

# Cuba Independent School District

2022-23 Course Catalog



Artist: Jayden Elwell

## CUBA INDEPENDENT SCHOOL DISTRICT

P.O. Box 70 Cuba, NM 87013  
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Website: [www.cuba.k12.nm.us](http://www.cuba.k12.nm.us)

### Superintendent

Dr. Karen Sanchez-Griego, Ed.D.

### School Board

Dianna Maestas, President

Taylor Pinto, Vice President

Vivian Keetso, Secretary

Elizabeth Martin, Member

James D. Casaus, Member

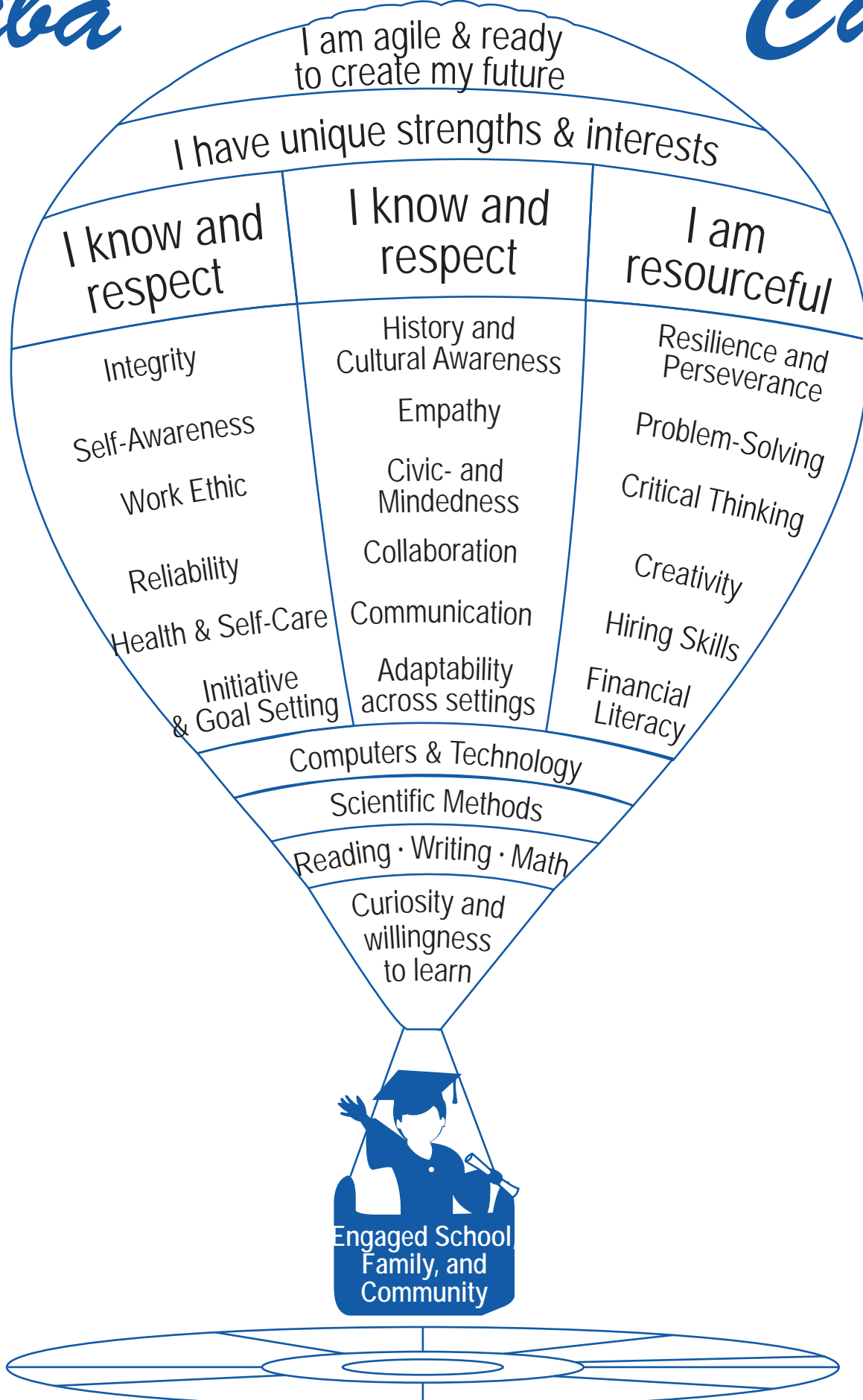


2021-2022 Theme: *Possibilities...Moving Forward...*

Thank you CHS Artists and Art Instructor, Mrs. Armentrout



# CUBA ISD GRADUATE PROFILE



I am agile & ready to create my future

I have unique strengths & interests

I know and respect

I know and respect

I am resourceful

- Integrity
- Self-Awareness
- Work Ethic
- Reliability
- Health & Self-Care
- Initiative & Goal Setting

- History and Cultural Awareness
- Empathy
- Civic- and Mindedness
- Collaboration
- Communication
- Adaptability across settings

- Resilience and Perseverance
- Problem-Solving
- Critical Thinking
- Creativity
- Hiring Skills
- Financial Literacy

