



Program of Studies

2009-2010

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

TABLE OF CONTENTS

Statement of Philosophy / Vision / Mission.....	page 3
Acceptance of Students.....	page 3
Core Template.....	page 4
Graduation Requirements.....	page 4
Class Rank.....	page 5
Grading Policy.....	page 5
Repeated / Duplicate classes.....	page 6
Class Load.....	page 5
Interscholastic Athletics at CHS.....	page 6
Classification and District Rivals.....	page 6
Scholastic Eligibility.....	page 6
Sports Offered at CHS.....	page 7
NCAA Eligibility.....	page 7
Career Academies at CHS.....	page 9
Schedule Options	page 8
Electives.....	page 9
The Academy of Arts.....	page 10
The Academy of Design.....	page 10
The Academy of Environmental Studies.....	page 11
The Academy of Health and Science.....	page 11
The Academy of International Studies.....	page 12
The Academy of Liberal Arts.....	page 12
Enrichment / Remediation / Credit Recovery.....	page 13
Off Site Elective Offerings.....	page 13
Typical Schedule at CHS.....	page 13
Core Course Descriptions.....	page 14
Elective Course Descriptions.....	page 19
Electives at a Glance.....	page 34, 35

Students

Select your courses carefully. The course schedule you select should meet your graduation plan and challenge you academically. You are advised to meet with your mentor or 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 21st 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 21st 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 21st 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 21st 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.

Graduation Requirements

28 credits are required to graduate from Rio Rancho Public Schools. Included within these 28 credits, according to New Mexico graduation requirements, students must successfully complete **one credit** in one of the three following options:

(1) Advanced Placement (AP) Classes

The Advanced Placement Program, commonly called AP, is a national program organized by the College Board that offers college level courses taught by high school teachers in high school. The College Board develops and maintains nationally recognized college level courses in 37 subject areas. At the end of the course, students may take the national exam, which are scored on a numeric scale of 1 to 5. These scores are used by most colleges and universities to exempt students from introductory coursework (if they demonstrate mastery through an AP exam) and to provide them with college credit for that course.

(2) Dual Credit

Dual credit allows high school students to enroll in college courses offered by public postsecondary educational institutions. The courses are developed and monitored by the post secondary institution and curriculum and course materials are prescribed by the post secondary institution. 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 must pay for course specific fees and for arranging transportation to the site of the dual credit course. Upon successful completion of the course, the student will be assigned appropriate credit and the student may request a transcript to receive CHS elective credit.

Current (2008) state statute specifically indicates that credit will be assigned as follows:

3 - 4 credit hour post secondary course = 1 RRPS elective credit

1 - 2 credit hour post secondary course = 0.5 RRPS elective credit

(3) Distance Learning / On-Line course / Correspondence Classes

Students must request prior approval from their counselor for correspondence course credit. Correspondence course credits must be earned from schools accredited by the North Central Association. V. Sue Cleveland High School will not accept correspondence credit for communication skills, physical education, or lab science courses. Seniors must have successfully completed correspondence courses and Cleveland High School must have received an official transcript for the course for the credit to be used to meet graduation requirements.

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.

CHS Graduation Requirements	Class of 2011	Class of 2012
English	4 credits	4 credits
Social Studies	3.5 credits	4 credits
Mathematics	4 credits	4 credits
Science	4 credits	4 credits
Communication Skills	1 credit	
Foreign Lang/Career Cluster/Workplace Readiness*		1 credit
Physical Education / Health	1 credit	1 credit
Fine Arts Elective	0.5 credit	0.5 credit
Technology Elective	0.5 credit	0.5 credit
Electives	9.5 credits	9.0 credits
Total	28 credits	28 credits

* Two world language credits are not an RRPS graduation requirement, yet they are recommended as a college admission requirement:

CHS graduates are required to complete and present a research paper / project during their senior years.

New Mexico High School Competency Exam (NMHSCE) - New Mexico State Public Education Department requires a student to pass all parts of the NMHSCE, as well as earn credit in the state mandated courses to receive a high school diploma.

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 only for such courses and electives 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. Transfer credits from non-accredited schools or programs will be awarded only upon the recommendation of the Principal and/or designee after a thorough review of that student's work and presentation of a student portfolio. The Principal/designee may require a demonstration of mastery in order to award credit for non-accredited course work.
 - b. Transfer credits from non-accredited schools or programs will be accepted and recorded on a pass/fail basis only, and will **not** be used in the computation of GPA (grade point average) and/or class rank.
 - c. Students transferring to CHS from *non-accredited schools or programs* must earn a minimum of eight credits at CHS to be eligible to receive a diploma from Cleveland High School.

Class Rank

1. Transfer credits from non-accredited schools or programs which are accepted and recorded on a pass/fail basis only will **not** be used in the computation of grade point average and/or class rank.
2. 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.
3. Students transferring to a Rio Rancho high school 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.

A student's grade classification is determined by the number of high school credits earned. Students not earning enough credits will be reclassified. The minimum number of credits earned for classification at CHS is as follows:

Sophomore	7 credits
Junior	14 credits
Senior	21 credits

A student transferring to Cleveland High School from a high school program whose graduation requirements are different may be classified using the pro-rating system defined in the Pro-Rating Policy. Graduation requirements for transfer students have been established in accordance with CHS graduation requirements. The number of credits required for graduation is pro-rated to be equitable with the standard number of credits required.

Grading Policy

Cleveland High School grading policy consists of letter grades and may include commentary from your teachers about skills, work habits, and knowledge. Letter grades are:

"A" Level Performance:	90 % – 100 %
"B" Level Performance:	80 % – 89 %
"C" Level Performance:	70 % – 79 %
"D" Level Performance:	60 % – 69 %
"F" Level Performance:	Below 60 %

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. Dual credit courses do **not** count toward the class minimum.

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 know a class is being duplicated. Students are encouraged to regularly meet with their assigned counselors to review transcripts.

Rio Rancho Public Schools SCHOLARS

Rio Rancho Public Schools Scholars Program is an initiative that encourages students to take challenging courses while in high school. The RRPS Scholars course of study gives students the foundation they need to succeed in a technical school, community college, university, the military, or industry. In order to be recognized as a Rio Rancho Scholar, a student from Rio Rancho Public Schools must complete the following courses with a C or better and a cumulative GPA of 2.5 or better.

English/Social Studies

- English 9/NM History
- English 10/World History
- English 11/US History
- English 12/Econ./Gov.

Mathematics

- Algebra I
- Geometry
- Algebra II

Science

- Biology
- Chemistry
- Physics

World Language*

- Level 1
- Level 2

*World Language must be a language other than English.

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

Cleveland High School is classified as AAAAA. CHS participates in District I-AAAAA.

Scholastic Eligibility

In order to enjoy the privilege of participating 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 not only students involved in athletics, but also students participating in activities such as, but not limited to: band, orchestra, choir, speech, theater, and drill team. To participate in any high school performance or competitive activity, a student must have been enrolled in and passed at least four subjects (excluding driver's education and courses that are non-graded) and have at least a 2.0 GPA while not failing more than one class. Students may not fail any classes if enrolled in only four subjects. A special education student, who is making adequate progress in meeting the goals and objectives on the Individualized Education Plan, as assessed by his or her teacher, will be academically eligible. An academically ineligible student, with administrative and coach/director approval, may practice but cannot participate in any competitions or performances.

To participate in athletics at V. Sue Cleveland High School, the following forms must be signed and turned into the coach or athletic trainer prior to try-outs and practice:

- Physical Exam (good for 12 months after May 1)
- Athletic Insurance Form
- Permission to Practice Form
- Athlete Information Sheet
- Athletic Participation Contract
- Emergency Release and Contact Information

Students transferring to Cleveland High School based on their previous high school not meeting Annual Yearly Performance (AYP) standards will **NOT** be eligible to participate in NMAA sanctioned activities (including athletics) for 90 days. This is in accordance with the NMAA rule 6.5.2.

