



WELCOME TO
Bataan Military Academy™



**COURSE HANDBOOK: DESCRIPTIONS AND OFFERINGS
2009-2010**

MISSION

The mission of the Bataan Military Academy™ is to provide a world-class public high school education for students of various abilities and backgrounds and to create a partnership among parents, teachers, students, military-related organizations, military services, and community members that maximizes student potential.

VISION

Honor, Courage, Commitment

MESSAGE FROM THE COMMODORE

Welcome to the Bataan Military Academy™, New Mexico's only military charter high school. Since the Academy was officially approved by the New Mexico Public Education Department in 2006, many remarkable developments have occurred. Through the united efforts of outstanding teachers, support staff members, parents, Cadets and community members, the Academy offers Cadets the opportunity for a world-class education in a disciplined setting. Building leaders for the future, BMA provides Cadets with unparalleled international hands-on career exploration opportunities.

The Academy's course curriculum is in alignment with the New Mexico State Standards, and this document provides parents and students with the names of current course offerings, course descriptions, and other pertinent information in preparation for a successful transition to the future. Course alignment is available on the *About Us* page of the Academy WEB site. If you have questions, please contact the Administrative Officer in Headquarters. You will be directed to one of our staff members for assistance. With pride, I present the *2009-2010 Course Offerings and Descriptions*. In this endeavor, it is my hope that all Cadets find a viable pathway to a future filled with continued learning, satisfying careers and the skills need in order to be highly successful in tomorrow's world.

With best regards,

LT Shelby Dawson Tallchief, USNSCC
Founder and Commodore

HISTORY OF THE ACADEMY

Approved by the New Mexico Public Education Department in 2006, the Bataan Military Academy™ (BMA) welcomed ninth and tenth grade students during the fall semester of 2006. During the school's second year of operation, the eleventh grade was added. This year is the first graduating class from BMA. Indeed, we are proud of the Cadet's accomplishments.

Back in the fall of 2007, the Academy began building a corps of Cadets and Officers, as all are members in good standing of the United States Naval Sea Cadet Corps (USNSCC), the U. S. Navy's youth organization. Officially commissioned by the USNSCC as the Bataan Battalion RMR 15-2 for the State of New Mexico and Arizona Region, Cadets began the process of advancement both in their school work and in their military-related corps. With an emphasis on continuous education, USNSCC Cadets and Officers earn rank through time in service and completion of course work. Standards, even for Bataan's USNSCC activities, are more strenuous at

the Academy than is required by the national program. Cadets attending the Academy must work hard to achieve academic and military-related success.

While all are licensed 'highly qualified' under federal and state education regulations, many of the Academy's teachers are former or active duty military. BMA was the first and remains the only charter high school in New Mexico with a football team. Other activities and sports have developed as years have passed. Through it all, the over-riding goal is to build leadership skills, develop good citizens, and provide maximum support and opportunities for the careers of young men and women – serving in the military or in the civilian sector.

Built on the traditions of our nation's finest military schools, BMA looks forward to a bright and successful future. For more details about the school's history, academic program and activities, please visit the WEB site at www.bataanmilitaryacademy.org. On the WEB site, see the "About Us" page for additional information.

ACCREDITATION, AUTHORIZATION AND AFFILIATION

- The Bataan Military Academy™ is fully authorized as a public high school under the jurisdiction of the State of New Mexico Public Education Department. As such, all Cadets are required to meet state approved graduation requirements. BMA is in the process of acquiring accreditation with the international education organization known as AdvancEd.
- Bataan Military Academy™ is a traditional high school, and as such, has been classified by the U. S. Department of Defense (DoD) as a Tier I School meeting and maintaining all criteria for international classification by the DoD.
- Additionally, BMA is a member in good standing of the New Mexico Activities Association (NMAA) and the New Mexico Coalition for Charter Schools (NMCCS). Your inquiry is welcomed.

GRADUATION REQUIREMENTS

The State of New Mexico and the Bataan Military Academy™ have made some changes in graduation requirements over the past years. Please review the requirements for each graduation class. Beginning with the class of 2013 (incoming 9th graders fall of 2009), all students are required to complete 4 years/credits of math and at least one credit in Advanced Placement/Honors/Dual Enrollment/or an Online course. The NCAA Clearing House, the organization that sets requirements for all high school athletes who will be playing for NCAA Division I colleges/universities, has also increased their requirements. Parents and students are encouraged to communicate often with their high school counselor to make sure they are taking all the courses they need to transition smoothly from high school into their post-high school plans. Beginning with the Class of 2013, students are required to complete 4 years/credits of math and at least one credit in Advanced Placement/Honors/Dual Enrollment/or an Online course in addition to the current graduation requirements. The NMPED is considering a proposal allowing a student to complete a fourth mathematics course other than algebra 2. If approved, such a proposal would require the parent's approval via the Next Step Plan process.

TRANSFER STUDENTS

For students transferring into BMA public high school, the number of credits for graduation is based on the requirements during the year in which the student was accepted. Transcripts are analyzed and, if needed, the credit requirements will be adjusted proportionately to reflect differences in graduation requirements. To graduate from BMA public high school, all Governing Council and NM Public Education Department requirements must be met.

GRADES

Grades are based on a 4.0 grading scale. Numerical passing grade in each class is 60. BMA ranks together all students at each grade level on all subjects taken for credit. One-half credit is granted for each class at the end of the semester. Credits are granted with passing grades (A, B, C, D, or E). Credit is not granted for (F, I, or W/F).

- If a course is repeated, the higher grade will be recorded in the GPA (grade point average)

- Students who drop a course after a ten (10) day drop/add enrollment period will receive a W/F (withdrawal/failure). This stays permanently on the transcript.
- Students who fail a course must repeat the course in summer school, evening school, IDEAL New Mexico or in an alternative accredited program outside of the regular school.

