolutions and conflicts as well as the major themes and trends that prevail in world history. Among the topics examined are: colonialism, imperialism, world wars, and global issues and concerns. Students will develop their writing skills by completing many essays and papers on topics from world history. Primary sources will be analyzed and students will complete document-based essays.

### **AP World History (Grade 10)** (NCAA)

This course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, focuses primarily on the past thousand years of the global experience. This course highlights the nature of change and continuity in international frameworks, their causes and consequences. The student uses critical thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in world history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. There is a summer reading requirement.

### **Social Studies 11 - US History** (NCAA)

This course combines the study of history, literature and the arts to gain a fuller understanding of US geography, history, people, and culture, focusing on a variety of themes. Selected artistic and literacy works reinforce and illuminate these themes. Students will read extensively, conduct research, and present written and oral projects to demonstrate learning. Students will study the United States from Reconstruction through World War II.

### **AP United States History (Grade 11)** (NCAA)

This course provides an enriched experience in the study of America's past. Students will read various historians' interpretations of major issues in United States history, analyze documents, and write their own thesis arguments. Through written assignments, exams, quizzes, students will learn to develop a thesis and support it in an organized manner with specific facts. There is a summer reading requirement.

### **Social Studies 12 - Government and Economics** (NCAA)

Students will study contemporary global issues with an emphasis in economics and US Government from a "We the People" perspective. Students are expected to apply what they have learned in previous courses to the problems they are studying. Students will also demonstrate analytical and creative thinking skills. In addition, the student will examine their rights and responsibilities as a citizen and how to exercise them as well as experience the political process at local, state and national levels of governments.

### **AP Government and Politics: United States (Grade 12)** (NCAA)

This course provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. This course gives students an analytical perspective on government and politics in the United States. The course builds a familiarity with various institutions, groups, beliefs and ideas that constitute U.S. politics. In addition, the student will examine their rights and responsibilities as a citizen and how to exercise them as well as experience the political process at local, state and national levels of governments.

### **AP Macroeconomics (Grade 12)** (NCAA)

This course provides students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students will learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, and examine the impact of international trade and international finance on national economies.

## MATHEMATICS CORE COURSES

Pre-AP courses are designed for students who wish to pursue an in-depth study of topics and who exhibit at-or-above grade-level proficiency.

| Possible Math Sequences  |                                      |  |   |
|--------------------------|--------------------------------------|--|---|
| Pre AP Geometry<br>↓     | Pre AP Geometry or Geometry<br>↓     | Algebra I<br>↓   | Intensified Algebra I<br>↓                                      |
| Pre AP Algebra II<br>↓   | Pre AP Algebra II or Algebra II<br>↓ | Geometry<br>↓  | Geometry<br>↓   |
| Pre AP Pre-Calculus<br>↓ | Trigonometry<br>↓                    | Algebra II<br>↓  | Algebra II<br>↓   |
| AP Calculus AB-BC        | Math Analysis<br>Or<br>AP Statistics | Trigonometry<br>Or Trans to College Math<br>Or AP Stats. | Everyday Stats Or Financial Algebra<br>Or Trans to College Math |

### Intensified Algebra I A/B (Double period course with Algebra I Math Modeling) – (NCAA)

This double period course is designed for students who lack the pre-algebra skills and concepts necessary to be successful in a yearlong Algebra I course. *Intensified Algebra I* is a comprehensive program for an extended Algebra I class to assist students who are significantly behind become successful in algebra within one academic year. This course targets conceptual understanding, associated skills, and related problem-solving and reasoning capabilities. It provides integrated, effective review/repair strategies, supports ongoing, distributed practice and re-engages learners through multiple representations of mathematical ideas. Assignment into the class will be based on 8<sup>th</sup> grade math class performance, teacher/counselor recommendation, and/or NWEA/PARCC scores. Students will also be enrolled in the Math Modeling Algebra I course. *Students will earn 1 math credit upon successful completion of the course.*

### Math Modeling Algebra I (elective)

This class counts as the mandatory connected period for the Intensified Algebra I course (see above course description). Assignment into the class will be based on 8<sup>th</sup> grade math class performance, teacher or counselor recommendation, or NWEA /PARCC scores. *Students will earn one elective credit upon successful completion of the course.*

### Algebra 1A/B (NCAA)

This course emphasizes the following critical areas: (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. Graphing calculators will be used.

### Geometry / Pre-AP Geometry\* (NCAA)

*Prerequisite: Successful completion of Algebra IB or teacher recommendation*

This course emphasizes the following critical areas: (1) congruence, proof and constructions; (2) similarity, proof and trigonometry; (3) extending to three dimensions; (4) connecting algebra through coordinates; (5) circles with and without coordinates; and (6) applications of probability. The Standards for Mathematical Practice apply throughout this course. Graphing calculators will be used. \* **Pre-AP Geometry will only be offered to 9<sup>th</sup> grade students – Students considering AP Calculus in the future should take this instead of regular Geometry.**

### Algebra II / Pre-AP Algebra II (NCAA)

*Prerequisite: Algebra IB*

The course extends the study of functions to include: polynomial, rational, radical, logarithmic, and exponential functions. This course emphasizes the following critical areas: (1) polynomial, rational, logarithmic, and exponential relationships (2) systems of equations including two and three variable systems (3) understanding complex number systems (4) modeling with functions; and (5) inferences and conclusions from statistical data. The standards for Common Core apply throughout this course. TI-84 graphing calculators will be used.

### Math Modeling Algebra II (elective) - *Students earn a ½ elective credit/semester upon successful completion of course.*

This class will be offered in conjunction with a regular Algebra II course and will offer the extra support some students may need in order to be successful in the regular course. This class will be guided by the Standards based core curriculum

and will emphasize the skills, concepts and processes needed by the students. Assignment into the class will be based on previous math class performance, teacher/counselor recommendation, and/or PARCC scores.

### **Trigonometry (NCAA)**

*Prerequisite: Algebra IIB* (Grade of “B” or better in Algebra II is recommended)

The course will develop understanding of trigonometric functions, radian measure, solution of right triangles, graphs of the trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, laws of sines/cosines, solution of oblique triangles, complex numbers in trigonometric form. Investigations of the applications of real world use of trigonometry will be explored. Graphing calculators will be used.

### **Math Analysis**

*Prerequisite: Algebra IIB and/or Trigonometry B* (Grade of “B” or better in Algebra II is recommended)

This course will ensure that students have a solid foundation for Calculus I. In this course students will further their development of advanced algebra concepts. Topics will include advanced work in polynomials, complex analysis, rational, logarithmic and exponential functions, systems of equations, sequences and series, the Binomial Theorem, and analytic geometry. Strategies for complex problem solving will be stressed throughout the course. This course is recommended for the college-bound student with strong math skills seeking entry into more selective colleges and greater scholarship opportunities. Any person considering a math, science, computer, or engineering degree upon graduation should take this course. Graphing calculators will be used.

### **Transitions to College Math**

*Prerequisite: Algebra IIB*

This course is designed to be taken by students in the 12<sup>th</sup> grade who have college ambitions, but find they want reinforcement in their algebra skills before they go on to college. This course will assist the student who needs more time to develop algebraic concepts while building on entry level college algebra topics such as complex fractions, binomial expansions, graphing of polynomial relations, exponential and logarithmic functions.

### **Everyday Statistics A/B (Grade Level: 12) (NCAA)**

*Prerequisite: Algebra IB or teacher recommendation*

This course will teach the student the impact of statistics on everyday life. It consists of two main sections; descriptive statistics and inferential statistics. Descriptive statistics are how data are displayed and inferential statistics are techniques used to make objective assessments about data. This course is designed for students who have already completed three years of high school math and are looking for a relevant math course to finish out their senior year. The course is not overly ambitious, but it does teach a great deal about the application and interpretation of both descriptive and inferential statistics. It deemphasizes the advanced mathematical theories behind the computations, but instead focuses on the appropriate application, techniques, and understanding of the concepts, using technology. Students finishing this course will be better prepared to understand the presentation of data they encounter in their daily lives.

### **Financial Algebra A/B (Grade Level: 12)**

*Prerequisite: Algebra IB or teacher recommendation*

This course combines algebraic and graphical approaches with practical business and personal finance applications to introduce students to financial terminology and concepts that teach students how to manage money in the real world. Students will explore algebraic thinking patterns and functions in a financial context. Financial Algebra will help students achieve success by offering an applications based learning approach while incorporating financial topics such as consumer awareness, budgeting, financial planning and banking services. This course will also incorporate CNM’s 12- week, dual enrollment course “Making Money Work” (FIN1010). This course (including Financial Literacy CNM FIN 1010) offers the student the opportunity to receive one high school math credit, one high school elective credit and three college credits. **Students must sign up for Financial Literacy FIN1010 with this course.**

### **Financial Literacy (CNM FIN1010)**

**1.0 elective credits: semester long course**

This course is a dual-enrollment course offered through CNM called “Making Money Work”. This 12- week course is taken in conjunction with Financial Algebra and introduces students to the basics of money management and financial skills necessary to meet real-world challenges. **Students must sign up for Financial Algebra A/B with this course.**

### **Pre-AP Pre-Calculus (NCAA)**

*Prerequisite: Pre AP Algebra IIB* (Grade of “B” or better in Pre-AP Algebra II is recommended)

This course will cover trigonometry, advanced algebra skills, limits, difference quotient, and differentiation of algebraic, transcendental, and exponential functions. This course is for those students who desire a foundation in calculus focusing on the fundamental concept of the derivative. It is intended to maximize the student’s potential for success in their senior year’s AP Calculus class. It should be taken in the junior year. Students will employ graphical, numeric, and analytical techniques to analyze the derivative. Focus will be on application to interpret and understand the derivative as a rate of change. Students are expected to have a strong foundation in algebra and geometry. Graphing calculators will be used.

### **AP Calculus AB (Single Period Course) (NCAA)**

*Prerequisite: “C” or higher in Pre AP Pre-Calculus or permission of instructor.*

This course will expose the student to foundational concepts of calculus and provide experience with its methods and applications. AP Calculus *AB* is a college level calculus course (equivalent to most colleges’ first semester and a half of calculus) designed to prepare students for success on the College Board’s Advanced Placement Exam. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Broad concepts and widely applicable methods are the focus, and include the topics of derivatives, integrals, limits, exponential functions, approximations, applications, and modeling. In AP Calculus *AB*, the student studies limits, differentiation, and definite and indefinite integration of functions and relations. Graphing calculators will be used.