Sports Offered at CHS

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

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

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

NCAA DIVISIONS I AND II

To play sports as a freshman in NCAA Divisions I and II, a student must meet specific standards. A student must graduate from high school and make at least a 2.0 grade point average (based on a 4.0 scale) in 14 core academic courses.

NCAA Division I Core Academic Course Requirements

- 4 years English
- 2 years math (1 year algebra, 1 year geometry, or 1 year higher math level course for which geometry is a prerequisite)
- 2 years Social Science
- 2 years natural or physical science (including 1 lab course, if offered by the high school)
- 1 year of an additional course in English, math or natural or physical science
- 3 additional years of academic courses in any of the above areas, or in foreign language, philosophy or comparative religion.

NCAA Division II Core Academic Course Requirements

- 3 years English
- 2 years math
- 2 years social science
- 2 years natural or physical science (including one lab course, if offered by the high school)
- 2 years of additional courses in English, math or natural or physical science
- 3 additional years of academic courses in any of the above areas, or in foreign language, philosophy or comparative religion.

Remember, the grade-point average requirements are for the 14 core course, not the overall GPA. Work with your counselor and head coach to make certain your graduation plan is on track to meet the NCAA guidelines. **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
*English	English 9 Pre AP English 9** ESL 1, 2 or 3 English
*Math	Algebra 1 Pre AP Algebra Geometry Pre AP Geometry
*Science	Integrated Science Pre AP Integrated Science
*Social Studies	Geography / NM History AP Human Geography** / New Mexico History
Physical Education	Foundations of Health/PE Marching Band
Pathfinder / Advisory / Civics	Pathfinder / Advisory / Civics Gifted Pathfinder/ Advisory / Civics
Electives (1 credit)	See elective offerings

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

Grade10	Course Options
*English	English 10 Pre AP English 10** ESL 1, 2 or 3 English
*Math	Geometry Pre AP Geometry Algebra 2 Pre AP Algebra 2
*Science	Chemistry Pre-AP Chemistry
*Social Studies	World History AP World History**
Electives (3 credits)	See elective offerings

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

Grade 11	Course Options
*English	English 11 AP English Literature & Composition** ESL 1, 2 or 3 English
*Math	Algebra 2 Pre AP Algebra 2 Intermediate Algebra Math Analysis
*Science	Biology Pre-AP Biology
*Social Studies	United States History AP United States History**
Electives (3 credits)	See elective offerings

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

Grade 12	Course Options	
*English	English 12 AP English Language & Composition** ESL 1, 2 or 3 English	
*Math	Trigonometry Math Analysis Calculus Everyday Statistics	AP Statistics AP Calculus AB AP Calculus BC
*Science	Physics AP Biology AP Environmental Science	AP Chemistry AP Physics
(Many science electives are ½ credits. Remember you must take 1.0 credit of Science each year)	Science elective courses – denoted with (s) - will fulfill this senior requirement. Please see the elective offerings for a complete list. Consider a CNM science course 1000 or above, see the CNM catalogue for options. Verify with your counselor the course chosen satisfies graduation requirements.	
*Social Studies	Economics / Government AP Macroeconomics / AP Government & Politics: US**	
Electives (3 credits)	See elective offerings	

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

Career Academies at V. Sue Cleveland High School

The six career academies housed within Cleveland High School are:

Academy of Arts

Academy of Design

Academy of Environmental Studies

Academy of Health and Sciences

Academy of International Studies

Academy of Liberal Arts

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 courses represent the foundation of each academy and are offered on a **two year, rotating** schedule. It is imperative a student understand this rotation of courses when registering for classes. Once the rotation is put in place, it continues as a pattern and will be posted in the program of studies enabling appropriate planning on the student's part. **The rotating semester long courses will be offered once every 2 years.** All of the academies in Cleveland High School are divided into two strands. Each strand will have at least one elective offered every semester. There are numerous advantages to this rotating schedule of electives:

- It allows all students the opportunity to take any course of interest.
- A student with an interest embedded in a particular academy or academy strand has the opportunity to take all of the electives offered; building a strong foundation in preparation for their post secondary experience.
- The student unsure of her passion has the option to try electives from every academy; creating a more general, liberal arts high school experience.
- A variety of electives can be offered without creating the atmosphere of competition for students among staff.

Pre-requisites

The rotating electives will not require more than a cornerstone course as a pre-requisite. For example, the courses Filmmaking 1, 2, 3 and 4 are offered in the Academy of Arts section of the program of studies. The prerequisite, Introduction to Filmmaking, is required for each of these classes. A student may enter the elective rotation at any time during the two year rotation. A student wishing to take Filmmaking 3 can do so without having taken Filmmaking 1 or 2. Each course will have a different area of focus, such as sound or editing, not requiring the courses build on each other. This example relates to courses found throughout the elective course offerings. See the electives-at-a-glance on pages 36 and 37 list for specific course pre-requisites.

Elective Foundational Courses

A menu of selected courses will be offered every semester / year. These courses are the electives students consistently register for in high numbers. These courses tend to be the foundation of many of the other elective courses. The courses include, but are not limited to, Art 1, Filmmaking 1, Drama 1, and foreign languages.

Electives Required for Graduation

9.5 elective credits of your choice + 0.5 Technology credit + 0.5 Fine Art credit

Students have the opportunity to register for a total 10.5 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. All electives offered at Cleveland High School are listed in the tables below. The courses that satisfy these specific requirements are designated with a (t) for technology credit or an (f) for fine arts credit.

Using the following elective course offering tables, carefully plan the electives you would like to take during your high school experience. Remember, some electives are offered every year (foundation courses) while other electives (academy focused) are offered on a rotating basis!

The Academy of Arts will provide students with opportunities to learn and to immerse themselves in the arts. Students will be provided a rich, comprehensive, and creative curriculum designed to empower them to become local, state, national, and international leaders in the arts. While preparing for post-secondary education, students will be challenged with innovative ideas and to be active participants in the global community.

	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
	Fall	Spring	Fall	Spring
Strand 1: Visual Arts				
Rotating Courses	Video 1	2D Animation	3D Animation	Digital Graphics and Animation
	Digital Photography	Graphic Art 2	Creative Publication	Graphic Art 2
	Art 2 / 3	Ceramics 2	Ceramics 3 / 4	Art 2/3
Foundational				
	Art 1	Art 1	Art 1	Art 1
	Ceramics 1	Ceramics 1	Ceramics 1	Ceramics 1
	Graphic Art 1	Graphic Art 1	Graphic Art 1	Graphic Art 1
	Yearbook A	Yearbook B	Yearbook A	Yearbook B
	Video Yearbook A	Video Yearbook B	Video Yearbook A	Video Yearbook B
	AP Art History		AP Studio Art: Drawing	
	AP Studio Art: 2D Design		AP Studio Art: 3D Design	
Strand 2: Performing Arts				
Rotating Courses	Filmmaking 1 (Acting for Film)	Filmmaking 2 (Lighting / Sound)	Filmmaking 3 (Script Writing)	Filmmaking 4 (Independent Study)
	Theater Tech 1 (Set Design)	Theater Tech 2 (Lighting)	Theater Tech 3 (Costume / Make up)	Theater Tech 4 (Independent Study)
	Acting 1	Adv. Performance	Acting 2	Adv. Performance
	Dance 2, 3	Master Dance	Dance 2, 3	Master Dance
	Music Theory / Composition		AP Music Theory	
Foundational				
	Band (Marching, Symphonic, jazz...)	Band (Marching, Symphonic, jazz...)	Band (Marching, Symphonic, jazz...)	Band (Marching, Symphonic, jazz...)
	Orchestra	Orchestra	Orchestra	Orchestra
	Choir Options: Women's, Mixed, Advanced Women's, Concert, Show (A,B)		Choir Options: Women's, Mixed, Advanced Women's, Concert, Show (A,B)	
	Drama	Drama	Drama	Drama
	Dance 1	Dance 1	Dance 1	Dance 1
	Intro Film Making	Intro Film Making	Intro Film Making	Intro Film Making

These 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 the course rotation, including removing a class from the rotation.