CLASS PLACEMENT BASED ON NUMBER OF CREDITS EARNED

0 – 5.5 = Freshman 6.0 – 11.5 = Sophomore 12 – 17.5 = Junior 18.0+ = Senior

REGISTRATION GUIDELINES

The pages that follow include explanations of dual enrollment, Career Pathways, credentialing, portfolios and graduation credits required for graduation. Please take the time to completely review the catalog. Work with your student in making course selections for the 2009 – 2010 school year. Keep in mind that all courses are full year courses (2 semesters), unless otherwise designated. Students are expected to remain in the 2nd semester of the classes they choose, so assist your student in making appropriate class selections for the entire school year.

Please choose course carefully as there will be **NO SCHEDULE CHANGES** except for the following reasons:

- Duplicate Credit
- Graduation Requirements not met
- Failure of Pre-requisite
- College entrance requirements not met
- Incomplete Schedules

DUAL CREDIT

We encourage 11th and 12th grade students to take dual enrollment classes at CNM or UNM. Dual enrollment classes at CNM are free to our students; however, including the cost of their books for the courses they take. UNM classes do require tuition and fees from high school students.

IDEAL NEW MEXICO

At BMA classes are available through the New Mexico Public Education Department's IDEAL NM program to earn high school credit through an on-line computer class. There are various high school classes available for credit through this program. The Bataan Military Academy has purchased the ability to be a part of this program and provide this educational opportunity to our cadets. In addition to our participation there is a tuition fee for student participation in the program on a semester tuition basis. Please review the information about the program that was provided to your student. IDEAL NM is an excellent way to assist students in acquiring high school graduation credits in one of the following four ways:

1. Credit Recovery-make up missing or failed credit classes.
2. Credit Enhancement-allow students the opportunity to take classes that would normally not be available at the school they are attending.
3. Credit Acceleration-allow students to accelerate their academic plans and/or take enhanced courses such as AP classes that may assist their college academic goals.
4. Graduation Requirements: Incoming freshman for 2009-2010 have an additional graduation requirement that may be met by an online class and/or AP class which IDEALNM courses may assist in meeting that requirement.

CORRESPONDENCE COURSES/INDEPENDENT STUDY

All Correspondence/On-Line/Independent Study courses must be pre-approved by BMA administration. Students taking a correspondence course must have a signed correspondence contract on file and meet deadline requirements if the course is to count for graduation. A course syllabus must be on file with the main office to receive credit for independent study. BMA reserves the right to evaluate a course before credit can be granted. Credits can be earned only from an accredited school. Please see your counselor to start the process. Only courses accredited by the State of New Mexico Public Education Department will be accepted.

EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS

Students who participate in extra-curricular activities and athletics governed by the New Mexico Activities Association (NMAA) must meet the following requirements:

- Enrolled in a minimum of four classes at the Academy
- Attain and maintain a minimum of a 2.0 grade point average or better on a 4.0 scale
- Maintain excellent attendance
- May not fail more than one class during the previous grading period
- If the student falls below these requirements he/she will be ineligible for participation in extra-curricular activities/athletics until the end of the next grading period and an improvement is achieved.

NEXT STEP PLAN

The New Mexico Public Education Department has designed the Next Step Plan (NSP) document to meet the legislative requirements of HB522. This is a living, working document that will be reviewed and updated yearly, and culminate in a transition plan during his/her 12th grade year for a post-secondary future. The purpose of the NSP, through involvement of the student, the student's parent(s)/ guardian(s), school counselor, school advisor and other pertinent people, is to work together assisting the student in developing his/her goals and plans in a conscientious manner for their career and personal future.

SUMMER SCHOOL

A student may only take one full year or two semester classes and earn a maximum of one credit (each semester class is equal to 0.5 credit) per summer. Tuition is usually charged for these classes when offered at district or private schools in the area.

TESTING (Test dates and information are available in Headquarters. All information subject to change.)

9TH GRADE:

- BMA required reading test for all incoming new incoming students.
- No standardized testing. **REQUIRED.** Under state requirements, however, all Cadets will take the Short-Cycle Assessment examination three times each school year.

10TH GRADE:

NM Public Education Department required short cycle assessments are given three (3) times each school year.

PSAT –REQUIRED: The Preliminary SAT test is a standardized test that provides practice for the SAT test. It is also a pre-qualifier to enter the National Merit Scholarship Corporation scholarship program. The PSAT provides feedback on your strengths and weaknesses for study in college. As a Smaller Learning Community Grant school, all 10th graders are required to take the PSAT; testing is optional for 11th graders.

10TH, 11TH AND 12TH GRADE:

ASVAB - OPTIONAL: The Armed Services Vocational Aptitude Battery is a multi-aptitude test battery consisting of 10 individual tests. Students receive scores on each individual test as well as composite scores based on the combination of individual tests. Composite scores are given in the areas of Verbal, Math, and Academic Ability.

11TH GRADE:

PSAT - OPTIONAL for all eleventh grade students.

Standards Based Assessment (SBA) – **REQUIRED:** The SBA is a state mandated standardized test that all Juniors are required to take. This test is used as a measurement of performance for not only the student but the school as a whole. Starting with the class of 2012, this test will replace the NM High School Competency Examination as an exit graduation requirement.

11TH AND 12TH GRADE:

- **ACT:** The ACT Assessment measures academic achievement in the areas of English, mathematics, reading and science. The ACT is required for entrance to many colleges and can determine placement and scholarship eligibility.
- **SAT:** The SAT measures verbal and mathematical reasoning skills. The SAT is required for entrance to many colleges and can determine placement and scholarship eligibility.
- **AP Exams:** AP Exams are administered in a variety of subject areas. Students may take the Exams to receive college credit and/or advanced placement in the college program on the basis of examination performance.
- **NM High School Competency Exam** – **REQUIRED** for eleventh and twelfth grade and is the exit exam for high school graduation.