### **AP Calculus BC (Single Period Course, must have taken AP Calculus AB) (NCAA)**

*Prerequisite: AP Calculus AB*

This course will further develop the student’s understanding of the concepts of calculus and provide additional developmental experience with its methods and applications. AP Calculus *BC* is a college level calculus course (equivalent to most colleges’ second semester of calculus) designed to prepare students for success on the College Board’s Advanced Placement Calculus *BC* Exam. It emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Broad concepts, widely applicable methods, and specific applications are the focus, and include the topics of derivatives, integrals, limits, approximations, applications, modeling, Taylor and Maclaurin series, polar coordinate systems, and parametric equations.

### **AP Statistics (NCAA)**

*Prerequisite: Algebra IIB*

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions about data. The course is built around four main topics – exploring data, planning a study, understanding probability theory, and acquiring critical inferential reasoning skills. In an increasingly technological world, the ability to employ quantitative methods and data analysis has become a vital skill. From medicine to business and industry, a wide variety of professional fields require a working knowledge of statistics. Most majors now require at least one college course in statistics – particularly majors in business/ economics, social/political science, medicine, agriculture, psychology, education, and criminal justice.



## SCIENCE CORE COURSES

*Pre-AP courses are designed for students who wish to pursue an in-depth study of topics and who exhibit at-or-above grade-level proficiency.*

### **9<sup>th</sup> Conceptual Physics (0.5) Earth Space (0.5) – lab science (year long course) (NCAA)**

This lab-based course investigates topics in earth / physical science. Students will understand the structure of Earth, the solar system, the universe and the interconnections among them. Students will learn about the physical world including; the mechanics of motion, forms of energy, and chemical processes. Through classroom and project-based learning experiences as well as technical data collection and analysis, students will begin to build the necessary skills for scientific investigation to become scientifically literate citizens and informed decision-makers. Experimental design, lab techniques, team building, report writing and safety are key issues stressed throughout the course.

### **Biology – lab science (NCAA)**

This course is an introduction to the study of living organisms and how they are interrelated. The topics of cell structure and function, organism classification, theory of evolution, genetics and comparative anatomy and physiology will be studied. The students will work in a group environment to develop concepts, theories, and lab techniques to improve scientific inquiry skills. All AP science students will be required to conduct an independent research project. Science Expo is one way to fulfill that requirement.

### **AP Biology – lab science (NCAA)**

*Prerequisite: Successful completion of a Chemistry course (Regular, Pre-AP or AP Chemistry)*

This course is designed to meet the academic rigor of a two semester Biology class for Biology majors in college. AP Biology is designed to help students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology and those social issues that affect our everyday lives. This course stresses 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 (taxonomy, plants, animals and ecology). **This course must be taken with AP Biology Lab**

### **Biology Lab AP – lab science**

*Co requisite: AP Biology*

This course is designed to meet the academic rigor of a two semester Biology class for Biology majors in college. AP Biology is designed to help students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology and those social issues that affect our everyday lives. This course stresses 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 (taxonomy, plants, animals and ecology). This course does not receive the weighting of an AP course.

### **Chemistry– lab science (NCAA)**

This course will cover topics such as the classification of matter, atomic structure, periodic properties, chemical reactions, chemical quantities, gas laws, thermodynamics, and the basics of nuclear chemistry. Students will demonstrate laboratory skills by designing, conducting, and analyzing chemical experiments and data. Students are expected to communicate results of chemical experiments using algebraic and statistical methods.

### **Conceptual Chemistry – lab science (NCAA)**

The focus of the course is on the principle concepts of chemistry, the importance of chemistry and the role it plays in our world. It is designed to emphasize the scientific basis for solving key issues facing today's citizens, such as petroleum shortages and access to pure water. This course addresses the chemistry of subjects that are likely to influence the daily lives of the students and commonly centers upon topics currently in the news today. Analyzing written material and debating risks/benefits of issues presented are as important as math skills. Lab safety, introduction to equipment, analysis /

investigation is stressed. Chemistry is learned as a science. Facts are introduced as they are needed to solve problems, then arranged in meaningful patterns that lead to understanding nature introducing chemistry concepts on a need to know basis.

### **AP Chemistry – lab science** (NCAA)

This course is designed to parallel college level general chemistry courses. Topics include atomic theory and structure, chemical bonding, nuclear chemistry, states of matter, and chemical reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). All AP science students will be required to conduct an independent research project. Science Expo is one way to fulfill that requirement.

### **Chemistry Lab AP**

*Co requisite: AP Chemistry*

This course is designed to meet the academic rigor of a two semester Chemistry class for science majors in college. This course does not receive the extra weighting of an AP course.

### **Physics – lab science** (NCAA)

This course will cover concepts such as Newtonian Laws, energy, kinematics and circular motion, wave functions, and electro-magnetic fundamentals. The difficulty of this course lies in the applied mathematical analysis used throughout the problems studied. Graphing calculators will be used. For Pre-AP Physics an individual research project is required.

### **AP Physics – lab science** (NCAA)

This laboratory course is designed to give an overview of six major areas of physics: mechanics, electricity and magnetism, waves, optics, nuclear physics, thermodynamics, and fluids. The course is designed to be the equivalent of a college introductory level trigonometry based physics course. Graphing calculators will be used. All AP science students will be required to conduct an independent research project. Science Expo is one way to fulfill that requirement.

### **Physics Lab AP**

*Co requisite: AP Physics*

This course is designed to meet the academic rigor of a two semester Physics class for science majors in college. This course does not receive the extra weighting of an AP course.

## **PHYSICAL EDUCATIONAL FITNESS**

### **Physical Education**

**1.0 credit / year long course**

Activities and lessons within this course develop personal practices that promote lifelong wellness. Classroom activities focus on specific issues affecting teens that encourage a healthy lifestyle. The focus for physical activity will be on team sports along with social/mental/emotional health, first aid, nutrition, and stress management. Students will gain insight to the importance of teamwork, sportsmanship, and a sense of accomplishment. Students will also be encouraged to develop habits that promote overall good health. There is a uniform requirement.

## **Health**

**0.5 credit / semester long course**

This course will guide students through the many dimensions of wellness. Students will develop skills needed in confronting difficult situations; understand health prevention and promotion techniques that will establish a solid personal health education; and become health literate in making positive and healthy decisions.

## **Elective Course Descriptions (listed alphabetically)**

Proposed elective courses are dependent upon funding, availability of highly qualified teachers and most importantly, student interest. A lack of any of these criteria may indicate the need for an adjustment in offerings, which may include removing a class.

### **A**

#### **Accounting 1 (LCW)**

**0.5 credit: semester long course**

This course is designed to present basic accounting principles to students. Included in the course content will be theory, analysis of business transactions, financial statements, the accounting cycle, and systems. It will be a combination of pencil / paper and computer applications using a software accounting program. There will be an emphasis on problem solving in a business setting. Simulations will be used to acquaint students with accounting in today's business world.

#### **Accounting 2 (LCW)**

**0.5 credit: semester long course**

This course is designed to be a continuation of Accounting 1 with more in-depth applications of the accounting cycle and systems. It will address more complex business transactions and will also involve more comprehensive simulations. The students will use accounting software to complete most of the coursework.

### **ACTING COURSES**

#### **Stagecraft/Drama** 0.5 / 1.0 credit: semester / yearlong course

This yearlong course is intended to promote students' experience and skill development in all aspects of theatrical production including but not limited to costume, set, lighting and sound design, marketing, stage management, and basic acting/performance techniques. No experience is required. Public performances may be a part of this curriculum. (When registering for this course, students will register for Stagecraft AND Drama to fulfill the year long requirement)

#### **Acting 10A/B, 11A/B, 12A/B** 1.0 credit: yearlong course

*Prerequisite: Stagecraft/Drama OR Instructor Approval*

This intermediate course will concentrate on improving students' acting/performance skills. Students will gain a deeper understanding of theatre by exploring aspects such as theatre history. Public performances may be a part of this curriculum.

#### **Advanced Acting 10A/B, 11A/B, 12A/B** 1.0 credit: yearlong course

*Prerequisite: Stagecraft/Drama OR Instructor Approval*

This advanced course is for students who wish to obtain higher level acting/performance skills. After school rehearsals are essential to the success of this class and public performances will be a part of this curriculum.

**Anatomy and Physiology (s, NCAA)****1.0 credit: year long course**

Human Anatomy and Physiology explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. Generally, function is determined by structure. An emphasis is placed on the interrelatedness of such systems as the skeletal, muscular, nervous, and circulatory. This course includes and laboratory component.

**Associated Students (9A/B, 10A/B, 11A/B, 12A/B)****0.5/1.0credit:semester/yearlong course**

This course is designed around a series of projects. Projects are major events such as planning Winter Ball, Homecoming, and Prom. There will also be research based and academic projects. This course requires time to be spent outside of class. Students must run for a student government office in April of the prior year to be eligible for this class. Students holding an office will be allowed in the class for the full year. Typically, students who have run but do not hold an office will be allowed to be in the class for one semester. **Activities Director Recommendation required.**

**Astronomy (s, NCAA)****0.5 credit: semester long course**

This course will introduce the structure of the universe down to the atoms that form everything. Students will take advantage of NASA web sites to collect and manipulate data about the solar system as they explore topics including optics, atomic structure, the effect of gravitational forces, harnessing types of electro-magnetic radiation, telescope advantages and limitations, and what lies within our universe.

**AUTOMOTIVE TECHNOLOGY**

In the Automotive Technology pathway, students will learn, through lecture and hands-on training, the fundamentals of automotive service, which includes an introduction to automotive systems, and further study in the ASE automotive specialty areas of brakes, steering, suspension, and electrical systems. Automotive Technology students will continue their career preparation by studying the more advanced principles of automotive service and repair, which includes course work in the following ASE specialty areas: Engine Repair, Automatic Transmission, Manual Drive Train, Electrical/Electronic Systems, Heating, and Air Conditioning and Engine Performance. Upon completion of the Automotive Service Fundamentals Certificate program, graduates will be eligible for entry-level employment at facilities focused on under-car repair and service. Upon completion of the Automotive Technology Certificate program, graduates will be eligible for entry-level employment at dealerships and independent repair facilities.