The Academy of Design will provide students with a rigorous, applied treatment of engineering and architectural fundamentals coupled with modern engineering and design tools. One of the guiding beliefs of this academy is that the future of engineering and design will continue to rely on fundamental principles and evolving contemporary computational tools to guide work. While preparing for post-secondary education, students will be challenged to emphasize mathematics, engineering science, and engineering design as course cornerstones, as they strive to become active participants in the global community.

	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
	Fall	Spring	Fall	Spring
Strand 1: Architectural				
Rotating Courses	21st Century Architecture	Landscape	CAD Basics	Architectural Drafting
Strand 2: Mechanical				
Rotating Courses	Robotics	Techniques of Robotics	Introduction to Engineering Design	Topics in Engineering
	AP Statistics		AP Computer Science AB	

These 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 the course rotation, which may include removing a class from the rotation.

The Academy of Environmental Studies will provide students with the opportunity to explore the relationship between humans and their environment, with a broad interdisciplinary perspective. While preparing for post-secondary education, students will be challenged to focus on today's environmental issues and possible solutions while striving to be an active participants in the global community.

The Academy of Environmental Studies embraces the agricultural science education program which is built on the three core areas of classroom/laboratory instruction, supervised agricultural experience and FFA student organization activities/opportunities. FFA represents the relevancy to the core areas by offering students opportunities that change lives and prepare students for premier leadership, personal growth, and career success. Founded in 1928, the FFA organization represents a large diversity of over 300 careers in the food, fiber and natural resources industry. Chapter activities and FFA programs concentrate on three areas of our mission: premier leadership, personal growth, and career success.

	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
	Fall	Spring	Fall	Spring
Strand 1: Resource Management				
Rotating Courses				
	**Intro to Science of Agriculture	**Agri-science	**Environ. Sci / Natural resources	**Agricultural Leadership / Comm
Strand 2: Ecological Dynamics				
Rotating Courses				
	**Environmental Resources	CHS - A Green Design	Forestry / Wildlife Management	Alternative Energy
	AP Environmental Studies		AP Environmental Studies	

These 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 the course rotation, which may include removing a class from the rotation.

**Designates a course utilizing FFA curriculum.

The Academy of Health and Science will provide students with a quality education in the natural sciences and in many areas associated with public health care. The courses will prepare students to serve in school, community, corporate, and clinical settings by focusing on student research, critical inquiry, and involving a number of laboratory experiences. While preparing for post-secondary education, students will be challenged with comprehensive courses promoting healthy lifestyles and life long fitness, and the importance of being active participants in the global community.

	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
	Fall	Spring	Fall	Spring
Strand 1: Health				
Rotating Courses				
	Anatomy & Physiology (A)	Anatomy & Physiology (B)	Introduction to Health Science	Science of the Human Body
	Intro Health Science	Sports Medicine	Sport Science I	Sport Science II
Foundational				
	Team Sports	Team Sports	Team Sports	Team Sports
	Lifelong fitness Fall	Lifelong fitness Spr	Lifelong fitness Fall	Lifelong fitness Spr
	Clinical Apps In Therapeutic Rehab A	Clinical Apps In Therapeutic Rehab B	Clinical Apps In Therapeutic Rehab A	Clinical Apps In Therapeutic Rehab B
	Practical Applications in Athletic Training A	Practical Application Athletic Training B	Practical Applications in Athletic Training A	Practical Applications in Athletic Training B
Strand 2: Natural Science				
Rotating Courses	Forensics A	Forensics B	Zoology	NM Science Topics

These 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 the course rotation, which may include removing a class from the rotation.

The Academy of International Studies leads students in the acquisition of the fundamental analytic skills and key intellectual concepts necessary to be critical analysts of international affairs. Students will apply their analytic skills to explore substantive issues from a variety of theoretical and methodological perspectives. While preparing for post-secondary education, students will be challenged to expand their impressions and understandings of the global world and to be an active participants in that global community.

	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
	Fall	Spring	Fall	Spring
Strand 1: World Languages				
Rotating Courses				
	Contemporary Global issues	Comparative Politics	Human Rights and Global Health	Introduction to Global Cultures
	AP Spanish Language		AP European History	
Foundational Courses				
	Foreign Languages 1, 2, 3, 4 French, German, Italian, Mandarin, Spanish		Foreign Languages 1, 2, 3, 4 French, German, Italian, Mandarin, Spanish	
Strand 2: Global Leadership				
Rotating Courses				
	Constitutional Law	Police Academy	Economics, Politics & Internatl Change	Topics in Civics
	AP Gov & Politics: Comparative		AP Microeconomics	
Foundational				
	Personal Finances	Personal Finances	Personal Finances	Personal Finances
	Everyday Stats A	Everyday Stats B	Everyday Stats A	Everyday Stats B
	Business Computer. Applications	Microsoft Office Certification Prep	Business Computer. Applications	Microsoft Office Certification Prep
	Accounting I	Accounting II	Accounting I	Accounting II

These 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 the course rotation, which may include removing a class from the rotation.

The Academy of Liberal Arts will expand students' horizons and teach them to think analytically, critically, and creatively, to understand the workings of the natural world, and to express themselves through speech and writing. While preparing for post-secondary education, students will be challenged to acquire the broad knowledge, intellectual depth, and interpersonal skills that will enable them be active participants in the global community.

	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
	Fall	Spring	Fall	Spring
Strand 1: Communication				
Rotating Courses	Creative Writing	Public Speaking	Technical Writing	Speech and Debate
Foundational	Print Journalism	Print Journalism	Print Journalism	Print Journalism
Strand 2: Humanities				
Rotating Courses				
	Shakespeare Seminar	Sociology	Latin	Military History
	AP Psychology		European History	
Foundational Courses				
	Gifted Learning Strategies/Internship/Mentorship (A,B)		Gifted Learning Strategies/Internship/Mentorship (A,B)	

These 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 the course rotation, which may include removing a class from the rotation.

Enrichment / Remediation / Credit Recovery Opportunities				
All courses are offered every semester each year				
	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
Voluntary Advisory	Advisory 10, 11, 12	Advisory 10, 11, 12	Advisory 10, 11, 12	Advisory 10, 11, 12
Mandatory ESL concurrent course	ESL Enrichment I, II, III (A)	ESL Enrichment I, II, III (B)	ESL Enrichment I, II, III (A)	ESL Enrichment I, II, III (B)
Voluntary Advisory	Gifted Advisory 10, 11, 12	Gifted Advisory 10, 11, 12	Gifted Advisory 10, 11, 12	Gifted Advisory 10, 11, 12
Mandatory Math/English Intervention	Intervention Elective 9,10,11,12	Intervention Elective 9,10,11,12	Intervention Elective 9,10,11,12	Intervention Elective 9,10,11,12
Credit Recovery or Tutorial	E2020	E2020	E2020	E2020

These opportunities for enrichment, remediation and credit recovery at CHS will be offered in a technology based lab. Students may also take credit recovery courses during summer school and in the evenings at the Career and Early College Center (CEC).

Off Site**				
	Odd Numbered Years (2009, 2011...)		Even Numbered Years (2010, 2012...)	
CEC*	Culinary Arts		Culinary Arts	
CEC*	MJROTC		MJROTC	
CEC*	PLTW	PLTW	PLTW	PLTW
CEC*	A++ Computer	A++ Computer	A++ Computer	A++ Computer
RRHS	Families and Children		Families and Children	
I.H.S.	Film Crew Technician		Film Crew Technician	

These 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 the course rotation, which may include removing a class from the rotation.

*Career and Early College Center

**Students attending off site courses may be expected to provide their own transportation.

What does a typical schedule at V. Sue Cleveland HS 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>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
*English 9	*English 10	*English 11	*English 12
*Math (Algebra 1)	*Math (Geometry)	*Math (Algebra 2)	*Math
*Science (Earth / Physics)	*Science (Chemistry)	*Science (Biology)	*Science
*Geography / NM History	*World History	*US History	*Government / Econ
Pathfinder	Elective / Elective	Elective / Elective	Elective / Elective
PE – Health	Elective / Elective	Elective / Elective	Elective / Elective
Elective / Elective	Elective / Elective	Elective / Elective	Elective / Elective

*Represents 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.