Computers & Technology

Scientific Methods

Reading · Writing · Math

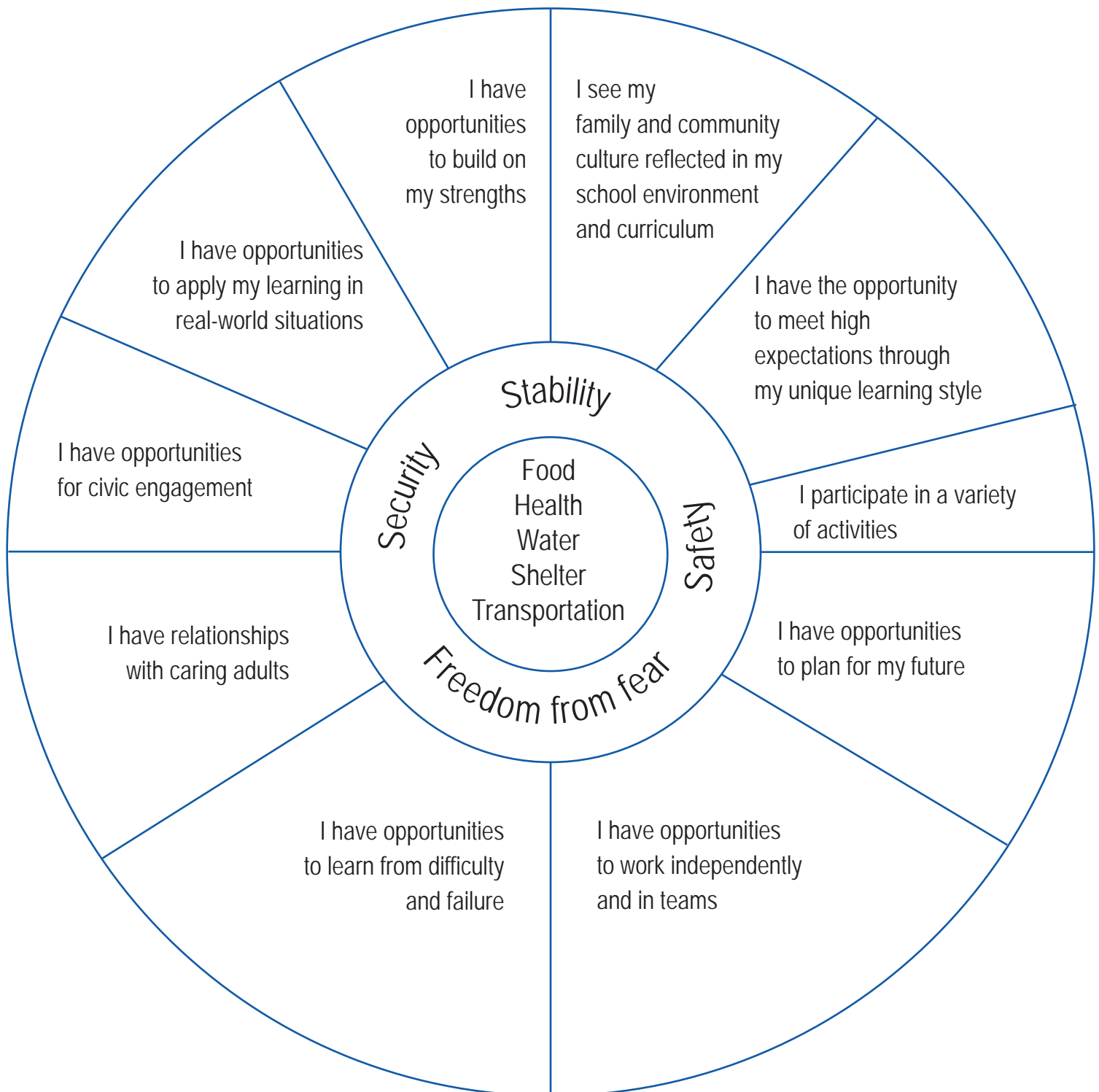
Curiosity and willingness to learn



Engaged School Family, and Community



# THE LAUNCHPAD: Foundational Experiences

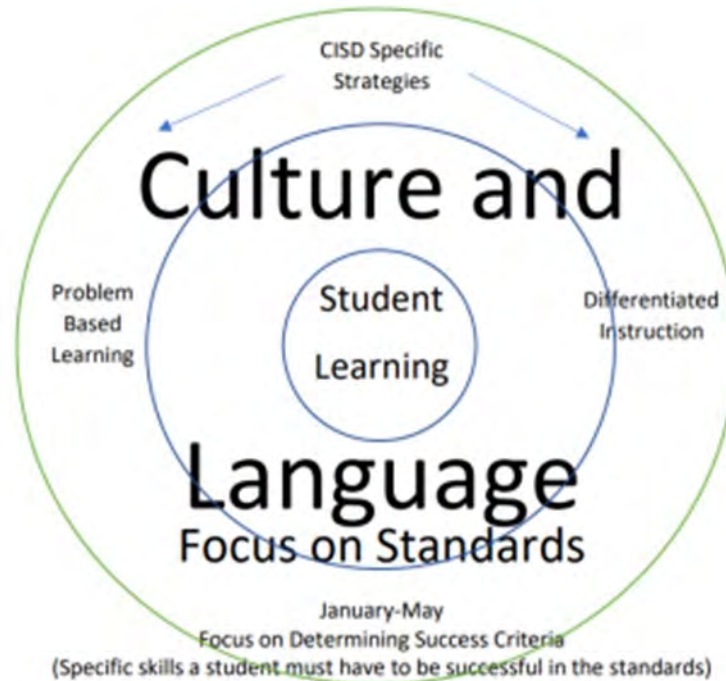


Community voices informed the development of the Graduate Profile and Launchpad. Mission: Graduate, an education partnership, facilitated 51 focus groups with principals and teachers, postsecondary faculty, employees from different sectors, young people, parents, and community members. More information is available in the Graduate Profile User Guide.