**Automotive Technology**

| <b>Course Title</b>                                    | <b>Credit</b>                                    | <b>Level</b> | <b>Prerequisites</b> | <b>Format</b>                       |
|--|--|--------------|----------------------|-------------------------------------|
| Auto 1 (A & B) - Introduction to Transportation        | U-Elective<br>LCW-Language, Career,<br>Workplace | 1            | None                 | Dbl Block. 1.0 credit per semester. |
| Auto 2 (A & B) - Undercar Skills                       | U-Elective<br>LCW-Language, Career,<br>Workplace | 2            | Auto 1               | Dbl Block. 1.0 credit per semester. |
| Auto 3 (A & B) - Electrical Systems and Engine Tune-Up | U-Elective<br>LCW-Language, Career,<br>Workplace | 3            | Auto 1               | Dbl Block. 1.0 credit per semester. |
| Auto 4 (A & B) - Topics In Automotive Technology       | U-Elective<br>LCW-Language, Career,<br>Workplace | 4            | Auto 1               | Dbl Block. 1.0 credit per semester. |

**Auto 1 (A & B) - Introduction to Transportation:**

This course is required as the first course in the automotive sequence. It introduces the principles of motive power and vehicle maintenance and light repair for various sectors in the transportation industry. This course provides lecture and hands-on instruction with a focus on shop safety and OSHA regulation compliance while teaching fundamental skills and repair procedures in the automotive lab. Students will explore various career pathways within the transportation industry and understand the importance of employability skills, use of tools, and safety.

**Auto 2 (A & B) - Undercar Skills:**

This course builds on the skills and safe practices learned in Auto 1. The course provides theory and hands-on instruction focusing on the undercar skills related to brakes, steering and suspension systems inspection, diagnosis and repair. Focus will be on compliance with OSHA and environmental regulations. Students will learn how each component works as part of the overall system, and basic diagnostic and repair procedures. Transportation careers and requisite skills will be discussed in greater detail, with an emphasis on postsecondary education requirements

**Auto 3 (A & B) - Electrical Systems and Engine Tune-Up:**

This course builds on the skills and safe practices learned in Auto 1 and Auto 2. It provides theory and hands-on training focusing on fundamental electrical systems such as batteries, starting, charging and lighting systems, among others. Students will read and interpret schematic diagrams and determine likely circuit failures. This course introduces modern emissions controls for gas and diesel-powered vehicles. This course introduces scan tool usage and diagnosis of check engine and related warning lights. Students will learn and practice tune-up procedures to maintain engine performance per factory specifications

**Auto 4 (A & B) - Topics In Automotive Technology:**

This course provides theory and hands-on training on current and emerging technologies that impact the transportation industry. Topics include: alternative power sources such as diesel fuel, hybrid internal combustion/electric, dedicated electric and gaseous fuels for transportation. Emerging technologies discussed may include transportation logistics, vehicle automation, and collision avoidance. Students will explore the changing industry sectors and legislative requirements. Students will explore transportation career pathways and how STEM academic areas apply to each pathway

**B****BAND COURSES****Band Concert A/B (9, 10, 11, 12) (f)****1.0 credit: year long course***Prerequisite: Audition / Instructor Approval*

Concert Band consists of our less experienced students. Concert Band provides instruction in instrumental techniques and fundamentals for student whose performance skills need further development in order to perform at the level required for Concert Band. Technique classes may require outside-of-school rehearsals and performances during certain times of the school year in addition to the rehearsals and performances which take place during the school day. Due to the varied needs and levels of achievement of students enrolled in Concert Band, instruction may be given on an individual basis, small group basis, or through a combination of individual / group instruction. The student in technique classes is involved primarily with the acquisition of instrumental technical skills, music reading skills and musicianship. It is recommended that this class serve as preparation for entrance into Symphonic Band and Wind Symphony. Band members will be required to attend rehearsals before or after school as designated by the director.

**Band Symphonic A/B (9, 10, 11, 12) (f)****1.0 credit: year long course***Prerequisite: Audition / Instructor Approval*

Symphonic Band is composed of students who have displayed advanced musical fundamentals not yet prepared for membership in the Wind Ensemble. Symphonic Band involves study of the literature, the rehearsal and the performance techniques of the band ensemble on the moderate level of achievement. It is a performance organization for the student who might wish to elect membership in such a group, but who has not reached the achievement level necessary for membership in the Wind Symphony. This performance organization will include outside-of-school time rehearsals and

performances required of all members during certain times of the school year in addition to the rehearsals and performances which take place during the school day. Since this class requires special competencies and skills, the conductor/teacher **must approve the placing of all students** in this class. This class is involved primarily with the continued development and reinforcement of previously acquired musical skills. Band members will be required to attend rehearsals before or after school as designated by the director.

### **Wind Symphony A / B (9, 10, 11, 12) (f)**

**1.0 credit: year long course**

*Prerequisite: Audition / Instructor Approval*

Wind Symphony is the premier performance ensemble at Cleveland High School. Wind Symphony involves study of the literature, the rehearsal and the performance techniques of the band ensemble on the highest level. This class is to be elected by the students of high achievement and opportunities for the individual and small ensemble study will provide in addition to the full ensemble objectives. This performance organization will include outside-of-school time rehearsals and performances required of all members during certain times of the school year in addition to the rehearsals and performances which take place during the school day. Since this class requires advanced competencies and skills, the conductor/teacher **must approve the placing of all students** in this class. Band members will be required to attend rehearsals before or after school as designated by the director.

### **Jazz Band A/B (9, 10, 11, 12) (f)**

**1.0 credit: year long course**

*Prerequisite: Audition / Instructor Approval*

This course is designed for students with a serious interest in Jazz music. Along with the theory and appreciation portion of this class it is an ensemble consisting of any combination of jazz players from a small combo up to a full jazz “big band.” The purpose of this course is to educate players in the area of jazz realization and improvisation through the study of standard repertoire, improvisation texts, listening assignments, and rehearsal. Emphasis of this class is placed on the development of swing, latin, rock, and contemporary styles of repertoire and performance. This band is made up of trumpets, trombones, saxophones, drums, bass, piano, and auxiliary percussion. Students will have the option of participating in the auditions for the All State Jazz Band or other possible jazz honor groups. Jazz Band members are required to participate in Marching Band and Pep Band as well as all Concert Bands and Marching Bands. Band members will be required to attend rehearsals before or after school as designated by the director.

### **Marching Band (9, 10, 11, 12) (f)**

**0.5 credit: semester long course**

*Prerequisite: Audition / Instructor Approval*

Marching Band is open to students who play a brass, percussion, or woodwind instrument. This select group rehearses after school. Enrollment will be by **director recommendation**. This performance-based group will perform at competitions, football games, community & school functions, state contest, and special performances. **This class must be taken for credit and Students in Marching Band must be concurrently enrolled in a Band class** (except for Color Guard).

### **Business Computer Applications (t, LCW)**

**0.5 credit: semester long course**

This course will focus on a broad introduction to keyboarding, the use of the internet and Microsoft Office Applications including: Word, PowerPoint, Excel, and Access.

## **C**

**The CADesign Studio is a state of the art studio. Students will initially be placed in CAD design, and then enrolled in the appropriate level based on their interest and CAD skill level as determined by the studio facilitator. Striving toward receiving an Autodesk certification for the Level III students is an expectation of this program.**

### **CADesign (t)**

**0.5 credit: semester long course**

*Prerequisites: none*

Students will learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve technology problems. The students will need to demonstrate the ability, maturity and desire to do their own independent research and

design projects. CAD solid modeling (a very sophisticated mathematical technique for representing solid objects) is used to introduce students to the design process. These demanding courses are necessary if one is considering a career in engineering, graphic/industrial design, manufacturing or architecture.

**CADesign Architectural I** (t, LCW) **0.5 credit: semester long course**  
**CADesign Architectural II** (t, LCW) **0.5 credit: semester long course**  
**CADesign Architectural III** (t, LCW) **0.5 credit: semester long course**

*Prerequisites: CADesign*

Students can further develop computer and designing skills, including, basic familiarization with the terms and tools of the Dimensional Design trade, new software uses and time awareness and conceptual development of special interest. Students learn the design process from concept sketches to working drawings and finally to 3-D client presentations. The rise of the US Green Building Council and its LEED rating system has ushered in unprecedented demand for professionals that understand sustainable design and can apply its principles to the design of buildings and communities. Students that leave architectural programs armed with this knowledge have an important advantage over students who have taken a more traditional approach. Many students are finding that LEED accreditation on their resume is just as important as knowledge of auto cad. Students may choose from a list of project titles and briefs or develop their own for an individual project. These courses offer students a chance to compete in Local and International Design contests.

**CADesign Ind 1** (t, LCW) **0.5 credit: semester long course**  
**CADesign Ind 2** (t, LCW) **0.5 credit: semester long course**  
**CADesign Ind 3** (t, LCW) **0.5 credit: semester long course**

*Prerequisites: CADesign*

Students can further develop computer and designing skills, including, basic familiarization with the terms and tools of the Industrial Design trade, new software uses and time awareness and conceptual development of special interest. Students learn the design process from concept sketches to working drawings and finally to 3-D client presentations. Industrial designers conceive and develop ideas for products that are useful, desirable and meaningful. Students are encouraged to define the profession as it relates to them and to choose those design tools and processes that best realize their interests and potential. Industrial design is concerned with creating products that satisfy and anticipate people's needs and aspirations. These products have to look good, perform well (i.e. do what they are supposed to do), be reliable, easy to use and offer value for money. This course teaches students how to take account for these factors in the design and manufacture of new products. These courses offer students a chance to compete in Local and International Design contests.

### **Career Internship 1, 2**

**Credit:** 0.5 per semester (maximum of 2 semesters) **maximum 1.0 credits**

Students may earn a maximum of **two credits** for any combination of Work Study and Career Internship.

*Prerequisite: Application and approval of program coordinator*

Placement must be arranged and approved by the end of the first week of the semester. This class is only available to juniors and seniors. This course will allow students to explore a career under the supervision of a practicing professional in the community. Students will work at the assigned job placement for approximately 5 – 10 hours per week (usually unpaid). The course will culminate in the preparation of a portfolio and a final presentation.

### **CHOIR COURSES**

**Choir (Mixed) A / B 1, 2, 3, 4** (f) **1.0 credit: year long course**

This course will serve as an introductory choral experience. It is open to any student who has a sincere interest in the study of choral music and desires to work toward a proficiency in part-singing and sight reading.