Core Course Descriptions

English Course Descriptions

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

During this course the 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

English 10 concentrates on the study of world literature, specifically that of Africa, Asia, and South America. Students will apply reading, research, writing and speaking skills to demonstrate learning in analytical and creative works.

English 11

English 11 concentrates on the study of American literature. During this course students will read extensively, conduct research, and present written and oral projects to demonstrate learning.

AP English Literature and Composition (Grade 11)

Students read works of world literature recommended by the College Board Advanced Placement program. Literary analysis is the major focus of this class. The course will challenge students to examine concepts, to practice analysis and synthesis, and to develop mature writing skills through papers of varying lengths. One-half of the course work is devoted to composition.

English 12

This course develops a profound comprehension of issues and an understanding of multiple perspectives. Through the study of selected 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 and creative thinking skills. Writing and speaking skills continue to be developed.

AP English Language and Composition (Grade 12)

This course focuses on discussion and direct instruction, with an emphasis on the three types of analyses for the AP Language and Composition Exam: style analysis, rhetorical analysis, and literary analysis. The student writes personal responses to reading, expository and argumentative essays, responses to AP essay questions, and learns and practices analytical and argumentative writing skills and test taking skills for objective test.

ESL 1 Eng A/B (9, 10, 11, 12)

This course prepares English language learners at the beginning level of English proficiency to enter ESL level II for intermediate English language learners. Students continue to develop all English language competencies (reading, writing, listening, and speaking) by understanding and generating simple sentences, questions and commands. Students will expand upon their vocabulary base and begin to develop basic reading, writing, and grammar skills in the English Language. This course must be taken concurrently with ESL Enrichment I.

ESL II Eng A/B (9, 10, 11, 12)

This course prepares English language learners at the intermediate level of English proficiency to enter ESL level III for early advanced and advanced English language learners. Students continue to develop all English language competencies (reading, writing, listening, and speaking), expanding upon their vocabulary base and reading, writing, and grammar skills in the English language. Students at this level will work with readings that challenge their English comprehension and grammar development. They will begin to compose structured essays in English that are both responsive and thoughtful. This course must be taken concurrently with ESL Enrichment II.

ESL III Eng A/B (9, 10, 11, 12)

This course prepares English language learners at the early advanced level of English proficiency to exit direct ESL services and enter the English course at the student's grade level. Students strengthen all English language competencies: reading, writing, and grammar skills in the English language. Students will continue to work with readings that challenge their English comprehension and grammar development. They will compose essays in English that are responsive, thoughtful, and creative. They will further their academic reading and writing skills through book reviews and research. This course must be taken concurrently with ESL Enrichment III.

Social Studies Course Descriptions

Social Studies 9 Geography / New Mexico History

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

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

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)

AP World History emphasizes the evolution of global processes and contacts in interaction with different types of human societies. The 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

This course will meet the graduation requirements for U.S. History. It combines the study of history, literature and the arts to gain a fuller understanding of United States 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)

This course prepares students for the AP Exam, but it also 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

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)

This semester long 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)

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 Course Descriptions

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.

Algebra 1 / Pre-AP Algebra 1

This course is designed to teach students how to solve problems involving variables and work with rational numbers. Students learn the basic structure of the real number system and recognize techniques for solving equations and inequalities, graphing, operations with polynomial expressions/equations, graphing rational expressions, techniques of factoring, systems of equations and quadratic equations. Students also focus on applying problem-solving strategies to real world situations. Graphing calculators will be used.

Geometry / Pre-AP Geometry

This course will address the topics of inductive and deductive reasoning through construction and measurement. The students will develop geometric vocabulary, definitions, and theorems in proofs as applied to inter-relationships between lines, planes, polygons, circles, and polyhedral. They will learn basic concepts involving congruence and similarities between shapes, primarily triangles, quadrilaterals and circles. They will be introduced to trigonometric identities and basic right triangle relationships of Sine, Cosine and Tangents functions. Graphing calculators will be used.

Algebra 2 / Pre-AP Algebra 2

This course continues to develop Algebra concepts. The students will continue to explore and develop Algebra skills in the areas of real numbers, imaginary numbers, equations and inequalities, linear, quadratic, exponential and logarithmic functions, sequences and series and some conics as well as graphing analysis. Graphing calculators will be used.

Intermediate Algebra A/B

This course is based on standards that provide students with the opportunity to revisit the concepts of Algebra I and provides a solid foundation for Algebra II. This course will explore linear relationships as well as introduce students to quadratic, exponential and logarithmic relationships required to be successful in Algebra II. Graphing calculators will be used.

Trigonometry

The course will develop understanding of basic trigonometric functions and their values, limitations, graphs, inverses and other relationships to one another. Investigations of the applications of real world use of trigonometry will be explored. Graphing calculators will be used.

Math Analysis

This course will ensure that students have a solid foundation for Calculus I. The students will focus on the connections of algebra, geometry, trigonometry and continuation of transcendental functions and relations. Discussion and work will focus on topics with respect to their connections to natural processes, restrictions, and their various forms as used in different careers. Strategies for complex problem solving will be stressed throughout the course. Graphing calculators will be used.

Calculus

This course will cover limits, difference quotient, and differentiation of algebraic, transcendental, and exponential functions and is designed for those students wanting a foundation in calculus focusing on the fundamental concept of the derivative. The 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, Geometry, Trigonometry, and Math Analysis. Graphing calculators will be used.

AP Calculus AB

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

This course extends the concepts of limits, differentiation, and integration studied in AP Calculus AB to include sequences, infinite series, and parametric, polar and vector valued functions. Graphing calculators will be used.

AP Statistics

Advanced Placement Statistics introduces the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data using these four broad themes: (1) Exploration: observing patterns and departure from patterns, (2) Study design, (3) Producing models using probability theory and simulation, (4) Statistical inference.

Science Course Descriptions

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.

Integrated Science / Pre AP Integrated Science – lab science

This lab-based course investigates topics in earth / space science as well as conceptual physics. Students will understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems. Students will learn about the transformation and transmission of energy, how energy and matter interact, the motion of objects and waves, and the forces that cause them. Through classroom and project-based learning experiences, 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.

Chemistry / Pre-AP Chemistry – lab science

This course will cover such topics as the classification of matter, atomic structure, periodic properties, chemical reactions, chemical quantities, gas laws 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.

AP Chemistry – lab science

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).

Biology / Pre – AP Biology – lab science

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.

AP Biology – lab science

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).

Physics – lab science

This course will cover physics concepts, such as Newtonian Laws, energy, introductory thermodynamics, 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.

AP Physics – lab science

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.

AP Environmental Science – lab science

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.

Pathfinder / Advisory / Civics

This course is required of all ninth grade students. Within this course, students explore a wide variety of career opportunities and develop a plan for their remaining three years of high school and beyond. This course supports the development of important employability skills, basic life skills, thinking skills, personal qualities, resources, interpersonal skills, information systems, and technology. The course also includes a weekly lesson discussing the importance of civil discourse and topics associated with civic virtue.

Gifted Pathfinder / Advisory / Civics

Students are placed in this course through an IEP or by teacher referral. Within this course, students explore a wide variety of career opportunities and develop a plan for their remaining three years of high school and beyond. This course supports the development of important employability skills, basic life skills, thinking skills, personal qualities, resources, interpersonal skills, information, systems, and technology. The course also includes a weekly lesson discussing the importance of civil discourse and topics associated with civic virtue.

Physical Education / Health

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.

Elective Course Descriptions

V. Sue Cleveland High School will house electives in six academies. Each of the academies will offer electives on a two year rotating schedule as well as electives that are offered every year. The electives, as well as when they are offered, can be found on the table on pages 10 -12. Each academy will focus on two career strands. The rotating electives will support these strands.

ACADEMY OF ARTS Strand 1: Visual Arts

Video Technology 1

This course is an instructional, analytical and artistic approach to video production. Students learn video basics and participate in pre-productions, production and post production stages of video creation, distribution and evaluation of the product. Students will produce announcements as well as club / activities “commercials” used in various productions.