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*Cuba Independent School District values education with the student at the center.*

*How do we teach the “whole student”?*

*Do we know who they are and what they need?*

*Do we meet them in a manner that is culturally relevant with respect to their language?*

Dear Cuba ISD students, parents, and community welcome to the 2022-2023 Cuba ISD school district course catalog. This book outlines the various classes and programs within our district and are choices for your children's education.

Course catalog allow students, parents, and the community to see the courses available at Cuba ISD and our collaborative work in preparing students for a career and college pathway.

This year, every 8th through 12th-grade student will select a career/college pathway and internships, both paid and non-paid. In addition, teachers in grades Pre-K through 7th grade will provide career exploration for students. For students to get paid \$15.00 per hour, they must fill out the necessary paperwork. An internship is an excellent opportunity for students to get paid while learning about careers of their choice.

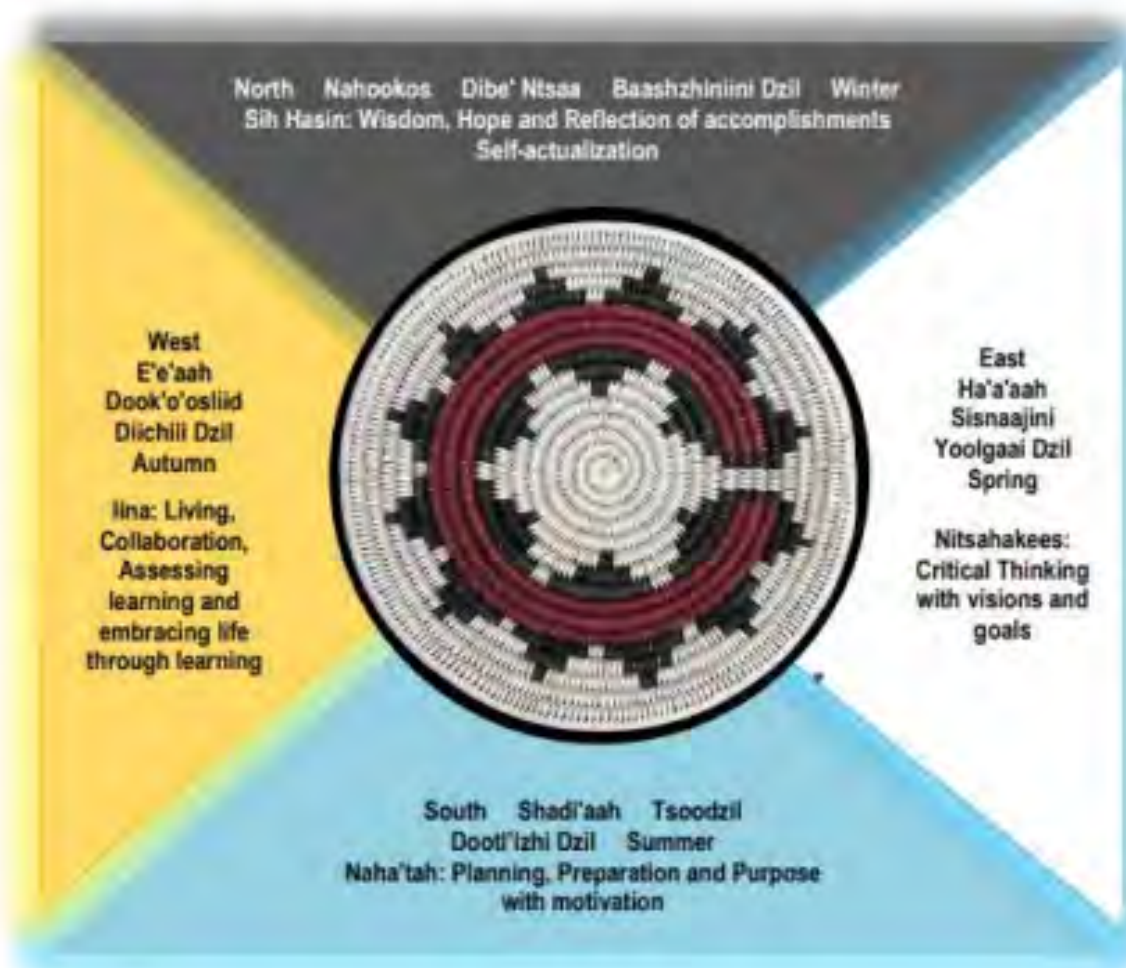
We ask that you look over your students' choices and reach out to the school's principal or counselors to sit and discuss your students' academic year and future.

# Cuba Independent School District Corn Pollen Pathway to College/Career

## **Our WHY**

We believe that EVERY child can learn, there is no limit to their potential and that by working together, we can make a meaningful contribution to their success. We are culturally responsive, use critical thinking to reach solutions that make sense for our students and look for every possibility to reward growth. We are Pre-K through 12 community school that provides a better way to learn.