**Choir Women's A / B 1, 2, 3, 4** (f) **1.0 credit: year long course**

This course is for ladies with little or no singing experience. Students will learn the basic fundamentals of music, singing, sight-reading, and theory. This choir studies and performs music from all periods of history and of many different styles. Participation in concerts, festivals and Music Performance Assessment events is a requirement for this class. Specializing

in music of all types and styles presents opportunities for individual performances and travel. Woman's Choir is a full year course and requires special formal attire.

**Women's Advanced Choir Ensemble A/ B 1, 2, 3, 4 (f)**

**1.0 credit: year long course**

*Prerequisite: By audition or Instructor Approval*

Students must audition or be recommended by the teacher before registering for this course. This choir is for advanced treble voices. It will expand in advanced choral music, singing, sight-reading, and theory. This choir studies and performs music from all periods of history and of many different styles. Participation in concerts, festivals and Music Performance Assessment events is a requirement. Specializing in music of all types and styles presents opportunities for individual performances and travel in and out of state. Woman's Advanced Choir is a full year course requiring special formal attire. *Choir members will be required to attend rehearsals and performances before or after school as designated by the director.*

**Choir Concert A / B 1, 2, 3, 4 (f)**

**1.0 credit: year long course**

*Prerequisite: By audition or Instructor Approval*

Students must audition or be recommended by the teacher before registering for this course. Choir for soprano, alto, tenor, and bass experienced choral singers. This choir studies and performs music from all periods of history and of many different styles and expands in the study but not limited to singing, sight-reading, and theory. Participation in concerts, festivals and Music Performance Assessment events is a requirement for this class. Specializing in music of all types and styles presents opportunities for individual performances and travel in and out of state. Concert Choir is a full year course and requires special formal attire.

*Choir members will be required to attend rehearsals and performances before or after school as designated by the director.*

**Choir Show (Acappella / Jazz) / A / B 1, 2, 3, 4 (f)**

**1.0 credit: year long course**

*Prerequisite: Audition, must have at least 1 year HS choral coursework*

Show Choir is a mixed ensemble that combines the movement of dance and singing to perform literature from various selected eras of musical history such as but not limited to Broadway, Jazz, and Pop music. In addition to techniques of rehearsal and performance, the student will learn the theory and history of the music performed. The director schedules required performances that present opportunities for travel in and out of state for festivals and contests. Performance attire is required.

*Choir members will be required to attend rehearsals and performances before or after school as designated by the director.*

**Computer Science Python Programming A / B (t, LCW)**

**1.0 credit: year long course**

This course will introduce the students to the "Raspberry Pi" computer system and how its components work. They will learn how to build well-structured computer code using the python computer language. Students will solve practical problems using code elements such as if-then statements, loops, and functions. It is anticipated that students will encounter multiple errors as they try to run code and will be expected to use debugging skills to fix issues. The second semester will build on these skills to interact with the physical world around them. The "Raspberry Pi" computer is designed for multiple inputs and outputs that will allow students to explore sensors, motors, cameras, lights, game development, and data collection. The course will begin with study of Ohms Law, basic electronics, circuit design, circuit components, and breadboard layout for circuit prototyping. After students have learned how to make a computer interact with their surroundings, they will build a functional project of their choice.

**Computer Science (Advanced) Python Programming**

**1.0 credit: year long course**

Students will learn to automate routine tasks that they will encounter in laboratory and office environments (work smarter not harder). They will use the "Raspberry Pi" computer system to develop projects using the Python programming language. Students will automate real-world activities such as sending e-mails, text messages, and tweets. To support this goal, students will learn advanced file management, image processing, data visualization, data management, remote



operations, and office software. The course will build on the first year Python programming class and include advanced programming structures such as “object-oriented programming”. The goal of this class is to prepare students to be successful in a technology driven career (laboratory research, arts, engineering, sales, etc.).

### **Constitutional Law (NCAA)**

**0.5 credit: semester long course**

This course covers the practices, customs and traditions of the Supreme Court. The course will focus on the founding of the constitution as well as presenting cases decided by the court. The topics discussed include, but are not limited to judicial review, federalism, presidential and congressional power, freedom of speech, press, religion, due process rights and voting rights.

### **Contemporary Global Issues**

**0.5 credit: semester long course**

Students study issues that have affected the United States since World War II, such as the Cold War, nuclear proliferation, the Civil Right Movement, and the Vietnam Conflict. They will explore historical origins to political, social, and environmental problems that our world is facing today. The course encourages critical thinking in students by involving them in active problem solving by researching all sides of an issue, analyzing that issue’s various components, and developing solutions through writing, creative projects, discussion and debate. Topics discussed include third-world poverty, pandemics, terrorism, drugs, religious tolerance, and genocide.

### **Creative Writing (NCAA)**

**0.5 credit: semester long course**

This course is designed to meet the needs of the student who enjoys writing and seeks to improve as a writer. Students will experiment with different genres ranging from short story to poetry to play writing to children’s stories. Students will create a variety of writing exercises as well as self chosen pieces. Students engage in an editing and revision process designed to produce error free compositions suitable for publishing.

## **D**

### **DANCE**

#### **Introduction to Dance (f)**

**0.5 credit: semester long course**

This course introduces students to the formal training of dance, movement and vocabulary in ballet, modern, and jazz techniques, improvisation and choreography. Students will develop technique in various dance styles, build strength and flexibility, create and perform choreography of various styles of dance.

#### **Dance (1A/B, 2A/B, 3A/B, 4A/B) (f)**

**0.5 credit: semester long course**

*Prerequisite: Introduction to Dance or Equivalent training*

The course will build upon the foundations of ballet, modern, and jazz techniques developed in the introductory dance class. Students will focus on body conditioning and the development and execution of technique and create and perform choreography of various styles of dance.

#### **Master Dance (1A/B, 2A/B, 3A/B, 4A/B) (f)**

**0.5 credit: semester long course**

*Prerequisite: Audition, Instructor Approval*

This course will build upon the intermediate levels of ballet, modern, and jazz techniques developed in Dance. Emphasis will be placed upon all aspects of performance. Students will execute intermediate and advanced dance techniques as well as perform choreography of various styles of dance.

## **DECA COURSES**

### **Marketing 1 / DECA A/B (LCW)**

**1.0 credit: year long course**

This course is an introduction to marketing principles and discussions on how to make rational economic decisions and exhibit social responsibility in a global economy. Students will work in the computer lab to conduct and analyze research, create advertising, develop marketing plans and organize and implement marketing campaigns. Students will apply their knowledge and skills in operating the school store. Students participating in State and National competitions must participate in CHS Marketing classes.

**Marketing 2 / DECA A/B (LCW)****1.0 credit: year long course***Prerequisite: Marketing 1 / DECA A/B*

This course will focus on the three marketing essentials of product, price and promotion as well as marketing strategies that include direct and internet marketing. Topics will include advertising techniques, media analysis and target audience development. Students will explore the development and implementation of successful marketing and advertising techniques and will investigate careers in marketing. NOTE: The course draws upon and is in great part aligned with the state and national marketing curriculum standard of DECA which is the nation's largest association of marketing students. Students are expected to work in the school store and prepare for DECA competitions. Students participating in State and National competitions must participate in CHS Marketing classes.

**Marketing 3 / DECA A/B (LCW)****1.0 credit: year long course***Prerequisite: Marketing 2 / DECA A/B*

Marketing III is the capstone course for marketing lab students. The student schedules and manages peers in a controlled learning environment. They will apply managerial principles in daily retail activities. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness.

**Marketing 4 / DECA A/B (LCW)****1.0 credit: year long course***Prerequisite: Marketing 3 / DECA A/B*

Business Management is an instructional program that prepares individuals to undertake management of an existing enterprise, which includes franchise operations. Emphasis is given to management, social responsibilities, legal requirements, and risks involved in the conduct of a private enterprise. The formal study of management is an increasingly critical area of importance in business with emphasis in analyzing, synthesizing and evaluating data to make decisions for the business. Areas of study are career readiness, general management

**Marketing Lab 1A/B (LCW)****1.0 credit: year long course***Prerequisite /Co-requisite: Marketing 1 / DECA A/B*

This course is a full time, hands-on application of marketing skills in the student store and offers students an opportunity to engage in product planning, taking inventory, pricing items and promoting the store and its products. Students will become more knowledgeable of environmental health department codes and proficient cashiering skills and operation of equipment. Students participating in State and National competitions must participate in CHS Marketing classes.

**Marketing Lab 2A/B (LCW)****1.0 credit: year long course***Prerequisite: Marketing Lab 1*

This course serves as a continuation and extension of Marketing Lab 1 in which students practice management skills in the student store, including the training of Marketing Lab 1 students / employees, cashiering, operation of equipment and compliance with State and Federal codes. Students will function as managers who will oversee ordering, receiving, inventory, maintenance, accounting, pricing and promotions. Managers will also be responsible for obtaining maintaining the school based enterprise gold level certification through National DECA. Students participating in State and National competitions must participate in CHS Marketing classes.

**Marketing Lab 3A/B (LCW)****1.0 credit: year long course***Prerequisite: Marketing Lab 2*

Marketing Lab III is the capstone course for marketing lab students. The student schedules and manages peers in a controlled learning environment. They will apply managerial principles in daily retail activities. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness.

**Marketing Lab 4A/B (LCW)****1.0 credit: year long course***Prerequisite: Marketing Lab 3*

Business Management is an instructional program that prepares individuals to undertake management of an existing enterprise, which includes franchise operations. Emphasis is given to management, social responsibilities, legal requirements, and risks involved in the conduct of a private enterprise. The formal study of management is an increasingly critical area of importance in business with emphasis in analyzing, synthesizing and evaluating data to make decisions for the business. Areas of study are career readiness, general management

**Digital Photography 1** (f,t)**0.5 credit: semester long course**

This course will introduce students to Digital Photography with an emphasis on the Elements of art, principles of design, and composition. In addition, this course will include a brief examination of art criticism and the history of photography. Students will explore basic functions of the point and shoot digital camera. They will learn the effects of the various camera adjustments through composition and technical-based shooting assignments. They will be introduced to some of the more famous photographers of the medium and their work. Although owning a camera is highly recommended, it is not required. A flash drive is required for transport and storage of image files.