2D Animation

This course provides introductory studio experience in 2D computer graphics and animation. Student will study advanced timing and weight through a series of projects designed to demonstrate the principles of animation. Issues such as key framing, “in-betweening” and cycling will be addressed and reinforced.

3D Animation

This course provides introductory studio experience in 3D computer graphics and animation. Topics include 3D modeling, texture mapping, virtual lighting, virtual lens, virtual camera, and 3D animation. Through lectures, viewings, tutorials, and projects, students develop a multi-purpose skill set that can be used for innovative content creation, product visualization, space planning, virtual object animation, and multimedia integration.

Art 1

Students will learn to express themselves by drawing (charcoal, pencils and ink), painting and sculpting. They will explore the third dimension through varied materials. The course will help the student find new strengths and preferences as ideas take form and skills are developed. This course is a pre-requisite to Art 2, 3 as well as Ceramics 2, 3, and 4.

Art 2

In this course, students focus on the perfection of their drawing and sculpting skills through the completion of projects in a wide variety of media and techniques. Activities will include stippling, and painting, abstract and optical design, assemblage and sculpture.

Art 3

The focus in this course is painting. Water colors and acrylics will be among the techniques studied. Works will include direct observation, abstract paintings, and paintings from imagination. Students are expected to show advanced technical and creative skills in painting.

Ceramics 1

Ideas and basic techniques exploring clay as an art material: pinch, coil, slab, modular construction, with focus on nonfunctional art. Students will be introduced to glaze techniques, kiln loading, firing, and basic concepts of three-dimensional design. Study will also include the aesthetics of form, visual thinking, and the history of ceramics. This course is a pre-requisite for Ceramics 2, 3, and 4.

Ceramics 2

Building on the foundation of Ceramics 1, students are challenged to expand their vocabulary of ceramic form and texture. Ceramics 2 will emphasize design, form, and visual thinking. Students have the opportunity to pursue more individual exploration with class directed assignments. Students may pursue hand building, wheel throwing, glazing techniques, and kiln firing, with focus on nonfunctional art.

Ceramics 3

Ceramics 3 is for those students who have taken both Ceramics 1 and 2, and is a continuation of the student's personal investigation into clay. The emphasis is on content and ideas and how they relate to the objects made. Advanced information on aesthetic, technical, and conceptual problems is incorporated.

Ceramics 4

After completing Ceramics 1, 2, and 3, students will develop, with their teacher, projects designed to address their individual needs and interests.

Creative Publications and Web Design

This course is project-based course focusing on use of the World Wide Web. This course focuses on learning how to design, create, edit, manage and maintain web sites as well as scripting, developing searching strategies, publishing skills and serving information of a web server. Ultimately, students, within an ethical framework, will be the webmasters for the class, school or district participating in a real global community of learners and collaborators. Students will also learn how to create graphics and logos.

Digital Graphics and Animation

Digital Graphics and Animation is an introductory course in design, typography and imaging techniques. The course includes topics such as digital composition, color, imaging, editing and animation. The student will use the computer's set of tools to produce and edit digital designs as well as to incorporate design principles when capturing digital images with tools like scanners and cameras. Animation, both 2-D and 3-D will be introduced in this course.

Digital Photography

This course explores the fundamental principles, techniques and applications of camera-based image making. Utilizing computer software such as Adobe Photoshop, students will acquire, manipulate and output digitized photographic images. Techniques for lighting background control, selection and manipulation, digitization, image capture and processing are included.

Graphic Art 1

This course will provide students with basic skills in graphic arts programs and techniques. Emphasis will be placed on 2D design, art appreciation, gaining marketable skills, and ethics of the digital domain. The students will learn how to use Adobe Illustrator, an industry-standard vector-based graphic art program. Students will use the computer as a creative tool while applying the elements and principles of design to each project.

Graphic Art 2

This course will provide students with basic skills in graphic arts 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 visual art. Students will expand their use of Adobe Photoshop and 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.

Yearbook 1

The yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing.

Yearbook 2

Students are required to fill an editor's position or take a leadership role on the publication staff. Students complete various spreads and assignments, copy edit, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement.

Video Yearbook A/B

This course build on the skills developed in the Video Production course to film, write and edit a Video Yearbook commemorating the school year. Advanced non-linear digital editing will be introduced. These classes will focus on filmmaking with opportunities for students to complete personalized projects. Students in these classes will also collaborate on productions for rallies, highlight tapes for awards nights, graduation, and other school events.

AP Art History (Grades 10 – 12)

In AP Art History, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. Students will learn to analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. They will also to reflect their analysis in verbal and written forms.

AP Studio Art: Drawing

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. Students will create 24 original works to complete the AP Drawing Portfolio.

AP studio Art: 2D Design

This class is best suited to students whose interest and artistic aptitudes are primarily in 2-D design. Areas of interest can include, but are not limited to: graphic design, typography, fashion design, collage, fabric design, weaving, illustrations, printmaking, photography, and digital imaging. Students are expected to show advanced technical and creative skills in 2-D design using a variety of forms and methods. Students will complete 24 original works that address design problems, principles and elements of art required in the AP 2-D Design Portfolio.

AP Studio Art: 3D Design

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.

ACADEMY OF ARTS Strand 2: Performing Arts

Introduction to Filmmaking

Introduction to filmmaking is a laboratory-based course designed to provide an overview of and experience in filmmaking technology. Sounds, images, graphics, and video are the informational projects from which students will construct media-rich knowledge structures. Students will use technology tools to build linear and non-linear interactive products. This course is a pre-requisite for Filmmaking 1, 2, 3, 4.

Filmmaking 1

This class will focus on acting for film. Students will study acting techniques from the masters and use these techniques for film and television performances. Students will learn how to create an acting resume, take a good headshot, work at a casting call, get an agent, and other important facets of this trade.

Filmmaking 2

This class will focus on lighting and sound for film.

Filmmaking 3

This class will focus on script writing for film.

Filmmaking 4

This class will focus on editing for film.

Filmmaking Independent Study

In this course students get credit for working on films being made in New Mexico

Technical Theater 1

The focus of this course is scene design. The course will acquaint students with the art and practice of designing scenery for the theatre, the study includes design concepts, script analysis, color theory, solving mechanical challenges of the script and theatre architecture, scenic painting, perspective drawing, rendering and modeling. Students will be responsible for building and repairing scenes for school productions.

Technical Theater 2

The focus of this technical theater course is lighting.

Technical Theater 3

The focus of this technical theater course is costume and make-up.

Technical Theater 4

This is an independent study course. Students receive credit for stage managing, lighting, sound for major events at theater events.

Drama 1

This beginning course in drama is designed to enrich confidence and creativity. The course addresses topics including pantomime, interpretation, class and group scenes, improvisations, and script analysis.

Acting 1

The focus of Acting 1 is on Greek acting.

Acting 2

The focus of Acting 2 is on Masque acting.

Advanced Performance

This performance class is open to juniors and seniors by audition.

Dance 1

This course explores movement as a creative art form. This class introduces the student to body awareness, alignment, improvisation, dance history, and interpretation of different forms of dance. The course builds an appreciation for all types of dance and is a pre-requisite to Dance 2, 3, and 4. Appropriate attire is required.

Dance 2

This course continues the development of technical skills acquired in Dance I, with students continuing movement through exploration of the elements of basic modern dance. Class work includes experiences that reinforce strength, flexibility, and endurance. Appropriate attire is required.

Dance 3

Technical skills and aesthetic awareness are developed through more challenging dance technique and choreography classes. Appropriate attire is required.

Dance 4

This course provides the students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. The student works strive to clearly express ideas through the creative process of integrating movement with choreographic intent. Appropriate attire is required.

Master Dance

This performance class is open to juniors and seniors by audition.

Music Theory / Composition

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.

AP Music Theory (Grade 10 - 12)

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. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises.

Choir (Mixed)

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.

Women's Choir

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

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.

Concert Choir

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.