Dine' students have a responsibility to the land given by the Creator, elders for traditional knowledge that is only transmitted orally over generations through ceremonies, language and land-based teachings and future generations to continue the cultural and language integrity. Walking in two worlds – Indigenous and Western – a corn pollen journey provides the students with knowledge and skills necessary to be successful in the contemporary society. The primary Dine' philosophy, Sa'ah Naaghai Bik'eh Hozhoo, means traditional living system and teachings of Nitsahakees (Thinking), Nahat'á (Planning), Iiná (Living) and Sihasin (Assuring) was integrated into the ASCA model framework to address the three domains: academics, career planning and emotional/social skills development to serve as a guiding tool and lead students to self-actualization each time a full circle in the cardinal direction is completed as illustrated below.



College / Career  
Attend college or work near home / community.

High School Years: 9<sup>th</sup> – 12<sup>th</sup>  
Continuation / Adaptation of English development and Social Skills development  
College & Career Planning: ACT test, SAT, Refining Individual Next Step Plan annually

Assessments for proficiency

Middle School Years: 6<sup>th</sup> – 8<sup>th</sup>  
Continuation of English learning development

Social Skills development

Introduction to College & Career Readiness: Individual Next Step Plan

Assessments for proficiency

Elementary Years: 1<sup>st</sup> to 5<sup>th</sup>  
English learning development  
Vocabulary, Spelling, Writing,

Introduction to Reading, Math & Science Skills. Assessments for proficiency

Social Skills development  
Introduction to career choices through observation.

Pre-K to Kindergarten:  
Introduction to the world outside the home. A second language (English) is introduced.

Aniid nida kai' i'gji:  
Marriage, Family, cultural responsibility

Tsil ke' doo Ch'ike':  
Individualism  
Role in the family, decision making contribution to family, living off the land, application of skills,

Building onto knowledge,  
Explore philosophical knowledge

Tsil ke' doo Ch'ike':  
Coming of Age Ceremony:  
Kinaalda for female and Sweat Lodge Ceremony for males  
Blessing Way Ceremony is used to ground and prepare a young man or woman for purposeful journey is life.

Teachings of Wellbeing: physical, mental, & spirituality

Learning about ceremonies, weaving, making tools, individual responsibilities, advance land-based teachings and application of the Dine Philosophy

Alchini:  
Survival Skills (all project-based learning),  
Gender Roles are identified, Care for livestock.  
Introduction to songs, prayers, weaving, cooking, chores, clan and kinship system, Storytelling / History

Introduction of the Dine Philosophy which provides the individual with a foundation for guidance in life.

Alchini yazhi:  
Dine bizaad (language) is important. It is direct not written.



**Elders and Parents are the first teachers in a child's life.  
They teach the language, ceremonies, and land-based teachings.**

**When a child is born, an offering of corn pollen is place on earth  
where the child will always call home.**

## DISTRICT STAFF DIRECTORY

### **BUSINESS OFFICE**

Rhiannon Chavez – Finance Director /  
Director Federal Programs  
Kay Brown - Purchasing Specialist  
Monica Barboa-Ready – Payroll  
& Benefits Specialist

### **CUBA CARES**

Victoria Dominguez - Community  
Schools Director/ Social Worker  
Donnica Dunlap - Homeless Liaison  
Viola Maestas, Community Support  
Irene Sandoval, Community Support

### **FACILITIES**

Lorendo Lopez - Maintenance  
Supervisor

### **FEDERAL PROGRAMS/ DIVISION OF EQUITY & LANGUAGE**

Josephine Velarde – STARS/PED/  
Assistant Testing Coordinator  
Lavern Wagner- Transformational  
Community Engagement Director  
Raphelita Phillips -Native American  
Student Support Program Director/ Indian  
Education Director

### **SPECIAL EDUCATION**

Laura Saucedo - Director  
Angela Crespin – Administrative  
Assistant  
Yolanda Sala - SPED Liaison

### **STUDENT HEALTH**

Carol Chase - School Nurse

### **SUPERINTENDENT OFFICE**

Sheldon Toledo - Chief of Staff/ Human  
Resources

### **TECHNOLOGY DEPARTMENT**

Tim Chavez – Technology Director  
Brian Voss - Technology Network  
Systems Specialist  
Edgar San Juan-Technology Integration  
Specialist  
Oudea Suleiman- Technology

### **TRANSPORTATION**

Diana Martínez - Director

## CUBA CARES CENTER

Victoria Dominguez, LCSW  
Community Schools Director  
(575)-289-3211 Ext. 402  
School cell: (505) 250-3533

Cuba Cares helps students and families experiencing hardships. We assist with counseling, medical referrals, clothing, hygiene items, food, housing, and referrals to the Cuba Cares website which provides resources for students and families: <https://sites.google.com/cuba.k12.nm.us/cuba-calming-room/home>



**SCHOOL PROFILE** Cuba Independent School District consists of a high school, middle school, elementary school and a PreSchool located in Ojo Encino, NM. The student body is 72% Native American Indian Tribes including Navajo, Jicarilla, Apache and other Tribes, 25% Hispanic, 3% Other. Cuba Independent School is a public school with an average enrollment of 600 students a year in grades PreK – 12. The school opened in 1950 and graduated its first senior class in 1950. Cuba Independent School District is accredited by AdvancEd - Northwest Accreditation Commission.

### **ENROLLMENT**

Cuba Independent School District is a Title I School and tuition-free. ALL students qualify for free lunch. We enroll students who live within the neighboring communities and families who are in safe homes, homeless or temporary shelters. A parent/legal guardian must enroll the student.