**Digital Photography 2** (f,t)**0.5 credit: semester long course**

*Prerequisite: Digital Photography 1*

This course introduces students to the DSLR camera as well as to increasingly sophisticated photographic techniques. Photoshop editing skills will be explored throughout the course. Students will enhance their ability in successful composition and technical execution of the photograph through various shooting assignments. Although owning a camera is highly recommended, it is not required. A flash drive is required for transport and storage of image files.

**Digital Photography – Advanced** (f,t)**0.5 credit: semester long course**

*Prerequisite: Digital Photography 2 and portfolio review and Instructor Approval*

This course will build upon the fundamentals acquired during prior digital photography courses. This course will focus on the construction of a professional portfolio and exhibition of an established body of work. Students will combine their photographic skills with personal expression through various traditional and non-conventional assignments. They will also prepare professional quality portfolios to use as a marketing tool.

**Drawing & Painting 1**

*Prerequisite: Introduction to Visual Arts*

Students will learn a variety of techniques using drawing and painting media such as pencil, colored pencil, oil pastel, watercolor and acrylic paint. Students will study various artists and genres in history. The study of landscape & still life will be explored through the focus on foreground, middle ground & background, and the class will conclude with the study of portraiture. Students will learn the fundamentals of creating 2 dimensional works of art.

**Drawing & Painting 2/3**

*Prerequisite: Introduction to Visual Arts, Drawing & Painting 1*

Students will continue to refine their skills in working in 2 dimensional arts through a series of assignments with using a variety of art materials. They will also work on creative problem solving skills by coming up with unique solutions to artistic queries. Additionally, students will work on communication and analysis skills through small and large group critique.

**Drawing & Painting Advanced**

*Prerequisites: Introduction to Visual Arts, Drawing & Painting 1, 2, & 3*

This course is designed for students seriously considering entering the professional art field and/or pursuing a college degree in art. The student will build on the techniques and media learned in their previous Drawing & Painting classes. Art research, use of a sketchbook, analysis and critique as well as extensive portfolio development will be integrated throughout the art process. Students will start working more independently in preparation for an AP Studio Art class. Emphasis on original artwork will be encouraged. Students will be counseled on various art careers available to them.

**E****EdRising A/B****1.0 credit: year long course**

Educators Rising is transforming how America develops aspiring teachers. Starting with high school students, we provide passionate young people with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. The result is a pipeline of accomplished teachers who are

positioned to make a lasting difference – not only in the lives of their students, but also in the field of teaching more broadly. This course will include two on-line dual credit courses taken through CNM.

**EDU 1102** – Introduction to teaching which introduces students to the professional world of teaching by exploring various issues and challenges that are important in the field of education. Students will explore professional standards, strategies for effective teaching, valuing classroom diversity, and the professional ethics of the teaching profession. Students will examine their own education pedagogy through coursework and field experience. Students are required to take and complete the co-requisite EDUC 1190.

**EDUC 1190** – Applies understanding of the field of teacher education in a field based 45 hour practicum in a k-12 school based setting in general or special education. Students will observe and apply the knowledge from EDUC 1102 to classroom practice. Students must pass a background check to successfully complete the course requirements. Student must provide their own transportation to off campus practicum.

### **Emergent Technologies - Apps & Video Gaming Creation (t)**

**0.5 credit: semester long course**

*Prerequisite: Successful Completion of Film and Video I (Introduction) and Instructor Approval*

Mobile games are the fastest-growing segment of the gaming market. Students considering going into video gaming, digital media, or creating apps after high school, this class will give insight into this career pathway as you learn how to create apps and video games.

### **Environmental Science-Sustainable Sandias (NCAA)**

**1.0 credit / year long course**

This science elective is all about preserving the area around the Sandia Mountains. The class will perform many labs that help us answer questions about the environment in our community and around the world. Students will learn the major animals / plants of the area and work to become educated on important environmental issues Rio Rancho and NM. The course provides students the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

## **F**

### **Film and Video Production 1 - Introduction (t, LCW)**

**0.5 credit: semester long course**

This course will introduce students to the television studio, field production and film. Students will develop skills through a series of hands-on, in-class exercises as well as field work. Special emphasis will be placed on utilizing single and multi-camera techniques. Students will learn pre-production skills, production structure and aesthetic principles, camera operation, camera angles and recording procedures, basic studio and EFP (electronic field production), lighting and audio techniques, basic post-production fundamental non-linear editing concepts, conventions and styles.

### **Film and Video Production 2 - Advanced (t, LCW)**

**0.5 credit: semester long course**

*Prerequisite: Minimum grade of "C" required in F/V 1 or Instructor Approval in order to advance to next level.*

This course goes into depth of how feature films are shot and what the director is creating or portraying in the film. This class will focus on creating "shorts". As in Film and Video Production I, students will produce projects from beginning to end, through the entire processes of pre-production, production and post-production. This course will go into more detail focusing on various aspects such as camera angles, functions of cameras, aspects of focus, and how focus can draw the audiences' attention. Other items such as depth of field, audio, sound effects, lighting and editing will be studied as well.

### **Film and Video Independent Study (t, LCW)**

**0.5 credit: semester long course**

*Prerequisite: Instructor approval*

This course will further students studies in film and video. This class will focus on refinement of all preceding skills. Mentoring and coaching/tutoring is not only essential but mandatory. Mentoring produces positive reinforcement of the master students' own skills. Students must maintain a positive attitude in class and will work closely with fellow students. A portfolio is developed. Students will continue to create assignments to produce projects for the school community as

well as entering film and video contests. Outside class time may be required. This class will focus on preparing students to enter postsecondary education in digital media arts.

## **FFA**

### **Introduction to Agri-Science A/B: (s)**

**1.0 credit: year long course**

#### **Recommended for 9<sup>th</sup>-10<sup>th</sup> grade**

Within this course, students explore the numerous career opportunities available in Agriculture, and become familiar with the premier opportunities for success available within their remaining three years of high school as an FFA member. This class is the prerequisite course that all students must take in order to continue on in the other courses offered by the environmental academy. This science elective introduces students to the Cleveland FFA Chapter as well as a variety of concepts including: animal science, plant science, landscaping, floral design, forestry, food science, game and fish and ecology of the Sandia Mountains. Students will have the opportunity to do many hands on activities and labs as well as compete in various state FFA contests. This course develops interpersonal skills in teamwork, communications, human relations and social interaction, builds character, promotes citizenship, volunteerism and patriotism. Students in this class are required to be a member of the Cleveland FFA Chapter.

### **Agricultural Leadership / Communication**

**0.5 credit: semester long course**

#### *Prerequisite: Introduction to Agri-Science*

This 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. The development of Programs of Activity and Service Learning, including program planning in the areas of student development, chapter development, and community development, will also be addressed. Students in this class are required to be a member of the Cleveland FFA Chapter.

### **Landscaping A/B (s)**

**1.0 credit: year long course**

Introduction to landscape design, construction and maintenance. Irrigation systems for the landscape including water conservation and use, and xeriscaping for plants. Drawing instruments and symbols used in designing the landscape plan, identification and selection of landscape ground covers, shrubs, trees and other construction materials. Cost estimates and landscaped proposals are also covered in this course.

### **Plant/Crop Science**

**.5 credit: Semester Long course**

Prerequisite: Introduction to Agri-Science

This semester long science elective goes in-depth into the areas plant and Crop science which includes concepts of plant science. Plant science will cover topics such as how to grow and maintain various plants, propagation (creating plants from other plants), identifying various plants, diagnosing plant deficiencies and diseases, and the operation of a commercial greenhouse. Students will spend a great deal of time in the greenhouse and lab working with plants.

**Students in this class are required to be a part of the Cleveland FFA Chapter.**

### **Science of Large Animal**

**.5 credit: Semester Long course**

Prerequisite: Introduction to Agri-Science

This semester – long science elective goes in-depth into the areas of production animal science. Students can expect to study animal biology including some body systems, diseases, breeds, production, and production management.. The final

project is a project to learn the management and business skills of production animals. This is a great course for those interested in working with animals. **Students in this class are required to be a part of the Cleveland FFA Chapter.**

### **Forensic Science A / B** (s, NCAA)

**1.0 credit: yearlong course**

*Prerequisite: Chemistry concurrently (Biology recommended).*

Forensic science is a fun yet challenging science elective course that applies basic biological, chemical and physical science principles to the purposes of justice in the study of criminal and civil issues. Topics that will be explored include DNA, fingerprinting, decomposition, blood spatter, and poisons. The course serves to familiarize students with the methods and techniques currently employed by forensic scientists so that students have a working knowledge and understanding of the technical world of forensic science. The 2nd semester of Forensics largely focuses on crime scene investigation. Forensics Inorganic applies and builds upon the techniques learned in Organic Forensics. Topics include the value of evidence, preservation of the crime scene; crime scene searching, photography, and the sketching of crime scenes. Also covered are techniques for the recognition, collection, and preservation of specific types of evidence.

## **G**

### **Graphic Design 1** (Illustrator) (f,t)

**0.5 credit: semester long course**

This course will provide students with basic skills in industry standard graphic design software programs and techniques. Emphasis will be placed upon 2-dimensional design, page layout, art appreciation, gaining marketable skills, and ethics of the digital domain. Students will learn how to use Adobe Illustrator. Students will gather images for their digital artwork in a variety of ways, including drawing, scanning and digital photography. Students will learn the basics of 2D Animation through the studies of existing animation and illustration. Students will use the computer as a creative tool while applying the elements and principles of design to each project.

### **Graphic Design 2** (Photoshop, Layouts) (f,t)

**0.5 credit: semester long course**

*Prerequisites: Introduction to Art, computer skills*

This course will provide students with basic skills in industry standard graphic design software programs and techniques. Emphasis will be placed upon 2-dimensional design, art appreciation, gaining marketable skills, ethics of the digital domain and using multiple computer applications in the field of graphic design. The student will learn how to use Adobe Photoshop, InDesign with an emphasis on photo-editing, web graphics, webpage design and page layouts. Students will gather images for their digital artwork in a variety of ways, including drawing, scanning and digital photography. Students will use the computer as a creative tool while applying the elements and principles of design to each project.

### **Graphic Design 3** (Advanced) (f,t)

**0.5 credit: semester long course**

*Prerequisites: Introduction to Art and both Graphic Design courses*

This course will develop advanced skills in graphic design programs and techniques introduced in previous Graphic Design courses. Emphasis will be placed upon 2-dimensional design, art appreciation, 2D animation, gaining marketable skills, developing a professional graphic design portfolio for internships, scholarships and college entrance, ethics of the digital domain and using multiple computer applications in the field of visual art. Students will work at an advanced level and display a more sophisticated understanding of the graphic design world through a variety of projects using industry-standard software such as Adobe Photoshop, Illustrator, InDesign, Flash. Students will research and understand the many career pathways available to them as graphic designers.