Show Choir

This course is offered after school. Students must currently be enrolled in a music class. Show Choir is an auditioned, 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.

Marching Band 1, 2, 3, 4

This course continues the development of basic instrumental music skills. Students focus on the fundamentals of music, correct tone production, balance, intonation, and ensemble playing through the study of simple band literature. Participation in after-school rehearsals and performances is expected.

Symphonic Band 1, 2, 3, 4

The course will emphasize the performance of the finest wind band literature available and on continued work in the fundamentals of instrumental playing. Out of school rehearsals and performance comprise in integral part of the class, and regular attendance is required and expected. In addition, there is a uniform requirement.

Jazz Band 1, 2, 3, 4

This group studies jazz phrasing and articulation as well as the technique of improvisation and playing in correct jazz style. Participation in after-school rehearsals and performances is expected. There is a uniform requirement.

Concert Band 1, 2, 3, 4

This course will emphasize the performance of the finest wind band literature available. Work in class will focus on continued progress in the fundamentals of instrumental playing. Advanced concepts will also be covered. Out of school rehearsals and performances comprise an integral part of the class, and regular attendance is required. In addition, there is a uniform requirement.

Orchestra 1, 2, 3, 4

This course is designed to develop musicianship, instrumental skills, and rehearsal skills. It will provide instruction and performance in string orchestra and full orchestra, as well as ensembles. Students will be required to participate in public performances, contests, and festivals. There is a uniform requirement.

ACADEMY OF DESIGN Strand 1: Architectural Engineering

21st Century Architecture

This course will examine the current trends and practices as well as the current tools used in 21st century architecture. Students will also study architectural innovations of the past.

Landscape Design

This course is an introduction to landscape design, construction, and maintenance. Topics examined in this course include, but are not limited to: irrigation systems, including water conservation and use and xeriscape 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.

CADesign Basics

The CADesign Design/CADesign Studio courses give students the opportunity ask questions and investigate the principles of mathematics, science and communications to solve real world technology problems with mentors from the professional community. This introductory course would be helpful if a student is considering a career in engineering, graphic/industrial design, manufacturing or architecture.

Architectural Drafting

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques as well as CAD (computer assisted design), orthographic projection, and oblique and isometric drawings.

ACADEMY OF DESIGN Strand 2: Mechanical Engineering

Introduction to Robotics

This course uses a variety of robotics challenges and games to teach science, math, and engineering skills. These projects are the stepping stones into a course that stresses team work, problem solving, presentational skills, and dealing with frustration that comes about when one tackles building.

Techniques of Robotics

This course is a continuation of Foundations of Robotics and will include higher level programming. Students will master their design and programming skills through RoboRave competition (which is mandatory). The focus of this course will include intense cooperative projects, data collection and analysis, and technical writing.

Introduction to Engineering Design

This is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. This course is an introduction to Project Lead the Way.

CHS – A Green Design

This course examines the underlying principles of design, focusing on environmental sustainability. Major aspects of environmental building that will be addressed include energy efficiency, indoor environmental quality and land use. Ways of evaluating the sustainability of the built environment will be discussed including the LEED™ rating system. This course will examine theories and practices that encourage the development of ecological consciousness in the context of sustainability.

Topics in Engineering

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.

ACADEMY OF ENVIRONMENTAL STUDIES Strand 1: Resource Management

Introduction to the Science of Agriculture

The local, national, and global definitions, history, and scope of agriculture in society are covered in this course. It also covers plant and animal sciences, production and processing; agricultural mechanics, including tool and machine operation; business and natural resource management; management of food and fiber systems; soil characteristics, formation and properties; and development of leadership and communication skills.

Agri-science

Subject matter includes the physiological processes of agriculturally important plants and animals, taxonomy and classification systems, soil and water chemistry, ecology and entomology.

Environmental Science / Natural Resources

Course combines the fields of ecology and conservation with planning for the efficient use and preservation of land, water, wildlife, and forests. Within this course may be topics covering environmental factors affecting water, water pollution, water and land use management, alternative energy resources, metals and minerals.

Agricultural Leadership / Communication

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.

ACADEMY OF ENVIRONMENTAL STUDIES Strand 1: Ecological Dynamics

Environmental Resources

Students will participate in activities that include instruction on the importance of production management and conservation of natural resources, ecology, and fish and wildlife. This course will also include the biological, environmental, and economic importance of renewable resources.

CHS – A Green Design

This course examines the underlying principles of design, focusing on environmental sustainability. Major aspects of environmental building that will be addressed include energy efficiency, indoor environmental quality and land use. Ways of evaluating the sustainability of the built environment will be discussed including the LEED™ rating system. This course will examine theories and practices that encourage the development of ecological consciousness in the context of sustainability.

Forestry/Wildlife Management

Students will study the structure and function of trees, soils, forest ecology, forest insects and diseases, timber management, fire management, and forest economy. This course will also examine the social and political aspects of wildlife conservation and management, challenges to management of biodiversity, wildlife population management, and ecosystem management.

Alternative Energy

This course will cover the basic principles and history of alternative energy sources. Students will discuss the usefulness of various types of energies as they relate to the future of this planet. Topics will include passive and active solar systems, fuel cells, hydroelectric power, geothermal heat transfer, and wind energy. Alternative and traditional energies will be defined and compared in terms of today's use.

ACADEMY OF HEALTH & SCIENCE Strand 1: Health

Anatomy and Physiology A

This course provides the student with a sound foundation in the structure of the human body with a focus on the anatomy and physiology of all major organ systems. Normal function will be the focus of this semester.

Anatomy and Physiology B

This course focuses on the introduction to pathophysiology which is the study of disturbances in the normal functions of the body resulting from a disease or abnormal syndrome. The course examines the basic biology of various disease processes. Topics include etiology (cause of disease), symptoms, and the physical and psychological reactions to diseases and injuries.

Science of the Human Body

Learn about the human body and disease through reading, laboratory investigations, presentations, group discussions, individual reports, and lectures. The goals of this course are to help students understand how to take care of their own bodies and to prepare them for future study in the Health Sciences field. Students will explore the fundamentals of the human body's systems, their development, and some of the major ailments that affect their function. We will study the integumentary, skeletal, muscular, neurological, endocrine, reproductive, renal, respiratory, immune, and circulatory systems and investigate the transmission of various parasites of world-wide importance (e.g. bacteria, viruses, etc.) and diseases they cause.

Introduction to Health Science

This class serves as a gateway to the other health and sport science classes. Topics include, but are not limited to: medical terminology, anatomical terminology, anatomical movements, exploring professions in the health sciences, First Aid, CPR, anatomy, internal organs, osteology, and major muscles. Students will exit this course certified in CPR.

Sports Medicine

In addition to class time this course will require 15 hours of after school time per quarter. **Introduction to Health Science is a pre-requisite or can be taken concurrently.** Topics include, but are not limited to: injury and illness recognition, basis for athletic injury assessment, the body's response to trauma, treatment interventions, pharmacology, methods in extremity taping and wrapping, emergency medical preparedness, anatomy, bones and muscles.

Sport Science I

No pre-requisite is required, but upperclassman are preferred. Topics include sports nutrition, ergogenic aids, and sport psychology.

Sport Science II

Anatomy/Physiology strongly suggested as a pre-requisite. Topics include anatomy and physiology, exercise physiology, exercise prescription, and kinesiology.

Clinical Applications in Therapeutic Rehabilitation

Introduction to Health Science and Sports Medicine are pre-requisites to this course. The course can be taken concurrently with Sports Medicine. Due to working with actual athletes and limited space, student numbers will be limited. This program will only be offered during lunch times when athletes can come in for their rehabilitation programs. Topics include, but are not limited to: foundations of a rehabilitation program, methods of rehabilitation for upper and lower extremities, methods of injury treatment, acute vs. chronic injuries, and indications and contraindications in therapeutic exercise

Practical Applications in Athletic Training

This course will be offered after school. Introduction to Health Science, Sports Medicine and Clinical Application in Therapeutic Rehabilitation are pre-requisites to this class. The class can be taken concurrently with Clinical Applications in Therapeutic Rehabilitation. In this course the student will practice hands-on applications and become assistants, applying all knowledge gained in a working athletic training facility. Students will compete in the athletic training state competition. Hours will apply toward a sport letter (Junior Varsity or Varsity depending on the level of student time commitment).