COURSE OFFERINGS AND DESCRIPTIONS

I. LANGUAGE ARTS DEPARTMENT

ENGLISH 9

Length of Course: One Year

Credit/PRI Area: .50 per Semester/English

Grade Level(s): 9 - 12

COURSE DESCRIPTION: In English 9, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various genre and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous selections by a wide variety of authors. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Students who take a Language Arts class for English credit (rather than Elective credit) are expected to meet or exceed the New Mexico Language Arts Standards and Benchmarks. Students in all Language Arts classes apply and develop critical thinking skills through the six APS Language Arts Strands: Reading Process, Reading Analysis, Writing, Speaking, Listening/Viewing, and Research. Citations such as (I D.1) in parentheses in the “Program of Studies” indicate an alignment to the New Mexico Language Arts Content and Performance Standards. Language Arts courses receiving English credit (rather than Elective credit) are also required to devote one-half of the course to writing and research to meet university entrance requirements.

ENGLISH 10

Length of Course: One Year

Credit/PRI Area: .50 per Semester/English

Grade Level(s): 9 - 12

COURSE DESCRIPTION: In English 10, the student surveys and samples a wide variety of multi-cultural literature of the world from diverse authors, various time periods, and various *genre*. The student studies and considers a broad spectrum of themes and perspectives from around the globe and makes connections to his or her own ancestry and to the ancestry of other peoples of the world. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Students who take a Language Arts class for English credit (rather than Elective credit) are expected to *meet or exceed* the New Mexico Language Arts Standards and Benchmarks. Students in all Language Arts classes apply and develop critical thinking skills through the six APS Language Arts Strands: **Reading Process, Reading Analysis, Writing, Speaking, Listening/Viewing, and Research**. Citations such as (I D.1) in parentheses in the “Program of Studies” indicate an

alignment to the New Mexico Language Arts Content and Performance Standards. Language Arts courses receiving English credit (rather than Elective credit) are also required to devote one-half of the course to writing and research to meet university entrance requirements.

ENGLISH 11

Length of Course: One Year

Credit/PRI Area: .50 per Semester/English

Grade Level(s): 9 - 12

COURSE DESCRIPTION: In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes, (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a *genre* approach, the student surveys various time periods and themes in American literature through selected genre across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

The student who takes a language arts class for English credit (rather than elective credit) is expected to *meet or exceed* the New Mexico Language Arts Standards and Benchmarks. The student in all language arts classes applies and develops critical thinking skills through the six APS Language Arts Strands: Reading Process, Reading Analysis, Writing, Speaking, Listening/Viewing, and Research. Citations such as (I D.1) in parentheses in the “Program of Studies” indicate an alignment to the New Mexico Language Arts Content and Performance Standards. Language Arts courses receiving English credit (rather than elective credit) are also required to devote one-half of the course to writing and research to meet university entrance requirements.

ENGLISH 12

Length of Course: One Year

Credit/PRI Area: .50 per Semester/English

Grade Level(s): 9 - 12

COURSE DESCRIPTION: In English 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. –A.D. 428 to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a *genre* approach, the student surveys various time periods and themes in world literature through selected *genre* across time periods (e.g. mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of World History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Students who take a Language Arts class for English credit (rather than Elective credit) are expected to *meet or exceed* the New Mexico Language Arts Standards and Benchmarks. Students in all Language Arts classes apply and develop critical thinking skills through the six APS Language Arts Strands: Reading Process, Reading Analysis, Writing, Speaking, Listening/Viewing, and Research. Citations such as (I D.1) in parentheses in the “Program of Studies” indicate an alignment to the New Mexico Language Arts Content and Performance Standards. Language Arts courses receiving English credit (rather than Elective credit) are also required to devote one-half of the course to writing and research to meet university entrance requirements.

LITERACY STRATEGIES I

Length of Course: One Year

Credit/PRI Area: Elective 0.50 per Semester/English

Grade Level(s): 9 - 12

COURSE DESCRIPTION: Literacy Strategies I supports the emergent adolescent reader. An emergent adolescent reader often exhibits many of the following characteristics: needs teacher direction to make connections between text and background knowledge, has difficulty summarizing what is read, possesses a limited vocabulary and needs strategies for word study, does not read fluently, and is hesitant to read independently. This course is designed to provide both individual and small group instruction in order to meet each student's needs in reading components. Instruction is guided by ongoing

assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure, and comprehension. The student uses several strategies for increasing comprehension of diverse texts such as summarizing, questioning, predicting and previewing, using text structure, visualizing, and inferring. The student has a variety of opportunities to learn, practice, and internalize these reading behaviors and strategies. To provide authentic opportunities to use and develop language, the student works collaboratively, in pairs and in small groups, discussing text in order to build background knowledge and increase comprehension. To shelter instruction further, the teacher uses visuals, real and anchor videos to front-load lessons. The reading process, reading application, and personal engagement with reading are major areas of focus. Literacy Strategies I and II are developed to support student mastery of the grade-level language arts reading process and reading analysis standards. As the student progresses in skill development, he/she is assessed and moves to the appropriate instructional level course.

LITERACY STRATEGIES II

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/English
Grade Level(s): 9 - 12

COURSE DESCRIPTION: Literacy Strategies 11 supports the developing adolescent reader. The developing adolescent reader often exhibits the following characteristics: can summarize text but excludes some important details, uses some prior knowledge to infer ideas from text but also often needs support for less literal interpretations, possesses a working vocabulary but lacks word study strategies to increase vocabulary, comprehends grade-level text inconsistently, reads some texts fluently but has difficulty with others, and needs to build motivation and purpose for independent reading. This course is designed to provide individual as well as small group instruction in order to meet each student's needs. Instruction is guided by ongoing assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure, and comprehension. The student uses several strategies for increasing comprehension of diverse texts such as summarizing, questioning, predicting and previewing, using text structure, visualizing, and inferring. The student has a variety of opportunities to learn, practice, and internalize reading behaviors and strategies, developing the knowledge, skills, and strategies to support comprehension of grade-level texts through maximum instructional support. To provide authentic opportunities to use and develop language, the student works collaboratively, in pairs and in small groups, discussing text in order to build background knowledge and increase comprehension. To shelter instruction further, the teacher uses visuals, real and anchor videos to front-load lessons. The reading process, reading application, and personal engagement with reading are major areas of focus.