## **H**

### **Hi Impact Reading 1,2,3,4** course

**0.5 /1.0 credit: semester/year long**

These courses are mandatory electives for students earning a D or F in Math or based on their 8<sup>th</sup> grade NWEA score. The course will assist the students in the building of the fundamental Math / Reading skills required to succeed in the high school curriculum. Most intervention elective tutorials will be offered in a technology based lab; programs include Achieve 3000, My Skills Tutor and Edgenuity.

## I

### **Introduction to Health Science (s, LCW)**

**0.5 credit: semester long course**

This class provides an overview of epidemiology, human growth and development, immunology, basic anatomical locations and movements, public health, basic structure and common diseases related to the human body systems. This class will also review allied and professional care providers and give students the opportunity to research the medical profession of their choice. In addition the class will provide a unit on emergency medical care related to first aid and cardiopulmonary resuscitation. \*Fee involved for American Red Cross CPR certification.

### **Introduction to Music Appreciation A/B (f)**

**0.5 / 1.0 credit: semester / year long course**

This course will introduce the elements of a broad range of musical styles. Students will explore the many uses of music and ways to appreciate and enjoy various genres. Beginning from a period where music was used as a communication tool in ancient lands through an in- depth look at American popular music from its roots to today. Student will discover the value of music as a way to express thoughts and feelings. The ultimate goal of Music Appreciation is to acquaint students with various musical styles and to enrich their ability to enjoy and embrace the many genres available.

### **Intro to Theater Technology (f)**

**0.5 credit: semester long course**

The focus of this course is to acquaint students with the art and practice of the design elements for the theatre and stagecraft. The study includes the process of creating design concepts, script analysis, color theory, solving mechanical challenges of script and theatre architecture, perspective drawing, and basic process of sound enhancement and lighting.

### **Introduction to Visual Art (f)**

**0.5 credit: semester long course**

This is the foundational visual arts course that leads into other levels and styles of art. Various tools, media, and art techniques will be used to develop a basic background in art fundamentals. Students will work and experiment in various technical and conceptual aspects of the visual arts: drawing, painting, sculpture/ceramics, printmaking, photography, and graphic art through the elements and principles of design and art history.

## J

### **JROTC**

#### **US ARMY JUNIOR RESERVE OFFICERS' TRAINING CORPS LEADERSHIP EDUCATION AND TRAINING (LET) LEVELS 1 – 4**

The US Army JROTC program is designed to teach cadets the value of citizenship, leadership, service to community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, self-discipline, and respect for constituted authority. The program's focus is reflected in our mission statement, "To Motivate Young People to be Better Citizens." It prepares cadets for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the cadet, community, and nation. Cadets in all LET levels will be involved in Service Learning projects benefitting the school and community. Cadets will be expected to wear the assigned uniform and adhere to appearance standards established by US Army Cadet Command. Co/extra-curricular opportunities for all LET levels will include field trips, competitive events (drill, color guard, marksmanship, physical fitness/sports, and academic), adventure training, JROTC Cadet Leadership Challenge camp, and a formal function (military ball). Cadets successfully completing two semesters of JROTC will be granted an equivalency credit for Physical Education. Cadets successfully completing one to three years may be awarded an advanced promotion upon enlistment into an Armed Service or advanced placement upon enrollment in a Senior ROTC program.

**JROTC LET IA/B (LCW)****1.0 credit: full year**

This is the introductory course for JROTC. Coursework includes Foundations of Army JROTC; Citizenship; Leadership; Drill; Physical Fitness; and Foundations for Success (Knowing Yourself, Learning to Learn, Study Skills, Communication Skills, Conflict Resolution, and Financial Planning).

**JROTC LET IIA/B (LCW)****1.0 credit: full year**

*Prerequisite: Credit for LET I*

Coursework includes Wellness, Fitness, First Aid, and Drug Awareness; Geography and Map Reading; Citizenship in American History and Government; Drill; Physical Fitness; and Communication Skills. Qualified cadets will begin to assume basic leadership and management roles within the program.

**JROTC LET IIIA/B (LCW)****1.0 credit: full year**

*Prerequisite: Credit for LET II*

Qualified cadets will be assigned to leadership and management roles requiring increased responsibility. Coursework includes Command and Staff Principles for JROTC; Planning; Leadership Strategies; Social Responsibility and Etiquette; Career Planning; Presentation Skills; Critical Thinking in Citizenship; Drill; and Physical Fitness.

**JROTC LET IVA/B (LCW)****1.0 credit: full year**

*Prerequisite: Credit for LET III*

This course expands on the skills learned in LET I – III and will include advanced coursework in Citizenship, Leadership, Career Planning, Financial Planning, and Presentation Skills. Cadets will assume senior command and staff positions. In these roles, cadets will perform the preponderance of planning, organizing, and executing projects and events; managing day-to-day operations in the program; and leading and mentoring junior cadets.

**K****L****Lifelong Fitness (Fall)****0.5 credit: semester long course**

This course is structured to develop and to improve fundamental skills and knowledge and to establish carryover interest in activities that can help students get and remain fit over the course of their lives. Students will conduct fitness self-assessments at the beginning and end of the course and learn activities and skills that will allow them to create workout plans to improve their fitness. Activities may include, but are not limited to: Tennis, ice skating, golf, wall climbing, weight lifting, Pilates, spinning, yoga, and training for 5K or 10K marathons.

**Lifelong Fitness (Spring)****0.5 credit: semester long course**

This course is designed to continue skills and knowledge established in Lifelong Fitness A. Students will again perform self-assessments and create workout plans and will also study nutrition and add a nutrition piece to their workout plans. Activities may include but are not limited to: Archery, badminton, bowling, basketball, softball, volleyball, pickleball, racquetball, swimming and weight training.

**M****Microsoft Office Certification Preparation A/B (t, LCW)****1.0 credit: year long course**

This course will focus on integrating all levels of Word, Excel, PowerPoint, and Outlook with the goal of preparation for the Microsoft Office Specialist Certification exams. Students are expected to participate in the certification testing during the semester. NOTE: The Microsoft Office Specialist certification program is the only program approved by Microsoft to validate desktop computer skills in Office.



**Military History (NCAA)****0.5 credit: semester long course**

This course concentrates on US military operations from the Revolution through the current conflicts. Students will gain an insight into the operations of the US Armed Forces as a critical component of US foreign policy and influence around the world. Students will have the chance to study global conflicts, philosophy, strategy, tactics, and warfare before and after the innovation of gun powder. Aspects of specific battles from ancient history, both World Wars, and the current situations around the world, will be analyzed.

**Mock Trial****1.0 credit / year long course**

Students will learn about the law and practical application. Students will learn how to speak, argue, and debate. The course will be a competition class for Mock Trial. Lawyers will work with students. Students will be expected to participate in the Mock Trial competitions which take place outside of school hours.

**Music Theory / Composition (f)****0.5 credit: semester long course**

This course will explore basic elements of music theory: introduction to acoustics, major and minor scales, triads and seventh chords, keys, four-part writing, functional harmony, modes, simple forms and music notation.

**N****Natural Disasters (s) (NCAA)****0.5 credit: semester long course**

This course provides students with an understanding of Earth sciences and various types of natural hazards. Emphasis is on how people can use scientific knowledge for appropriate disaster preparedness and hazard mitigation. It includes case studies of natural events including beneficial effects, and how human decisions turn natural events into disasters. Students will use internet sources, videos, class lectures and lab activities to gain a better understanding of natural hazards and their effects on people. Students will research and report individually and in groups on the various topics. They will improve their reading, writing, and analytical skills, and will leave the class with the ability to ask better questions and solve problems.

**O****ORCHESTRA****Orchestra A/B (9, 10, 11, 12) (f)****1.0 credit: year long course**

*Prerequisite: Audition / Instructor Approval*

Concert Orchestra is the intermediate ensemble for string players. Instruction class will focus on individual technical competencies such as scales, arpeggios, shifting and position work, the basic bowing techniques required for the baroque, classical and romantic musical eras, and the mastering fingerboard layout. This performance ensemble will require rehearsals and performances outside of the school day, and the purchase of uniform concert attire.

**Symphonic Orchestra A/B (1, 2, 3, 4) (f)****1.0 credit: year long course**

*Prerequisite: Audition / Instructor Approval*

Symphonic Orchestra is the premier orchestra ensemble at Cleveland High School. Symphonic Orchestra will include the advanced study of orchestral literature, string performance techniques and the fundamentals of music theory and formal analysis. This performance ensemble will require rehearsals and performances outside of the school day, and the purchase of uniform concert attire. Since this class requires advanced competencies and skills, the conductor/teacher **must approve the placing of all students** in this class.

## P

### **Piano Keyboard 1 (f)**

**0.5 credit: semester long course**

This course will teach students to play a keyboard instrument and learn musicianship through theory, ear training, practice, and performance. Students will be expected to perform in a recital setting at the end of the semester. This class is excellent for all who love music, whether you play another instrument, sing, or have never studied music.

### **Piano Keyboard 2 (f)**

**0.5 credit: semester long course**

*Prerequisite: Piano Keyboard 1*

This course will expand the piano student's technique and skill begun in Piano Keyboard 1, with emphasis on individual performance, ear training, and music theory. Students will acquire the skills needed to perform a piano solo in a recital.

### **Pilates/Yoga Matwork (1A/B, 2A/B, 3A/B, 4A/B)**

**0.5 credit: semester long course**

The course will introduce principles of basic anatomy, strengthening, stretching, and injury prevention through basic and intermediate Pilates and yoga mat work exercises. Students will practice basic and intermediate level Pilates and yoga poses and sequences of movement in order to develop strength, balance, and flexibility. Students will also learn relaxation and breathing techniques to help reduce stress and prevent injury.

### **Pottery & Sculpture 1, 2, 3, A/B (f)**

**0.5 credit: semester long course**

This course is an art class for students desiring to study the many facets of pottery and sculpture with an emphasis on non-functional art. Students may explore a number of media such as clay, wood, textiles, plaster, wire, assemblage, collage, painting on 3D surfaces or any combination of these. Students will develop a basic understanding of pottery and sculpture through the exploration of different media. (This class is equivalent to Ceramics 1)

### **Pottery & Sculpture Advanced (f)**

**0.5 credit: semester long course**

*Prerequisites: Introduction to Art plus both Pottery & Sculpture courses*

This course is an advanced level class designed for students who prefer pottery and sculpture as their mode of expression. Students will continue to perfect their skills while developing their own personal style as well as producing a small body of work that is thematically unified.