#### **Required Documents for ALL Students:**

- Guardian - Court issued guardianship documents
- Sports physical (if student will be participating in sports, grades: 9-12)

#### **New Students:**

- Original Birth Certificate
- Certificate of Indian Blood (if Native American Indian)
- Up-to-date Immunization Record

#### **Transfer students:**

- Official Withdrawal form from previous school
- Current or latest grade report.
- Transcript from previous school attended.
- State Test report from previous school attended.
- IEP (if needed)



*Galaxy Silhouette: Zack Keetso*

### **TRANSFER STUDENTS**

Students enrolling from another school must provide official documents: Official transcript, current or recent grade report, State Test Report, and IEP if applicable. For information on enrollment or records, contact the school registrar: Elementary School - [Anita Romero](#) Phone: (575) 289-3211 ext. 400 Middle School - [Moria Montoya](#) Phone: (575) 289-3211 ext. 300 High School - [Veronica Casaus](#) Phone: (575) 289-3211 ext. 204 Fax: (575) 289-0436

### **POWERSCHOOL PARENT PORTAL**

Students and Parents will be issued a username and password to access student grades and attendance. Parents are encouraged to monitor their student(s)' academic progress.

### **TECHNOLOGY**

Cuba Independent School District provides a laptop to every student for which the student and parent/guardian must sign an agreement form. If any of the equipment is damaged or lost, the parent will repay CISD: \$625.00 for laptop, \$60.00 for charger and \$45.00 for the bag.

### **TEXTBOOKS**

Textbooks are the property of the State of New Mexico and students are expected to use them with care, return them in good condition. Charges will be assessed for lost or damaged books. Students who do not return textbooks will be charged the replacement cost of the book.

## **GIFTED PROGRAM**

Cuba Independent School District has a Gifted Program for students who demonstrate superior academic performance, outstanding creativity/divergent thinking, exceptional problem solving/critical thinking. Students qualify for the Gifted Program based on diagnostic evaluation results. Once an eligibility determination has been made, an Individualized Educational Plan is created for the student.

For information contact: Gifted Coordinator: [Elaine Jacquez](mailto:ejacquez@cuba.k12.nm.us) Email: [ejacquez@cuba.k12.nm.us](mailto:ejacquez@cuba.k12.nm.us)

## **SPECIAL EDUCATION**

Special Education is specially designed instruction to meet the unique needs of students with exceptionalities. Special education may include, but is not limited to: academic services, speech-language services, psychological services, physical and occupational therapy, counseling services, and parent education. Special education services are provided at no cost to parents.

The Federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and New Mexico State regulations require Cuba Independent School to provide a free appropriate public education (FAPE), which includes a continuum of services for students who are eligible for special education and related services.

Special education services are made available to any student ages 3 to 22 who demonstrates a need for specially designed instruction, after an eligibility determination. An evaluation(s) will determine the nature and extent of the student's needs. If a student is eligible for special education, services are provided to the student through an Individualized Education Program (IEP).

For information on Special Education Services contact:

SPED Director: Laura Saucedo Email: [lsaucedo@cuba.k12.nm.us](mailto:lsaucedo@cuba.k12.nm.us) Phone: (575) 289-3211 ext. 228

## **ASSESSMENT INFORMATION**

The New Mexico Public Education (NMPED) established an assessment system to comply with federal law to ensure students are mastering academic standards. The standardized assessments provide valid measures of student achievement to guide instruction, evaluate school and district performance. Cuba Independent School District participates in the following assessment in part of NMPED compliance:

### **ACCESS for ELL**

ACCESS for ELL is the English language proficiency assessment administered to students in K-12 identified as English Learners (ELs).

### **Dynamic Learning Maps (DLM)**

The Dynamic Learning Maps (DLM) is the alternate assessment administered to students with significant cognitive disabilities.

### **Early Childhood Observation Tool**

New Mexico Early Childhood Observation Tool (ECOT) for PreK is a comprehensive plan to ensure that all New Mexico students have the opportunity to succeed in school.

### **Galileo**

Galileo is an assessment tool used to monitor students' progress and proficiency. Students test three times throughout the school year.

i-READY

i-Ready is an assessment tool that educators use to monitor students' progress and proficiency and is administered three times throughout the school year.

Istation's Indicators of Progress (ISIP)

Istation's Indicators of Progress (ISIP) Early Reading and ISIP Lectura Temprana assess elementary students' abilities in critical domains of early reading throughout the academic year.

New Mexico Assessment of Science Readiness (NM-ASR)

The New Mexico Assessment of Science Readiness (NM-ASR) is administered to students in grades 5, 8, and 11 to measure proficiency on the New Mexico STEM Ready! Science Standards.

New Mexico Measures of Student Success and Achievement (NM-MSSA)

The New Mexico Measures of Student Success and Achievement (NM-MSSA) is administered to students in grades 3-8 to measure proficiency on the New Mexico Common Core State Standards (CCSS) in Math and English Language Arts.

SAT School Day

The SAT School Day is administered to students in grade 11 to measure proficiency in reading, writing and language, and math.



*Artist: Melyna Herrera*

# *Cuba Elementary School*

## **Letter from the Principal**

The elementary years are a crucial time in a child's development. For many students this is their first experience in a structured learning environment. Our goal at Cuba Elementary is to provide a solid foundation for students to achieve their full potential.