ENGLISH AS A SECOND LANGUAGE I

Length of Course: One Year Credit/PRI Area: 0.50 per Semester/English
Grade Level(s): 9

COURSE DESCRIPTION: This course represents standards for a 9th grade Language Arts class. Because of the progressive nature of ESL courses, the standards to be used by the teacher should represent the appropriate grade level of the student. The teacher will need to access the grade level standards in order for students to receive their grade level Language Arts credit (i.e., Level I students in 9th, Level II in 10th grade etc.)

ENGLISH AS A SECOND LANGUAGE II

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/English
Grade Level(s): 9 – 12

COURSE DESCRIPTION: This course represents standards for a 10th grade Language Arts class. Because of the progressive nature of ESL courses, the standards to be used by the teacher should represent the appropriate grade level of

the student. The teacher will need to access the grade level standards in order for students to receive their grade level Language Arts credit (i.e., Level I students in 9th, Level II in 10th grade etc.)

ENGLISH AS A SECOND LANGUAGE III

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/English
Grade Level(s): 9 – 12

COURSE DESCRIPTION: This course represents standards for a 11th grade Language Arts class. Because of the progressive nature of ESL courses, the standards to be used by the teacher should represent the appropriate grade level of the student. The teacher will need to access the grade level standards in order for students to receive their grade level Language Arts credit (i.e., Level I students in 9th, Level II in 10th grade etc.)

ENGLISH AS A SECOND LANGUAGE IV

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/English
Grade Level(s): 9 – 12

COURSE DESCRIPTION: This course represents standards for a 12th grade Language Arts class. Because of the progressive nature of ESL courses, the standards to be used by the teacher should represent the appropriate grade level of the student. The teacher will need to access the grade level standards in order for students to receive their grade level Language Arts credit (i.e., Level I students in 9th, Level II in 10th grade etc.)

COMMUNICATION SKILLS

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/Communication Skills
Grade Level(s): 9 – 12

COURSE DESCRIPTION: In Communication Skills, the student prepares to become an effective and well-rounded communicator - at home, in school, in the community, in post-secondary education, and in the global marketplace. The student develops, practices, and enhances both intra-personal and interpersonal communication skills through units 011 personal/social responsibility and career pathways/readiness. In addition, the student studies group processes, such as decision-making, conflict resolution, and team building and learns to work both independently and collaboratively with others. Other areas of study include: media literacy, study skills, test-taking strategies, and project development, using technology as a learning and presentation tool.

JOURNALISM I

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/Journalism
Grade Level(s): 9 – 12

COURSE DESCRIPTION: In Journalism, the student explores writing practice, that is, the fundamentals of various print and electronic media including newspapers, magazines, yearbooks, and radio and television broadcasts. Areas of emphasis include: interviewing and writing techniques, gathering and researching sources of information, history, law and ethics, First Amendment rights and responsibilities, and media literacy. Special emphasis is placed on distinctive types of journalistic writing, style, and organization as compared to conventional English composition. The student writes, edits, and evaluates news, editorials, columns, features, sports, photo captions, advertising copy, and investigative reports with clear purpose, accuracy, and awareness of the audience(s). The student also explores art, still and motion photography, film, editing, design, advertising, and current technology used to present effective media. The student contributes work for consideration to school and community productions (newspaper, yearbook, magazine and/or radio/TV/digital) and produces individual and class projects for publication or broadcast.

YEARBOOK I

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/Yearbook
Grade Level(s): 9 – 12

COURSE DESCRIPTION: In Yearbook I, the student applies entry-level journalistic skills introduced in Journalism/ Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and "deadlining" with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/ advisor. The student generates authentic work by producing a yearbook for the school and community.

YEARBOOK II

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/Yearbook
Grade Level(s): 9 – 12

COURSE DESCRIPTION: In Yearbook II, the student enhances individual skills in all journalistic areas and also develops areas of expertise, specializing in one or more areas of the yearbook production process. The student also refines skills with group processes, such as decision-making, conflict resolution, and time management with respect to individual and staff deadlines and mentors less experienced staff members. The Yearbook II student is encouraged to assume increased responsibility and to develop skills that lead to editorial positions with mentoring and coaching from more experienced staff members and with guidance from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.

YEARBOOK III

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/Yearbook
Grade Level(s): 9 – 12

COURSE DESCRIPTION: In Yearbook III the student refines and enhances previous journalistic skills and assumes

increasingly more challenging and demanding leadership and mentoring roles on the newspaper staff. As specified in the specific staff position description, the editor is responsible for long-range Planning, reinforcing editorial policy, and operating the budget. The editor also orchestrates the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides writing and editing copy, advertising, art, and photography, the editor also coordinates desktop publishing according to printers' specifications, within legal and ethical parameters, and within deadlines. The student generates authentic work by producing a yearbook for the school and community.

YEARBOOK IV

Length of Course: One Year Credit/PRI Area: Elective 0.50 per Semester/Yearbook

Grade Level(s): 9 – 12

COURSE DESCRIPTION: In Yearbook IV, the student assumes more responsibility for visioning, leading, organizing, and mentoring less experienced editors and staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget and orchestrating the co-curricular aspect of the program in cooperation with other editors and the teacher / advisor. Besides honing specialty areas of interests, the editor also supervises desktop publishing according to printers' specifications within legal and ethical parameters and within deadlines. The Yearbook IV student models collaborative leadership qualities in addition to making the newspaper a viable and competitive medium. The student generates authentic work by producing a yearbook for the school and community.