Team Sports

Students must have approval of the head coach before registering for this course. 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 (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

Lifelong Fitness (Fall)

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)

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.

ACADEMY OF HEALTH & SCIENCE Strand 2: Natural Sciences

Organic Forensic Science I

An introduction to Forensic Science will be conducted the first week of the course. The students will explore a forensic career and interview an expert in that field in the first part of the course. The type of evidence that will be focused on this term will be primarily biological (“organic”) in nature, including fingerprints, DNA, and Toxicology/Drug Analysis. Mature behavior is required due to the nature of material covered; a parent permission form is required.

Inorganic Forensic Science I

An introduction to Forensic Science will be conducted the first week of the course. Types of evidence discussed in this term include “inorganic” evidence such as eyewitness testimony, crime scene processing, firearms and tool marks, and trace evidence. In the second part of the course, students will work as members of an investigative team to apply their skills and concepts learned in class as they investigate an intricate mock crime on campus set up by the instructor. They will need to work efficiently and collaboratively to handle the task of forensic investigation. Student teams will need to conduct lab analysis, maintain evidence logs, and obtain search warrants from a “Judge” to help their case. Mature behavior is required due to the nature of material covered; a parent permission form is required.

Zoology

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, as will culturing and animal care.

Topics in New Mexico Science

This course will examine New Mexico’s rich scientific history and current events while considering future possibilities. Creativity and problem solving skills will be encouraged through the use of simulations and discussions.

ACADEMY OF INTERNATIONAL STUDIES Strand 1: World Languages

Contemporary Global Issues

Students will 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.

Comparative Politics

This course examines the government and politics of specific countries and their governments, including China, Great Britain, Mexico, Nigeria, Russia, and Iran. The comparison of various countries will teach students to identify problems in policies and programs worldwide.

Human Rights and Global Health

This course will explore human rights, healthcare, and the medicine of ancient to modern cultures. The course is organized through a regional approach to understand human and physical geography. Topics will include tolerance, genocide, AIDS, globalization, rights of indigenous cultures, the effect of war, pandemics, as well as possible solutions regarding such issues. Students will improve reading skills by examining a wide array of printed and visual material while sharpening presentation skills throughout the course using research, writing, and speaking.

Introduction to Global Cultures

In this class students will be introduced to the wide varieties of cultures that impact our world today. The class is designed to prepare the student for further studies of languages, world cultures, and an international perspective on business, the economy, and global issues.

AP Spanish Language

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 without dependence on a dictionary; (3) student expression by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing.

AP European History (Grades 11 – 12)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. In addition to providing a basic narrative of events and movements, the goals in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

World Languages: French, German, Italian Mandarin, and Spanish

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 (French, German, Italian, 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 (French, German, Italian, Mandarin and Spanish)

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 (French, German, Italian, Mandarin and Spanish)

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.

Level IV (French, German, Italian, Mandarin and Spanish)

This course will develop and solidify broader and more effective, more fluent, and more elaborate language skills. Students will develop the appreciation of language, literature, music, film, and entertainment through the use of the developing language skills.

ACADEMY OF INTERNATIONAL STUDIES Strand 2: Global Leadership and Exploration

Constitutional Law

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.

Scholastic Police Academy

This course focuses on the roles of law enforcement officials. Local law enforcement agencies collaborate in teaching the course and providing community experiences. Students will consider the following areas of law enforcement: myths about the criminal justice system, branches of the criminal justice system, duties of a law enforcement officer, court systems, drug and traffic laws, crimes of violence, and rights and responsibilities of good citizens.

Economics, Politics, and International Change

This course will examine the domestic and international sources of economic and political change. Topics include the rise of the nation-state, comparative economic development, authoritarian and democratic regimes, international and civil conflict, globalization and its domestic and international implications.

Topics in Civics

This course provides a broad overview of the politics, government, and economics through the lens of current events topics. Students will study the institutions and processes of government at the local, state, and national level, with a particular emphasis on the role of the citizen in a democratic society. Class discussion and debate on current events, as well as real-world campaign and advocacy work, will provide students with hands-on experience in civic involvement and model how to think and to act critically and creatively.

AP Microeconomics (Grade 12)

The purpose of AP Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. The course places primary emphasis on the nature and functions of product markets, including the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP Government and Politics: Comparative (Grade 12)

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. In addition, the course will cover specific countries and their governments, including China, Great Britain, Mexico, Nigeria, Russia, and Iran. The comparison of various countries assists both in identifying problems and in analyzing policymaking.

Personal Finance

Personal Finance is a course focusing on consumer applications of mathematics. It includes problem solving strategies and alternate methods of computation to solve a wide range of consumer problems as well as improve basic math skills. This course will consist of an emphasis in goal setting, planning and budgeting, career planning, spending, saving, protecting and investing money. The course also includes effective cash management, the proper use of credit, tax planning, making major purchases and risk management. The course features improving basic skills in life-like situations. Projects encourage students to apply course concepts to their own situations.

Everyday Statistics

This course will emphasize impact of statistics on everyday life. Students will conduct surveys, collect real data, and analyze the data with techniques used in statistics. Students will explore the science of probability, NOTE: Graphing calculators will be used.

Business Computer Applications

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.

Microsoft Office Certification Preparation

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 Microsoft Office.

Accounting 1

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

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.

ACADEMY OF LIBERAL ARTS Strand 1: Communication (Speech and Writing)

Creative Writing

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.

Public Speaking

In the course students will develop research, organizational and delivery skills for speeches to inform, persuade and entertain. There is also an emphasis on improving interpersonal communication skills.

Technical Writing

Technical communication is the process of creating, designing, and transmitting technical information so that people can understand it easily and use it effectively and efficiently. This course will teach students established basics for effective written composition in the business world and introduce them to such types of communication as processes, description of mechanisms, proposals, and reports. Students will learn how to write for readers with varying expertise and needs, emphasize important information and increase readability, and begin and end documents effectively.

Speech and Debate

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

Print Journalism A/B

In this course students will research, write and report journalistically (news, sports, editorials, features, etc.) applying the principles of the First Amendments. Students will learn practical skills for print journalism (layout, paste-up, graphic design, headline writing). This course is designed for students interested in the construction and publication of regular editions of the school newspaper as well as producing flyers, posters and publication inserts. Source materials will include prize-winning literature and newspaper articles.

ACADEMY OF LIBERAL ARTS Strand 2: Humanities

Seminar: Shakespeare (Comedies and Tragedies)

In this course, students expand their knowledge of Shakespeare's plays by studying selected histories, comedies, and tragedies. Students also learn about the classical origins of Shakespeare's work, his influence on Western literature and culture, and relevant contemporary criticism of his dramas. Film-to-text comparisons will also be a key component.

Sociology

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 also learn a systematic method for studying cultures, social institutions, social relationships, and the process of socialization. They also study a variety of social issues such as crime, racial discrimination, gender equity, urbanization, family structure, and other similar topics.

Latin

This course introduces beginning Latin students to the language of the Romans and to the civilization that has significantly influenced our American culture. The emphasis of this course is on the written word rather than oral. Students will read passages and stories on Roman history, culture and classical mythology.

Military History

This course concentrates on US military operations from the Spanish-American War through the current conflict. Students will have the chance to study the strategy, tactics and political aspects of specific battles from WWI, WWII, Korea, Vietnam, Grenada, Panama, Desert Storm and the current situations in Southwest Asia, the Middle East, and the Korean Peninsula. 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.

AP Psychology (Grades 10 – 12)

The AP Psychology course is designed to introduce the student to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The student is exposed to the psychological facts, principles, and phenomena associated with each of the major fields within the discipline. The student also learns about the methods psychologists use in their science and practice.