Cuba Elementary School's Preschool-5 curriculum is rooted in national standards and builds students' foundational skills in language arts, mathematics, science, and social studies, setting them up for academic success in elementary school and beyond through a Project Based Learning approach.

The elementary English Language Arts courses focus on reading foundational skills, reading comprehension through informative and literary texts, writing, grammar, and speaking and listening skills. In preschool-second grade, students are exposed to phonemic awareness, phonics, comprehension, vocabulary and fluency and will learn to read. Third-fifth grade students will continue to focus on reading to learn, through a variety of increasingly complex texts. Students will learn grammar skills used in rigorous writing lessons and across various topics. The elementary math courses inspire students to become critical thinkers and problem solvers. Students use math to make sense of and understand the world around them. In preschool- second grade the curriculum builds a strong number sense, addition and subtraction within 20, place value, measurement and shapes. This is built upon in third-fifth grades as they focus on multiplication and division within 100, fractions, decimals, shapes, area and volume. Projects stem from our science and social studies curriculum.

Our science courses spark curiosity in the areas of Physical Science, Life Science and Earth Science. Students engage in hands-on activities where they ask questions, make predictions and observations, conduct investigations and draw conclusions.

Our Social Studies courses begin with a focus on community and citizenship. Through the use of reading passages and writing activities, students develop an understanding of history, economics and geography.

Our Bilingual, Physical Education, Art programs work in collaboration with our grade-level teachers to provide our students with a well-rounded education.

In addition, our fifth-grade students are participating in the Capstone Project *Grow!* Through this project, students will demonstrate the knowledge attained through their elementary years. Students will research, write an essay, design and complete a project about a career they are interested in pursuing. They will present and teach others about their career choice. The capstone project is a demonstration of competency and will be their end-of-year exam.

All students develop at their own pace and according to their own individual strengths. Here at Cuba Elementary, we recognize that and build upon that foundation. If you have any questions regarding the information in this course catalog, please feel free to contact me at (505)290-1685 or [jatencio@cuba.k12.nm.us](mailto:jatencio@cuba.k12.nm.us)

Thank you, Judy A Atencio, Elementary Principal

**CUBA ELEMENTARY SCHOOL**  
50 County Rd 13  
Cuba, New Mexico 87103  
Phone: Phone: (575) 289-3211 ext. 400  
Fax: (575)289-0432

**Principal**  
**Judy Atencio**  
[jatencio@cuba.k12.nm.us](mailto:jatencio@cuba.k12.nm.us)  
575-289-3211 ext. 400

**Office Manager**  
**Anita Romero**  
[aromero@cuba.k12.nm.us](mailto:aromero@cuba.k12.nm.us)  
ext. 400

**Counseling Office**  
**Zackery Herrera**  
[zherrera@cuba.k12.nm.us](mailto:zherrera@cuba.k12.nm.us)  
Ext. 403

**Yazmin Garcia**  
[ygarcia@cuba.k12.nm.us](mailto:ygarcia@cuba.k12.nm.us)  
Ext. 400

**Instructional Coach & Early Childhood Lead**  
**Ana Lucero**  
[alucero@cuba.k12.nm.us](mailto:alucero@cuba.k12.nm.us)  
ext. 400

**Student Health Center**  
**Carol Chase - Nurse**  
[cchase@cuba.k12.nm.us](mailto:cchase@cuba.k12.nm.us)  
ext. 214

**Xiomara Marino - Health Assistant**  
[xmarino@cuba.k12.nm.us](mailto:xmarino@cuba.k12.nm.us)  
ext. 400

**Cuba Care Center Director**  
**Victoria Dominguez**  
[vdominiquez@cuba.k12.nm.us](mailto:vdominiquez@cuba.k12.nm.us)  
ext. 207

## Pre-Kindergarten

**Cuba Pre-K Programs are located on campus in Cuba, NM and in Ojo Encino.**

The New Mexico Early Learning Guidelines (NMELG) guide instructional planning to provide developmentally appropriate learning activities for young children. These learning activities are designed to focus on school readiness giving young children the opportunity to attend a high-quality early childhood education program before entering kindergarten. Teachers carefully plan indoor and outdoor activities based the following areas:



**Physical Development, Health, & Well-Being:** Coordination, Balance, Spatial Awareness, Health & Hygiene

**Literacy:** Listening & Understanding, Speaking & Communicating, Emergent Reading Skills, Emergent Writing Skills

**Mathematics:** Numbers & Counting, Shapes, Sorting and Measuring, Ability to Investigate, Organize and Create Representations

**Aesthetic Creativity:** Art, Music, & Movement

**Scientific Conceptual Understanding:** Begins to Investigate, Make Predictions & Form Hypothesis, Seasons & Weather Changes

**Self, Family, & Community:** Self Control, Personal Responsibility, Social skills, Conflict Resolution, Being Part of a Group, & Building Relationships

**Approaches to Learning:** Independence, Taking Initiative, Imagination & Creativity, Problem-Solving, Persistence & Perseverance

**Expectations for Entering Pre-K:** We are a high quality four-year-old educational program; children entering CISD Pre-K are expected to be potty trained.

**Expectations for Leaving Pre-K:** Students leaving Pre-K and entering Kindergarten will be able to recognize, write, and count numbers 1-20. Children will be able to recognize, write, and know at least 10- 20 letters and sounds. Students will also be expected to know 3-5 Nursery Rhymes. Children will know how to socialize with both peers and adults. Students will understand the purpose of classroom rules, procedures, and schedules.