CREATIVE WRITING I

Length/Credit: One Year for 1.0 Elective Credit

Grade Level(s): 11-12

In Creative Writing I, the student reads, analyzes, and discusses selected models of various American authors to gain a background for extensive original thought and writing. The student experiments with and creates working and showcase portfolios (traditional and/or electronic) representing best work in various genres (e.g., graphic novel, short stories, one-act plays, poetry, fiction, and nonfiction). As part of the creative process, the student identifies and concentrates on individual needs for vocabulary development, spelling, sentence structure, and revision and prepares free lance work for submission to publishers. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print and on-line literary magazines.

II. MATHEMATICS DEPARTMENT

ALGEBRA I

Length of Course: One Year Credit/PRI Area: .50 per Semester/Mathematics

Grade Level(s): 9 - 12

COURSE DESCRIPTION: In Algebra I the student develops an understanding of the basic structure and language of Algebra, a tool used to represent and solve a variety of real-world situations. Tables, models, and graphs are used to interpret algebraic expressions, equations, and inequalities to analyze functions. In addition, the student uses calculators, computers, and graphing utilities in problem solving. Other areas of study are global processes, geometry, and data analysis and probability. Literacy strategies are integrated throughout the curriculum

ALGEBRA II

Length of Course: One Year Credit/PRI Area: .50 per Semester/Mathematics

Grade Level(s): 9 - 12

COURSE DESCRIPTION: In Algebra II the student learns to extend and develop the concepts studied in Algebra I and Geometry and is introduced to more advanced topics such as relations, functions, conic sections, and exponential and logarithmic functions. Also, more attention is given to the study of systems of equations including quadratic systems, inequalities, and absolute value relations. Other areas of study are geometry and data analysis and probability. The student applies problem-solving techniques and literacy strategies throughout the course as an integral part of the subject. This course exceeds state standards.

GEOMETRY

Length of Course: One Year Credit/PRI Area: .50 per Semester/Mathematics

Grade Level(s): 9 - 12

COURSE DESCRIPTION: In Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. Calculators, computers and software programs (e.g., Geometer's Sketchpad, Cabri Geometry),

the relationships between matter and energy, forces of nature, and the origins of Earth and the solar system, biological systems, and ecology. The course promotes critical analysis, application of scientific information, and awareness of the impact of scientific advances upon society.

FORENSICS

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Science: Meets Physics requirement

Grade Level(s): 10 – 12

COURSE DESCRIPTION: The laboratory course* is designed as an advanced course for students interested in forensic science. The philosophical, rational, and practical framework that supports a forensic investigation is presented via an integrated curriculum. This course presents the unifying principles of forensic science, discusses the foundation of forensic science in the basic sciences and mathematics, and introduces the technique of integrating these areas in the determination of the cause of death. The student studies forensic anthropology, biochemistry, chemistry, botany, entomology, and physics as well as problem-solving techniques utilized in analyzing a crime scene. Other topics include ballistics, autopsies, mass disasters, epidemiology of environmental disaster, biological weapons as well as toxicology, microbiology, and pathology. The instructor utilizes a variety of techniques (e.g., demonstration, lecture, laboratory case studies) and literacy strategies (e.g., reading, writing, speaking, research) to deliver the curriculum.

CHEMISTRY

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Science: Meets Chemistry requirement

Grade Level(s): 10 – 12

COURSE DESCRIPTION: This laboratory course exceeds state standards and offers extended opportunities for students. It provides preparation for all subsequent science courses including Advanced Placement courses. The student investigates substances and how they react with one another. Concepts of study include, but are not limited to, scientific measurement, properties and structures of matter, atomic theory, classification and periodic trends, bonding theory, chemical reactions (e.g., general types, acid/base, redox), rates, equilibrium, stoichiometry, energy, (e.g., EMR, bonding), nuclear chemistry, and solubility. In addition the student learns how chemistry and Earth and space science are related by studying electromagnetic radiation, radioactivity, the structure of the Earth, and the groundwater. Scientific thinking and practice (e.g., extensive laboratory activities, critical thinking, problem solving), science and society, and literacy are integrated in all science courses.

IV. SOCIAL STUDIES

NEW MEXICO HISTORY

Length of Course: One Semester

Credit/PRI Area: .50 per Semester/Social Studies

Grade Level(s): 9

COURSE DESCRIPTION: New Mexico History is a semester-long survey course of the political, economic, social, cultural, and geographical features of New Mexico with an emphasis on the 20th century to the present. The student analyzes the role that New Mexico plays in national and international arenas. He/She applies and reconstructs his/her knowledge of the past to develop a historical perspective and uses that perspective when examining relationships of the political, economic, social, and cultural issues of today.

GOVERNMENT

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Social Studies

Grade Level(s): 12

COURSE DESCRIPTION: Government is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. The student analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. In addition, he/she examines his/her 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.

ECONOMICS

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Social Studies

Grade Level(s): 12

COURSE DESCRIPTION: Economics is a semester course with an emphasis on the allocation of scarce resources and the economic reasoning used by government agencies and by people in various economic roles. The student examines topics such as scarcity, supply and demand, market structures, the role of government, money, the role of financial institutions, and international trade.

U. S. HISTORY/GEOGRAPHY

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Social Studies

Grade Level(s): 10 – 12

COURSE DESCRIPTION: This course is designed to analyze and evaluate the impact of major eras, events, individuals and ideologies in United States history since the Civil War and Reconstruction. The study is covered in a topical manner to include: industrialism, imperialism, the development of the free market economy, cause and effect of wars, depression, cultural revolutions. Throughout this study, current events will be woven into the topic of study. The purpose of the class is to develop greater understanding of the present day through making connections to the past. Skill developments emphasized will include: critical reading; essay writing; research with MLA emphasis, persuasive, cause and effect; seminar; oral presentations, and research techniques.

WORLD HISTORY/GEOGRAPHY

Length of Course: One Year

Credit/PRI Area: 0.50 per Semester/Social Studies

Grade Level(s): 10 – 12

COURSE DESCRIPTION: World History encompasses the study of diverse regions, cultures, communities, religions, institutions, and their development, growth, and interactions since the Renaissance. This course emphasizes continuity, as well as changes over time, and the outcomes produced by these processes. Themes include the development of economic, social, technological, and political trends, culminating in our present world. Reading, writing, speaking and research strategies are integrated throughout the course, in alignment with the 10th grade Language Arts standards.