## Q

## R

### **ROBOTICS COURSES**

#### **Introduction to Robotics (t, LCW)**

**0.5 credit: semester long course**

This course uses a variety of robotics challenges and games to teach science, math, and engineering skills in a hands-on, minds-on setting. These projects are the stepping stones into a course that stresses creativity, team work, problem-solving, presentation skills, and the engineering process.

#### **Techniques of Robotics (t, LCW)**

**0.5 credit: semester long course**

*Prerequisites: Intro to Robotics, Instructor Approval*

This course is a continuation of Introduction to Robotics and will include higher level programming and design challenges. Students will continue to expand their design and programming skills through competitive projects, which may include the NM BEST and RoboRAVE competitions. This course includes intense cooperative projects, data collection and analysis, and technical writing.

## S

### **Sociology (NCAA)**

**0.5 credit: semester long course**

Sociology students study social organizations, institutions, and patterns of social relationships in different cultures. They also analyze the social interactions of individuals and groups. Students learn a systematic method for studying cultures, social institutions, social relationships, and the process of socialization. Students study a variety of social issues such as crime, racial discrimination, gender equity, urbanization, family structure, and similar topics.

### **Speech and Debate A/B (NCAA)**

**1.0 credit: year long course**

*Prerequisite: ELA 9 (offered to 10-12)*

This class covers the fundamentals of public speaking, argumentation and debate. The emphasis is cross-examination debate as well as developing skills in extemporaneous speaking and oratory.

## **SPORTS MEDICINE COURSES**

### **Science of Sport and Exercise (s)**

**0.5 credit: semester long course**

*Prerequisite: Anatomy and Physiology and/or Introduction to the Health Care Sciences*

This class will provide students with the opportunity of learning about the effects of exercise on pathology and the mechanisms by which exercise can reduce or reverse disease progression. This includes kinesiology, the study of human movement, where students will take an in-depth look at muscle and energy metabolism, biomechanics and the nervous, muscle and skeletal systems. Another component to this class is exercise physiology where students will learn about the components of fitness and how fitness can improve and increase the life of individuals

### **Sports Medicine 1A (s, LCW)**

**0.5 credit: semester long course**

*Prerequisite: Successful completion of Introduction to Health sciences*

This class gives students the opportunity to learn about the professions and content of Sports medicine. This includes aspects of tissue healing and pain, orthopedic injuries, illness and injury recognition, emergency preparedness, and a thorough knowledge of the muscle and skeletal systems. \*Students are required to fulfill 10 after school hours

### **Practical Applications in Athletic Training I (LCW)**

**0.5 credit: semester long course**

*Prerequisite: Introduction to Health Sciences and Sports Medicine*

This class is a continuation to sports medicine. It allows students to actively participate in the various aspects of a working High school Athletic Training room. Students will apply knowledge by assisting in the Athletic Trainer. Skills include working with therapeutic modalities, assisting in rehabilitation programs, applying protective taping and wrapping, administering first aid, and working with the various athletic teams. Students successfully coming out of this program may have the opportunity to compete in the NM High school state athletic training competition. Students will also have the opportunity to letter in Athletic training. Due to working with actual athletes and limited space, student numbers are limited to 7. Requires a minimum of 10 after school hours per quarter (more if students desire to letter)

### **Sports Med 3A/B (Practical Applications in Athletic Training II) (s, LCW) 1.0 credit: year long course**

*Prerequisites: practical application in Athletic Training* This class is a continuation and final aspect of the sports medicine program. The class meets after school and allows students to actively participate in the various aspects of a working high school athletic training room. Students will continue to apply their knowledge by working directly with the athletic teams. Under the supervision of the athletic trainer, students will assist with event preparation, emergency action, training room organization and injury treatment. In addition to publishing a monthly newsletter, students will have the opportunity to apply leadership skills by mentoring the younger students in the program. Students successfully completing this program may have the opportunity to compete in the NM high school state athletic training competition.

Students who have 200 hours in the training room for one full school year will earn a varsity letter in athletic training. Requires a minimum of 90 after school hours.

**Sports Med Career Internship (Sr Medical Rotations) (s, LCW)**

**0.5 Credit Spring Semester**

*Pre-Requisite: Introduction to Health Care Sciences, Anatomy and Physiology, Sports Medicine, teacher approval*

This is a class for seniors who have demonstrated a strong desire to enter the medical field and have completed three of the medical tract classes. This is a zero hour class where students will be assigned to three medical observations/internships. Students will report on their observations and will be required to write a research paper on the medical field of their choice. \*must be able to drive or have a ride to the various medical clinics. \* must be a senior.

**Story of Movies A/B**

**0.5/1.0 credit: semester/year long**

**course**

This is an entertaining and educational elective with four objectives. Students will learn the history of the movie industry in the United States through a viewing of the classics. Students will recognize, analyze and apply over 120 literary elements in movies, comparing literary works to the movies made from them. Students will be enriched by the historical and cultural studies which naturally occur in films as their appreciation of cinematography deepens.

**Street Law (NCAA)**

**0.5 credit: semester long course**

This course will present information on the legal system in America. Activities include extensive class participation and legal writing. Students conduct research and develop writing and public speaking skills. Students will learn about constitutional rights and high school students' rights, explore the elements of criminal and civil law and learn to see both sides of the argument as represented by the prosecution and the defense.

**Studio Broadcast I A/B (t, LCW)**

**0.5 / 1.0 credit: semester / year long**

**course**

*Prerequisite: Minimum grade of "C" required in F/V 1 AND Instructor Approval in order to advance to next level.*

This course will expose students to the television broadcast news environment. Various aspects of the broadcast studio including the influence of broadcast news, the dos and don'ts of interviewing, and privacy and ethics will be examined. This course will focus on the hands-on experience of broadcast news. Students will also become familiar with the technical requirements and facets of the industry. The production of the school news program will require effective teamwork with all students in the class expected to work to support the efforts of other students. Some outside class time may be required to fulfill class requirements.

**Studio Broadcast II A/B (t, LCW)**

**0.5 / 1.0 credit: semester / year long**

**course**

*Prerequisites: Minimum grade of "C" required in F/V 1, Studio Broadcast I, AND Instructor Approval in order to advance to next level.*

This course will continue to expose students to the television broadcast news environment. Students will apply their knowledge of camera operations and camera production techniques. Students will begin applying the techniques to control room disciplines such as technical director and sound engineer in school productions. Students will master the choreography of the TV/Video production crew. Students will produce programs unique to TV/Video Studio Production. The production of the school news program will require effective teamwork with all students in the class expected to work to support the efforts of other students. Some outside class time may be required to fulfill class requirements.

**Studio Broadcast III A/B (t, LCW)**

**0.5 / 1.0 credit: semester / year long**

**course**

*Prerequisites: F/V 1 & 2; SB 1 & 2 AND Instructor approval*

This course will continue to expose students to the television broadcast news environment. This course will continue to focus on the hands-on experience of broadcast news. Students will work to produce morning announcements and learn

how a live broadcast is made. Various aspects of the broadcast studio including producing, directing, reporting and news anchoring will be the focus of the class. Students will continue to become familiar with the technical requirements and facets of the industry. Students will be given assignments to produce “news worthy” projects for the school community. Some outside class time may be required to fulfill class requirements.

**Studio Broadcast Independent Study** (t, LCW)

**0.5 credit: semester long course**

*Prerequisite: Instructor approval*

Students wishing to further their studies in broadcast television should take this course. Students will work to produce morning announcements and master the art of the live broadcast. Up to this point students have learned editing and postproduction techniques in the non-linear arena, and mastered camera skills. Mentoring/coaching/tutoring is not only essential but mandatory. Mentoring produces positive reinforcement of the master students’ own skills. Students must maintain a positive attitude in class and will work closely with fellow students. A portfolio is developed. Students will continue to produce projects for the school community as well as entering film and video contests. Outside class time may be required. This class will focus on preparing students to enter postsecondary education in digital media arts.

**T**

**Team Sports A / B**  
**course**

**0.5 / 1.0 credit: semester / year long**

*Prerequisite: Coach Recommendation*

Students will understand, demonstrate, and apply the basic rules and etiquette of the sport in which they enroll. Students will demonstrate an awareness of personal hygiene and healthy lifestyle choices while developing physical fitness levels necessary for successful performance in interscholastic athletics encompassing the areas of strength, power, agility, balance, endurance, flexibility, and body awareness. Emphasis will be placed on the ethical and character building aspects of athletic competition. Students will develop the concept of teamwork and sportsmanship through participation in this class while demonstrating the values of pursuing victory with honor.

**Technical Theater A / B (1, 2, 3, and 4)** (f,t)  
**course**

**0.5 / 1.0 credit: semester / year long**

*Prerequisite: Intro to Theater Technology or instructor approval*

Extensive hands on instruction will be provided in the areas of sound design, lighting design, set design, costume design, makeup, and management as it pertains to backstage as well as marketing and promotion. Students will learn how to create and manage a budget as well as essential principles of safety in stagecraft. Students will be using the tools of sound, light, and set construction provided within our concert hall and performing arts center. Work outside of the classroom in school productions will be required for students wishing to continue in this field.

**Topics in Engineering** (t, LCW)

**0.5 credit: semester long course**

An introductory course to explore the functions and fundamental principles of engineering, branches of the profession, and educational requirements. The course includes an introduction to the competencies required for programming, problem solving, engineering design, and the planning of a program of study necessary to continue in an engineering field.

**U**

**V**

**Video Audio Production 1 A/B 2A/B** (Sports Video) (f,t, LCW)

**1.0 credit; year long course**

*Prerequisite: Instructor approval*

The curriculum builds on skills introduced in Film and Video 1 & 2. Students have the opportunity to use higher end video cameras, working with New Tek TriCaster in EFP (electronic field production), and set up/tear down of equipment. The emphasis of this course is on the planning/shooting of a variety of CHS high school sports and activities to air live over the web that will further develop independent skills and team roles in all areas of digital video production. Shoots will involve pre / post production stages with the goal of producing work that will be uploaded to a video sharing website.