## Kindergarten

Kindergarten provides an environment of learning through small group instruction directed by dedicated teachers and assistants. Students learn how to read, write, work with numbers, and develop socially and emotionally. They complete a journey along which they are continuously challenged and rewarded for their hard work as they become readers, writers, and mathematicians.

### **Reading/Language Arts:**

Learn the entire alphabet (name, sound, and letter formation)

Isolate and identify sounds in words (beginning, middle, and ending sounds)

Change sounds in words to make new words

Learn sight words

Blend sounds to read words

Spell phonetically

**Math:**

Identify and write the numbers 0 to 20 and count up to 100.

Develop a strong number sense, compare numbers, count and compare quantities, and add and subtract.

Identify basic 2-dimensional and 3-dimensional shapes and describe and compare these shapes.

Develop an understanding of measurement in terms of length, height, weight and capacity.

**Science:**

Learn about the seasons and the weather

Learn that objects move in different ways, and we can move them with different types of forces.

Learn about the similarities and differences between animals and their basic necessities.

Learn about plant parts and what plants need in order to survive.

**Social Studies:**

Learn about the importance of having rules.

Learn the difference between *Needs and Wants*.

Learn about what makes a community.

Learn about some important people in history.

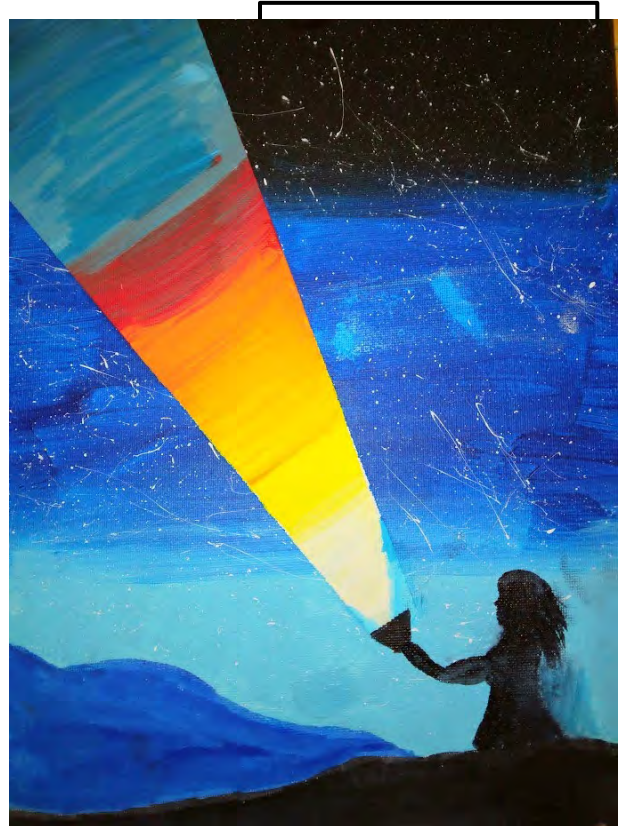
Develop an understanding of different cultures around the world with their unique differences (such as clothing, shelter, and transportation). This includes comparing the past to present time.

**First Grade**

During first grade, students will develop a deep love for learning and their school community. In the classroom, there will also be an emphasis on appropriate and healthy expression of both positive and negative emotions and how to cope with them, growth mindset, and healthy relationships, including online connections.

During this year, your first grader will move from reading readiness (phonics and letter and sound recognition) to building reading skills such as reading comprehension, story retelling, and strengthening reading fluency. In math, your students will be able to count to 100, understand place value up to thousands, add and subtract within 100, understand and complete word problems with numbers less than 100, have a strong understanding of how to read different kinds of graphs, and use greater/less than and equal symbols.

In social studies, students will develop a deeper understanding of what makes a good citizen, the history and working of their community and country, and continue developing acceptance and respect of all people and belief systems. During science, they will be able to write what they observe, use critical thinking skills to form hypotheses, use graphing skills, follow step by step instructions to conduct experiments, and use math skills to graph outcomes. They will be able to determine if something works or if it needs to be reevaluated.



English Language Arts	Math	Social Studies	Science	Social Emotional Learning
>Read grade level text with fluency >Demonstrate comprehension of what is being read by and to them >Write complete sentences with punctuation >Practice and improve listening and speaking skills >Identify main idea and details of text >Compare and contrast two texts	>Add and subtract fluently within 100 Solve word problems and write equations within 100 >Use various strategies to add and subtract including relating counting to addition and subtraction >Count to, read, and write numbers to 100 >Understand place value and use it to add and subtract >Measure lengths >Tell and write time on digital and analogue clocks >Represent and interpret data	>Describe the importance of learning about historical events and individuals >Identify diverse ways we can take care of communities (home, school, community) >Utilize a map in order to navigate their world (key features of a map and using one to follow 5 step directions) >Compare and contrast two texts	>Distinguish between the states of matter and how they can change >Ask scientific questions, observe using their senses, create hypothesis, draw conclusions, share data >Distinguish between living and nonliving things >Understand the water cycle, weather patterns, and seasons >Identify the different parts and functions of plants	>Demonstrate healthy and appropriate peer to peer and peer to teacher relationships >Develop a deeper passion for learning >Describe what a good citizen does (character traits) >Demonstrate appropriate and healthy expression of positive and negative emotions >Identify and use stress/anxiety relieving techniques with fidelity >Describe a good friend >Demonstrate safe practices online

## Second Grade

Second grade forms a critical foundational layer of a child's primary education. In second grade, students explore subjects such as Math, Language Arts, Science, Social Studies and Social Emotional Learning.