SOCIAL STUDIES/GEOGRAPHY

Length of Course: One Year

Credit/PRI Area: 0.50 per Semester/Social Studies

Grade Level(s): 09 – 12

COURSE DESCRIPTION: SS/Geography is designed to give the student the academic and personal tools necessary to succeed in high school utilizing a geography setting. The student applies communication skills, personal and interpersonal skills, critical thinking skills, research skills and examines academic and career skills. In addition, the student explores the five themes of geography – location, place, human-environment interaction, movement, and region, which provide the student geographer an organized understanding of the world in which he/she lives.

REEL HISTORY I

Length of Course: One Year

Credit/PRI Area: Elective 0.50 per Semester/Social Studies

Grade Level(s): 10 – 12

COURSE DESCRIPTION: Reel History I is a comparative study between film and United States history. Exploration of fact and fiction is made through the use of various film genres in an attempt to understand popular culture and its role in the history of the United States. The student discovers how truths and misconceptions have impacted popular culture. Critical thinking skills are used in identification and evaluation of course material. Cause and effect and interpretations of various political and social messages as well as comparisons of different media are measured. Formulation of questions and the use of primary and secondary material are used to contrive well thought conclusions regarding subject material. The student recognizes the relationships between Social Studies and global changes, applying a base of Social Studies knowledge to recognize allusions to important places, persons, and events in media. The student examines questions as to why and how things have changed, using this information to predict what may happen in the future. Areas of study include, but are not restricted to, historical relevance, major film players, analysis and interpretation, expression of ideas, appreciation of film as an art form, and media literacy.

V. FINE ARTS

GENERAL BAND

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Fine Arts

Grade Level(s): 9 – 12

COURSE DESCRIPTION: This is a performance music course aimed at providing instrumental music students with opportunities to perform in a group setting. Students will study music from a variety of contemporary and traditional genres. Students will learn to play as a group, learn performance techniques and improve on their skills with their individual instruments. Music throughout the year is arranged to suit the bands' needs and is progressively more demanding.

VI. HEALTH AND PHYSICAL EDUCATION

AEROBICS & BODY CONDITIONING I

Length of Course: One Year Credit/PRI Area: .50 per Semester/Fine Arts

Grade Level(s): 10 – 12

Aerobics I is an introductory course designed to develop an awareness of the effects and importance of physical fitness and daily exercise utilizing correct techniques required for a safe and effective workout (including appropriate attire). The course focuses on participation in a variety of high and low impact activities (e.g., step, cardio-boxing, water aerobics, body conditioning).

AEROBICS & BODY CONDITIONING II

Length of Course: One Year Credit/PRI Area: .50 per Semester/Fine Arts

Grade Level(s): 10 – 12

In Aerobics II, the student participates in workouts that have increased intensity and difficulty using the skills and knowledge acquired in Aerobics I for a safe and effective workout (including appropriate attire).

AEROBICS & BODY CONDITIONING III

Length of Course: One Year Credit/PRI Area: .50 per Semester/Fine Arts

Grade Level(s): 10 – 12

In Aerobics III the student applies the skills and knowledge acquired in Aerobics II to further enhance cardiovascular fitness and strive toward the goal of making exercise a positive life-long habit. Additional activities may be introduced to expose and/or prepare the student for possible group fitness instructor certification.

ATHLETICS I

Length/Credit: One Year for 1.0 Elective Credit

Grade Level(s): 9-12

Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class. Interscholastic Athletics I is designed for the student athlete who participates in a school-sponsored team sport or activity. The student explores the fundamental concepts and skills related to a specific sport or activity and gains introductory knowledge of the rules, safety issues, proper techniques in performing special skills, and building personal strength, endurance, and flexibility specific to the sport or activity.

ATHLETICS II

Length/Credit: One Year for 1.0 Elective Credit

Grade Level(s): 10-12

Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class. Interscholastic Athletics II is designed for the student athlete who participates in a school-sponsored team sport or activity. The student acquires the fundamental concepts and develops an improved performance level of skill related to a specific sport or activity. He/She demonstrates the knowledge of the rules, injury prevention through safety measures, and the development of consistent levels of performance through personal physical fitness. The student examines leadership roles for team motivation and success.

ATHLETICS III

Length/Credit: One Year for 1.0 Elective Credit

Grade Level(s): 10-12

Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class. Interscholastic Athletics III is designed for the student athlete who participates in a school-sponsored team sport or activity. The student demonstrates an advanced level of performance skills and knowledge of concepts related to a specific activity. The student exhibits his/her personal application of the complexity and integration of the rules, strategies, and techniques necessary for successful team performance and personal physical fitness. The

student exemplifies leadership responsibility for team motivation and success.

ATHLETICS IV

Length/Credit: One Year for 1.0 Elective Credit

Grade Level(s): 10-12

Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class. Interscholastic Athletics IV is designed for the student athlete who participates in a school-sponsored team sport or activity. The student demonstrates a mastery level of performance skills and knowledge of concepts related to a specific activity. The student exhibits his/her personal application of the complexity and integration of the rules, strategies, and techniques necessary for successful team performance and personal physical fitness by demonstrating leadership within the team through effective communication, ability to motivate team members, and effective delegation of responsibility.

HEALTH I

Length of Course: One Semester

Credit/PRI Area: .50 per Semester/Health

Grade Level(s): 9

COURSE DESCRIPTION: In this required course, the student learns about all aspects of health and wellness through learning experiences that emphasize an increased awareness of health behaviors and their positive and negative consequences. Areas of study include, but are not limited to health promotion, acquisition of health information, health behaviors, health factors, interpersonal communication skills, goal setting, and health advocacy. Students will document hours for the required community service project. Literacy skills of reading, writing, speaking, viewing, and researching are integrated throughout the course. Skills and knowledge acquired in this course can be applied to the Health Science and the Human Services Career Clusters and their respective pathways.