**Visual Arts Independent Study** (f)

**0.5 credit: semester long course**

**Prerequisite: Instructor Approval**

This course will give serious visual arts students the opportunity to concentrate on specific visual arts concepts and processes with the faculty advisor of their choice. This course allows students to advance their skills once they have completed all other possible formal courses in the specific visual arts area of interest. Students will improve upon technical and conceptual skills in a specific area of the visual arts as selected by student and instructor. Students will concentrate their study in painting, drawing, printmaking, ceramics, sculpture, graphic art, photography or any combination of these. Students will consult with a supervising instructor to design a course of study that fits their individual educational goals and needs. Student must have exhausted a single sequence of coursework in the visual arts as well as present a portfolio review.

**W**

**Wildlife Management:**

**0.5 credit: Semester Long course**

Prerequisite: **NONE**

This science elective helps students better understand and appreciate Wildlife and Wildlife Management in New Mexico. Students will cover topics including different wildlife, wildlife management, forestry, game and fish, ecology, map reading techniques, Global Students will work with the New Mexico Game and Fish learning the management as well as the legal issues surrounding the Wildlife in New Mexico.

**Work Study 1, 2, 3, 4**

**maximum 1.0 credits**

Students may earn a maximum of **two credits** for any combination of Work Study and Career Internship.

**Prerequisite:** Application **and** approval of program coordinator. This class is only available to juniors and seniors.

Students are responsible for finding their own job. Students earn 0.5 credits for every 90 hours of work.

**WORLD LANGUAGE COURSES**

**World Languages: French, German, Chinese (Mandarin), and Spanish (LCW, NCAA)**

Fluency in more than one language enhances any career with an international component and enriches travel and life experiences. Colleges and universities typically require completion of world language courses through Level 2 of the same language. More selective universities require completion of a minimum of three levels of the same language. *Cleveland High School plans to offer as many foreign languages as possible; however these elective courses are dependent upon availability of highly qualified teachers and student interest. A lack of adequate student interest or accessibility to a highly qualified teacher will result in the collapse of a class.*

**Level I (LCW, NCAA)**

**1.0 credit: year long course**

**(French, German, Chinese (Mandarin), and Spanish)**

This course will include basic communication skills in the chosen language, and introduce geography and culture (music, film, food) of the countries where the language is spoken. Personalized oral and written projects enrich the course. Students will develop communication skills (listening, speaking, reading, and writing) for basic situations: greetings and introductions, descriptions of families and friends, and daily conversation. Students have opportunities to compare the new language and culture with their own and to observe the use of the language in communities beyond the classroom.

**Level II (LCW, NCAA)**

**1.0 credit: year long course**

**(French, German, Chinese (Mandarin), and Spanish)**

**Prerequisite: Successful completion of Level I**

This course will include individual and group projects to demonstrate cultural understanding and language proficiency. In most classes, service-learning opportunities are available. Language and cultural comparisons and community connections continue to be explored. Students will extend communication skills to other contexts: daily life, school, professions and work practices, and community life. Authentic cultural documents (newspapers, magazines, film, and music) enrich the cultural component of the course.

**Level III (LCW, NCAA)**  
**(French, German, Chinese (Mandarin), and Spanish)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of Level II*

This course will ease students into more extensive communication. They express opinions, support their point of view, and imagine solutions to real situations. Students use authentic documents and technology to study, research, and report on topics such as famous authors, artists, and historical figures. Travel and career opportunities are explored.

**Spanish for Heritage Speakers 1**

**1.0 credit: year long course**

*Prerequisite: instructor approval*

Develops home/heritage language skills (reading, writing, listening and speaking) with study of literature, composition, public speaking, performance, and presentation. Extensive study of the cultures and traditions related to the target language at the regional, national and international levels. This course is taught in the target language.

**Spanish for Heritage Speakers 2**

**1.0 credit: year long course**

*Prerequisite: Spanish for Heritage Speakers 1 and/or instructor approval*

Continue to develop home/heritage skills (reading, writing, listening and speaking) with study of literature, composition, public speaking, performance, and presentation. Extensive study of the cultures and traditions related to the target language at the regional, national and international levels. This course is taught in the target language.

**X**

**Y**

**Yearbook 1 A/B (t, LCW)**

**1.0 credit: year long course**

This course offers the student limited involvement in the production of the school yearbook. Students will learn the basics of yearbook layout and design, photography, copy writing, and copy editing.

**Yearbook 2 A/B (t, LCW)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of Yearbook 1.*

This course offers complete involvement in the production of the school yearbook as a **member of the staff**. Students learn advanced techniques in yearbook layout and design, photography, copy writing, and copy editing. Students are expected to maintain the standards expected of a staff member.

**Yearbook 3 A/B (t, LCW)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of Yearbook 2*

This course offers the student complete involvement in the production of the school yearbook in a **leadership position**. Students will be expected to assume an editor position or take a leadership role on the publication staff. Students complete spreads, edit copy, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement.

**Yearbook 4 A/B (t, LCW)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of Yearbook 3.*

This course offers the student complete involvement in the production of the school yearbook in a leadership position. Students will be expected to mentor peers in addition to their yearbook course work. They will serve as liaisons to the administration and school staff.

**Z**

**Zoology (s, NCAA)**

**0.5 credit: semester long course**

This course will survey the biology and classification of invertebrate and vertebrate animals. Life systems and support systems will be covered. Comparative physiology, development, behavioral and anatomical studies will be stressed.

## AP Elective Offerings

### AP Art History

**1.0 credit: year long course**

In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History Exam.

### AP Computer Science A/B (t, LCW)

**1.0 credit: year long course**

AP computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also give students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students who elect to take the Advanced Placement exam will be required to pay the test fee.

### AP Environmental Science – lab science (s, NCAA)

**1.0 credit / year long course**

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

### AP European History A/B (Grades 11 – 12) (NCAA)

**1.0 credit: year long course**

This course follows the political, social, intellectual, and economic developments in Europe between 1350 and 2000. Through the textbook, lectures, discussions, presentations, and seminars on major documents from the period, students will have a solid basis with which to understand current global affairs and with which to succeed in college courses. Some of the topics covered include the Black Death, the Renaissance, the Reformation, the Enlightenment, the industrial revolution, and the wars and revolutions of the twentieth century.

### AP Music Theory (f) (Offered odd years ONLY)

**1.0 credit: year long course**

The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, to understand, and to describe the basic materials and processes of music heard or presented in a score. These goals are achieved by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises.

### AP Studio Art: 2D Design (f,t)

**1.0 credit: year long course**

*Prerequisites: Introduction to Art as well as higher level art courses are suggested*

This is a college-level course in the visual arts offering advanced curriculum in the high school environment. Students who successfully complete the course can request credit from the college or university they attend. The course, therefore, requires a more significant commitment of time and effort than other high school art curriculum and is intended for students who wish to pursue serious study in the arts. The AP portfolio is the culminating experience and all AP students are expected to submit their portfolio to the College Board for evaluation at the end of the year.

### AP Studio Art: 3D Design (f,t)

**1.0 credit: year long course**

*Prerequisite: Introduction to Art and 3 semesters of Pottery & Sculpture courses*

This class is intended to address a broad interpretation of sculptural issues concerning depth and space. Works completed throughout the year may include traditional sculpture, paper, architectural models, fashion and apparel, ceramics, 3-D



fiber arts, metal work, and found objects. Students will complete 18 original works that address design problems, principles and elements of art required in the AP 3-D Design Portfolio.

### **AP Studio Art: Drawing (f)**

**1.0 credit: year long course**

*Prerequisite: Introduction to Art and 3 Semesters of Drawing & Painting Courses*

This class is designed to address a wide range of drawing activities and media. Drawing, painting, printmaking and mixed media will be included. Works will include direct observation, abstract drawings, and drawings from imagination. Students are expected to show advanced technical and creative skills in drawing, as well as to conduct an in-depth, sustained investigation of materials, processes and ideas. This course will focus on an inquiry-based approach to making art. Students will create no less than 15 original works to complete the AP Drawing Portfolio. Please see the College Board website for specific details about the portfolio process.

### **AP Psychology A/B (Grades 10 – 12) (NCAA)**

**1.0 credit: year long course**

This class studies behavior & mental processes of human beings & other animals. The student is exposed to the psychological facts, principles, & phenomena associated with the major fields w/in the discipline.

## **AP WORLD LANGUAGES**

### **AP Chinese**

**1.0 credit: year long course**

*Prerequisites are the successful completion of Chinese 1, 2, and 3*

AP Chinese Language and Culture is a 1.0 credit, yearlong course. The objective of AP Chinese is to provide students with ongoing and varied opportunities to develop their proficiencies across the full range of language skills (as outlined in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century), all within a cultural frame of reference reflective of the richness of Chinese language and culture.

### **AP French Language (LCW)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of French 1, 2, 3*

The main objectives of AP French Language are to develop: (1) French language spoken by native speakers, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts; (2) an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in French without dependence on a dictionary; (3) student expression by describing, narrating, inquiring, developing arguments in French, oral and written.

### **AP German Language (LCW)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of German 1, 2, 3*

The main objectives of AP German Language are to develop: (1) the German language spoken by native speakers, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts; (2) an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in German without dependence on a dictionary; (3) student expression by describing, narrating, inquiring, developing arguments in German, both orally and in writing.

### **AP Italian Language (LCW)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of Italian 1, 2, 3*

The main objectives of AP Italian Language are to develop: (1) the Italian language spoken by native speakers, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts; (2) an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Italian without dependence on a

dictionary; (3) student expression by describing, narrating, inquiring, developing arguments in Italian, both orally and in writing.

**AP Spanish Language (LCW, NCAA)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of Spanish 1, 2, 3*

The main objectives of AP Spanish Language are to develop: (1) the Spanish language spoken by native speakers, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts; (2) an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish w/o dependence on a dictionary; (3) student expression by describing, narrating, inquiring, developing arguments in Spanish, both orally and in writing.

**AP Spanish Literature (LCW)**

**1.0 credit: year long course**

*Prerequisite: Successful completion of Spanish 1, 2, 3*

This Advanced Placement course is designed to provide the student with the experience, knowledge and language application typically gained from a third year college course. The extensive reading and analysis of many important works of Spanish Literature will allow students to apply their reading/comprehension, writing and oral Spanish skills in an in-depth manner. Students will also be prepared and encouraged to take the AP exam upon completion of the course.