AP European History (Grades 11 – 12)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. In addition to providing a basic narrative of events and movements, the goals in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Advisory 10, 11, 12

These courses provide individualized attention to assist with core classes. Students will also focus on improvement of study skills and test taking skills.

Gifted Advisory 10, 11, 12

Students will be placed in this course through an IEP. These courses provide individualized attention to assist with core classes. Students will also focus on improvement of study skills and test taking skills.

ESL Enrichment 1 A/B (9, 10, 11, 12)

This course must be taken concurrently with ESL Eng I. Students will continue to develop all English language competencies (reading, writing, listening, and speaking).

ESL Enrichment II A/B (9, 10, 11, 12)

This course must be taken concurrently with ESL Eng II. Students will continue to develop all English language competencies (reading, writing, listening, and speaking).

ESL Enrichment III A/B (9, 10, 11, 12)

This course must be taken concurrently with ESL Eng III. Students will strengthen all English language competencies: reading, writing, and grammar skills in the English language. Students will continue to work with readings that challenge their English comprehension and grammar development. They will further their academic reading and writing skills through book reviews and research.

Gifted Learning Strategies / Internship / Mentorship

Students will be placed in this course through an Individualized Education Plan (IEP). This course will help students to become more successful in school by identifying and developing new habits, motivations, organizational, study skills and goal setting strategies. Students will work with a mentor for several hours each week in addition to completing various class assignments, a final project and written essay final.

AP Computer Science

Computer Science A emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first semester college level course in Computer Science. It also includes the study of data structures, design, and algorithm development and is meant to be the equivalent of a first semester college level course in Computer Science. This course provides an introduction to the study of data structures, design and abstraction.

Intervention Electives

This course is a mandatory elective for students earning a D or F in Math or English courses the previous semester. It will assist the student in building the fundamental Math skills / English skills required to succeed in the high school curriculum. Most of the intervention elective tutorials will be offered in a technology based lab; programs include Achieve 3000, Read 180 and My Skills Tutor and E2020.

E2020

Education 2020 (E2020) is designed for an independent learner and have been developed for students in need of recovering credits for core instruction or students requiring additional instructional intervention to master topics within a course. A variety of classes are offered through this virtual classroom which provides instruction via the internet with teacher facilitation.

2009 - 2010 ELECTIVES - AT A GLANCE

Elective Courses Fall 2009	Pre-requisites (and/or length)	(f) fine art (m) math (s) science (t) tech.	Elective Courses Spring 2010	Pre-requisites (and/or length)	(f) fine art (m) math (s) science (t) tech.
The Academy of Arts Strand 1: Visual Arts					
AP Art History A	full year	f	AP Art History B	full year	f
AP Studio Art: 2D (A)	full year	f, t	AP Studio Art: 2D (B)	full year	f, t
Art 1		f	2D Animation		f, t
Art 2	Art 1	f	Art 1		f
Art 3	Art 1	f	Ceramics 1		f
Ceramics 1		f	Ceramics 2		f
Digital Photography		f	Graphic Art 1	Ceramics 1	f, t
Graphic Art 1		f, t	Graphic Art 2	Graphic Art 1	f, t
Video Production 1		f, t			
Video Yearbook A	full year	t	Video Yearbook B	full year	t
Yearbook 1 A	full year		Yearbook 1 B	full year	
Yearbook 2 A	full year		Yearbook 2 B	full year	
The Academy of Arts Strand 2: Performing Arts					
Acting 1	Drama	f	Advanced Performance	Audition	f
Band - Jazz	Audition, full year	f	Band - Jazz	Audition, full year	f
Band - Marching	Audition, full year	f	Band - Marching	Audition, full year	f
Band - Orchestra	Audition, full year	f	Band – Orchestra	Audition, full year	f
Band - Symphonic	Audition, full year	f	Band - Symphonic	Audition, full year	f
Choir A – Adv Women’s	Audition, full year	f	Choir B – Adv. Women’s	Audition, full year	f
Choir A - Concert	Audition, full year	f	Choir B – Concert	Audition, full year	f
Choir A – Mixed	full year	f	Choir B – Mixed	full year	f
Choir A – Show	Audition, After School, full year	f	Choir B – Show	Audition, After School, full year	f
Choir A – Women’s	full year	f	Choir B – Women’s	full year	f
			Drama		f
Dance 2	Dance 1	f	Filmmaking 2	Intro Filmmaking	f
Dance 3	Dance 1	f	Intro to Filmmaking		f
Drama		f	Introduction to Dance		f
Filmmaking I	Intro Filmmaking	f	Master Dance		f
Intro to Filmmaking		f			
Dance 1		f	Theater Tech 2		f t
Music Theory/Comp A	full year		Music Theory/Comp B	full year	
Theater Tech 1		f t			
The Academy of Design Strand 1: Architectural					
21 st Century Architecture			Landscape		s t
The Academy of Design Strand 2: Mechanical					
AP Statistics (A)	full year	m	AP Statistics (B)	full year	m
Introduction to Robotics		t	Techniques of Robotics	Intro to Robotics	t
The Academy of Environmental Studies Strand 1: Resource Management					
Intro to Science of Ag		s	Agri-science		s

Elective Courses Fall 2009	Pre-requisites	(f) fine art (m) math (s) science (t) tech.		Elective Courses Spring 2010	Pre-requisites	(f) fine art (m) math (s) science (t) tech.
The Academy of Environmental Studies			Strand 2: Ecological Dynamics			
AP Environmental Sci A	full year	s		AP Environmental Sci B	full year	s
Environ. Resources		s		CHS – A Green Design		s
The Academy of Health and Science			Strand 1: Health			
Anatomy & Physiology (A)	full year	s		Anatomy & Physiology (B)	full year	s
Clinical Apps Therapeutic Rehab A	Intro Health Sci, Sports Medicine			Clinical Apps Therapeutic Rehab B	Intro Health Sci, Sports Medicine	
Team Sports				Team Sports		
Intro to Health Science				Lifelong Fitness - Spring		
Lifelong Fitness – Fall				Sports Medicine	15 hrs. after school required	
Practical Apps in Athletic Training A (only offered after school)	Intro Health Sci., Sports Medicine, Clinical Appl. In Therap Rehab.			Practical Apps in Athletic Training B (only offered after school)	Intro Health Sci., Sports Medicine, Clinical Appl. In Therap Rehab	
The Academy of Health and Science			Strand 2: Natural Science			
Organic Forensic Sci. I		s		Inorganic Forensic Sci. I		s
The Academy of International Studies			Strand 1: World Languages			
AP Spanish Language A	full year			AP Spanish Language B	full year	
Contemp. Global Issues				Comparative Politics		
Foreign Language 1 A	full year			Foreign Language 1 B	full year	
Foreign Language 2 A	Level 1, full year			Foreign Language 2 B	Level 1, full year	
Foreign Language 3 A	Level 2, full year			Foreign Language 3 B	Level 2, full year	
Foreign Language 4 A	Level 3, full year			Foreign Language 4 B	Level 3, full year	
The Academy of International Studies			Strand 2: Global Leadership			
Accounting I				Accounting II		
AP Government & Politics: Comparative (A)	full year			AP Government & Politics: Comparative (B)	full year	
Business Comp. Apps		t		Microsoft Office Cert	Bus. Comp. Apps.	t
Constitutional Law				Police Academy		
Everyday Statistics (A)	full year	m		Everyday Statistics (B)	full year	m
Personal Finance				Personal Finance		
The Academy of Liberal Arts			Strand 1: Communication			
Public Speaking				Creative Writing		
Print Journalism (A)	full year			Print Journalism (B)	full year	
The Academy of Liberal Arts			Strand 2: Humanities			
Shakespeare Seminar				Sociology		
AP Psychology (A)	full year			AP Psychology (B)	full year	
Gifted Learning Strategies/Internshp/Mentor				Gifted Learning Strategies/Internshp/Mentor		
Enrichment / Remediation / Credit Recovery Opportunities						
Advisory 10 - 12				Advisory 10 - 12		
ESL Enrichment				ESL Enrichment		
Intervention Elective				Intervention Elective		
E2020				E2020		