FOUNDATIONS OF PHYSICAL EDUCATION I A/B

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Physical Education

Grade Level(s): 9 – 10

COURSE DESCRIPTION: This course is a requirement for graduation and is a prerequisite for all elective physical education courses. The course focuses on physical education with an emphasis on human movement, physical activities, and physical fitness that contribute to a lifetime commitment to activity and fitness. Literacy strategies are integrated throughout the course.

FOUNDATIONS OF PHYSICAL EDUCATION II A/B

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Physical Education

Grade Level(s): 9 – 10

COURSE DESCRIPTION: This course is a requirement for graduation and is a prerequisite for all elective physical education courses. The course focuses on physical education with an emphasis on human movement, physical activities, and physical fitness that contribute to a lifetime commitment to activity and fitness. Literacy strategies are integrated throughout the course.

WEIGHT TRAINING I

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Physical Education

Grade Level(s): 10 – 12

COURSE DESCRIPTION: Lifting belts are recommended. A fee may be charged. Weight Training I is a basic weight training course. The student investigates strength training principles, routines, fundamental techniques and methods of lifting for the development of major muscle groups, and nutrition and diet information for health and fitness. Safety techniques and proper spotting are emphasized.

WEIGHT TRAINING II

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Physical Education

Grade Level(s): 11 – 12

COURSE DESCRIPTION: Lifting belts are recommended. A lab fee may be charged. Weight Training II is an advanced weight-training course. The student investigates physical fitness, health maintenance, power lifting, and Olympic-style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. Emphasis is placed on steroid and other supplement use and abuse.

WEIGHT TRAINING III

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Physical Education

Grade Level(s): 12

COURSE DESCRIPTION: Lifting belts are recommended. A lab fee may be charged. Weight Training III is designed for the student who is earnest about strength development. The student continues to investigate physical fitness, health maintenance, power lifting, and Olympic-style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. Emphasis is placed on steroid and other supplement use and abuse. In addition, the student develops an individualized weight-lifting program and demonstrates and participates in fitness testing techniques.

VII. MODERN LANGUAGES

SPANISH I

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Modern Languages

Grade Level(s): 9 – 12

COURSE DESCRIPTION: (Numbers in parentheses refer to New Mexico State Content Standards for Modern Languages.) In Spanish 1, the student will learn basic vocabulary related to his/her immediate environment (6), differences between Spanish and English pronunciation (3), and some differences between U.S. and Hispanic culture (4). In order to facilitate the acquisition of a foreign language, the student will review fundamental grammar concepts (5), including parts of speech, singular/plural, verb conjugation and noun/adjective agreement. The student will learn how to conjugate regular and irregular verbs in the present tense in Spanish, and how to use the present progressive and the periphrastic future (5). The teacher will speak Spanish often and the student is expected to speak Spanish whenever possible. Daily classroom activities will give the student practice with the four communication skills: listening (2), speaking (1), reading (2) and writing (1). Throughout the year, the student should come to realize the positive effects that familiarity with a foreign language could have in his/her personal and professional life (7).

SPANISH II

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Modern Languages

Grade Level(s): 9 – 12

COURSE DESCRIPTION: (Numbers in parentheses refer to New Mexico State Content Standards for Modern Languages.) In Spanish 2, students will review Spanish 1 vocabulary and structure and continue to develop an awareness and sensitivity to Hispanic culture (3, 4). The student will learn vocabulary related to everyday activities, such as travel, food, shopping, technology and hobbies (6). The student will learn additional grammar concepts and their applications in Spanish: pronouns, direct and indirect objects, comparatives and superlatives (5). The student will learn two of the past tenses (preterite and imperfect) and the future tense (5). The teacher will speak mostly in Spanish and the student is expected to speak Spanish as much as possible. Daily classroom activities will give the student practice with the four communication skills: listening (2), speaking (1), reading (2) and writing (1). Throughout the year, the student should develop a better understanding of the positive effects that familiarity with a foreign language could have in his/her personal and professional life (7).

SPANISH III

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Modern Languages

Grade Level(s): 9 – 12

COURSE DESCRIPTION: (Numbers in parentheses refer to New Mexico State Content Standards for Modern Languages.) In Spanish 3, the student will review Spanish 1 and 2 vocabulary and structure and continue to develop an awareness and sensitivity to Hispanic culture (3, 4). The student will learn additional vocabulary related to topics of interest (6) and the remainder of the verb tenses, modes and voices: present and past subjunctive, conditional, imperative, passive, and the perfect tenses (5). The student will learn demonstrative pronouns and adjectives, and specific uses of *por/para* (5). The teacher will speak almost exclusively in Spanish. The student is expected to speak mostly in Spanish and will prepare an oral presentation on a cultural topic each quarter. Daily classroom activities will give the student practice with the four communication skills: listening (2), speaking (1), reading (2) and writing (1). Throughout the year, the student should recognize more positive effects that familiarity with a foreign language could have in his/her personal and professional life (7).

SPANISH IV

Length of Course: One Year

Credit/PRI Area: .50 per Semester/Modern Languages

Grade

Level(s): 9 – 12

COURSE DESCRIPTION: (Numbers in parentheses refer to New Mexico State Content Standards for Modern Languages.) In Spanish 4, the student is expected to have a well-developed vocabulary and a solid understanding of Spanish language structure. The student will read 20th century Hispanic literature and Hispanic newspapers to practice

his/her reading skills (2), promote cultural awareness (3, 4), increase vocabulary in various disciplines (6), and expand his/her understanding of contemporary Spanish language usage (5). The student will listen to authentic tapes, videos and CDs to practice listening skills (2) and increase cultural sensitivity (3, 4). S/he will write 250-word compositions in Spanish on a weekly basis to practice writing skills (1). The teacher will speak only Spanish and the student is also expected to speak only Spanish, although there may be many errors. The student will also prepare and deliver oral presentations in Spanish to practice speaking skills (1). The goal is to increase the student's comfort level and confidence in Spanish so that s/he would have minimal difficulty living, studying or working in a Spanish speaking country (7).

VIII. CAREER AND TECHNICAL CAREER EDUCATION

U. S. NAVAL SCIENCE I A/B

Length of Course: Two Years

Credit/PRI Area: Elective 0.250 per Semester: Practical Arts

Grade Level(s): 9 – 12

COURSE DESCRIPTION: U.S. Naval Science I introduces the student to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The student gains a sound appreciation for the heritage and traditions of America with recognition that the historically significant role of sea power is important in America's future. The course content includes an introduction to the NJROTC program, naval mission and organization, maritime history, power and challenges, American democracy, and health education.

U. S. NAVAL SCIENCE II A/B

Length of Course: Two Years

Credit/PRI Area: Elective 0.250 per Semester: Practical Arts

Grade Level(s): 10 – 12

COURSE DESCRIPTION: U.S. Naval Science II builds on the general introduction provided in Naval Science I to further develop the traits of citizenship and leadership in cadets. The student acquires knowledge of technical areas of naval science and develops a deeper awareness of the vital importance of the world oceans to the continued well being of the United States. The course content includes ongoing instruction in leadership theory, naval orientation and career planning. citizenship in the U.S. and other countries, naval history, naval ships and weapons, navigation fundamentals and rules of the road, small boat seamanship, meteorology and weather, and survival training and orienteering.

U. S. NAVAL SCIENCE III A/B

Length of Course: Two Years

Credit/PRI Area: Elective 0.250 per Semester: Practical Arts

Grade Level(s): 10 – 12

COURSE DESCRIPTION: U.S. Naval Science III focuses on the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, the fundamentals of American democracy, and understanding of naval academic subjects. The course content includes ongoing instruction in leadership, discipline, military justice, astronomy, international law and the sea, national strategy, sea power and naval operations, naval history, naval intelligence and national security, maneuvering board, challenges of future navy research, and electricity and naval electronics.

U. S. NAVAL SCIENCE IV A/B

Length of Course: Two Years

Credit/PRI Area: Elective 0.250 per Semester: Practical Arts

Grade Level(s): 10 – 12

COURSE DESCRIPTION: U.S. Naval Science IV focuses solely on practical leadership. The student gains understanding in leadership and improves his/her leadership skills by taking on positions of leadership (under supervision), and analyzes the reasons for his/her varying degrees of success throughout the year. The course content includes instruction in theoretical and applied aspects of leadership and training and evaluation of performance. The student acquires the techniques used to create motivation, to develop goals and activities for a work group, and to acquire the proper ways to set a leadership example.

U. S. NAVAL SCIENCE SEA BEE SURVIVAL I

Length of Course: One Year

Credit/PRI Area: Elective 0.50 per Semester: Practical Arts

Grade Level(s): 11 – 12

COURSE DESCRIPTION: U.S. Naval Sea Bee Survival I focuses on two components: survival and leadership education. In the survival component the student examines and demonstrates theory of survival, navigation, and orienteering skills. In the leadership education component the student examines and applies leadership qualities, traits, principles, and practices. Literacy skills are integrated throughout the course.

U. S. NAVAL SCIENCE SEA BEE SURVIVAL II

Length of Course: One Year

Credit/PRI Area: Elective 0.50 per Semester: Practical Arts

Grade Level(s): 11 – 12

COURSE DESCRIPTION: U.S. Naval SeaBee Survival II continues to focus on the two components introduced in SeaBee Survival I. In the survival component the student masters the skills of wilderness survival in the areas of emergency medicine, search management, and rescue operations. In the leadership component, the student explores and demonstrates his/her personality and behavior in a leadership role. Literacy skills are integrated throughout the course.

U. S. NAVAL SCIENCE MILITARY SKILLS I

Length of Course: One Year

Credit/PRI Area: Elective 0.50 per Semester: Practical Arts

Grade Level(s): 11 – 12

COURSE DESCRIPTION: U.S. Naval Sea Military Skills I introduces the cadet to fundamental skills necessary to compete against other cadets of the same or different services in competition and/or public performances throughout the year. The student gains communication and leadership skills. Areas of emphasis include but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness and career exploration.

IX. OTHER COURSES

READING

Length of Course: Semester

Credit/PRI Area: Elective 0.50 per Semester/Reading

Grade Level(s): 9 – 12

COURSE DESCRIPTION: This course is for 9th to 12th grade students who require remedial instruction and practice in reading skills. It is designed to support and enhance reading activities in the general education curriculum. The class will be tailored to individual needs using literary, technical, informational and practical reading materials at and slightly above the students reading level. It is intended for students who struggle with reading, in order to give them the necessary skills to be successful and thrive in their other classes. It is also intended that the students develop from this class a desire and pleasure for leisure reading. Being remedial in nature, designed to support reading requirements in other classes and foster a pleasure for reading, the activities and assignments will be largely confined to class time, with homework being given only when necessary and in very small amounts.

SKILLS FOR SUCCESS

Length of Course: One Semester

Credit/PRI Area: Elective 0.50 per Semester/Elective

Grade Level(s): 9 – 12

COURSE DESCRIPTION: Skills for Success is a semester course that focuses on the academic and personal tools necessary to succeed in high school. The student explores and demonstrates skills in the areas of communication, personal and interpersonal relationships, and research. At the conclusion of this course the student will be equipped with the academic skills and development that will support him/her throughout high school and beyond.

STUDENT AID

Length of Course: Semester

Credit/PRI Area: Elective 0.50 per Semester/Elective

Grade Level(s): 9 – 12

COURSE DESCRIPTION: Student aid provides the student with the opportunity to work in one of several campus offices. The student assists the appropriate professionals with their duties. The student develops good communication and interpersonal skills and demonstrates workplace skill. Daily attendance is required. A final examination is mandatory.