In Math, they are introduced to larger numbers and operations. The Course is Common Core aligned and incorporates strategic thinking skills using STEM and cooperative learning environments.

### Objectives:

- \* Addition & Subtraction to 100
- \* Identification of even & odd numbers
- \* Counting by 5's, 10's, and 100's
- \* Adding 2-digit numbers based on place value
- \* Mentally add & subtract by 10 & 100
- \* Telling time & object measurement
- \* Mental addition & subtraction to 20
- \* Array Equations
- \* Comparing 3-digit numbers
- \* Money word problems
- \* Graph interpretation
- \* Recognition of fractions:  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$



- \* Recognizing & drawing geometric shapes
- \* Models, drawings, and strategies to solve equations to 1000
- \* Read & write numbers: base, word, and expanded forms

- \* Solving Two Step Word Problems

Language Arts introduces basic grammar skills with a focus on developing reading comprehension and gradual transition to independent reading. Leveled reading will introduce literacy challenges using longer texts with more complex content and advanced vocabulary with an emphasis on classic literature from many cultures, poetry, and nonfiction articles.

**Objectives:**

- \* Long & short vowel sounds
- \* Prefixes & suffixes
- \* Reading Fluency
- \* Identifying main ideas and supporting details
- \* Retelling of story
- \* Opinion writing
- \* Capitalization, punctuation, and spelling
- \* Read with sufficient accuracy and fluency

- \* Multi-syllable words
- \* Grade level sight words
- \* Ask & Answer questions
- \* Compare & Contrast
- \* Character, setting, plot
- \* Narrative writing
- \* Compound words
- \* Using a dictionary



Artist: Dionne Martinez

Science explores basic earth and space sciences along with planets and the weather system.

Social Studies provide a basic understanding of government and current events. American history incorporates our New Mexico cultural perspective, while Geographic studies include different continents, oceans and countries across the world.

In Social Emotional Learning students develop of a growth mindset, perseverance and empowerment through basic understanding of feelings and empathy. In our morning meetings we will discuss these topics as well as develop important verbal and listening skills.

**Third Grade**

In 3rd grade math students use the math curriculum Eureka Math, online programs such as Zearn, IReady, Galileo and Imagine math and other teacher created materials. Areas of study include place value, rounding numbers, fluently memorizing multiplication and division facts, area, time, money, geometry, and developing an understanding of fractions. Students will apply real life

skills such as making change, telling time and using the tools of measurement and to other areas of study.

Third grade students are presented with texts from a variety of genres, working with both literature and informational text, developing several strategies for improving reading comprehension. Instruction revolves around reading comprehension, vocabulary expansion, phonics/spelling and writing.

Social Studies instruction is combined with English Language Arts. Topics such as communities, government and geography are integrated into reading comprehension instruction. Students will make connections from their own experience and culture to the world around them.

In Science students will learn how animals have changed over time and will make predictions about how animals will change in the future. This is followed by learning about plant reproduction and uses. Earth & Space studies include wind, clouds, weather clues, and climates around the globe. Physical Science explores the invisible forces around us through hands-on activities.

### **Fourth Grade**

In 4th grade math, students will be able to perform basic mathematical functions and problem-solving in addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and geometry. The teacher will use data from I-Ready short cycle assessment as well as classroom formal and informal tests to meet each student's diverse learning needs and level of proficiency.

Course Content: Place Value, Adding and Subtracting Whole Numbers, Decimals, Multiplication of Whole Numbers, Division of Whole Numbers, Fractions, Geometry, Measurement, Data and Graphs, Time, Decimals Problem Solving

4th grade English Language Arts students will read and comprehend informational texts, including history/social studies, science, and technical texts. Teachers will develop standard-focused and engaging lesson plans to meet the needs of diverse learners. Data from Galileo assessments as well as classroom formal and informal tests guides instruction that is suitable to each student's diverse learning needs and level of proficiency.



Course Content: Explain text evidence and draw inferences, Determine theses of stories/drama/poetry, Summarize texts, describe characters, settings, events in stories, determine meanings of words, phrases, main ideas and key details, Understand structural elements of poems and dramas, Compare and contrast points of view and themes & topics, Explain reasons and evidence to support points

### **Fifth Grade**

5th grade Math students will develop fluency in addition, subtraction, multiplication and division of fractions, including whole number and decimal operations while developing an understanding of volume.

English Language Arts students work with complex texts and tasks emphasizing critical reading, analytical writing, speaking for a variety of audiences and purposes, listening, and foundational language skills using Wonders 5th Grade ELA curriculum. Texts include works of literature, nonfiction, and poetry, informational texts and non-print texts. Students read and write independently every day.

Science students will expand knowledge of the world around them by reviewing the scientific method and experimentation. Students will explore the solar system, water cycles and weather patterns as well as plant and animal evolution. They will review human anatomy, atomic theory development, the properties of electricity and matter, and laws of motion.

Fifth Grade Social Studies combines U.S. History through the Civil War with geographical exploration beginning with early settlements of North America. Students will utilize video, creative projects involving technology, journaling, and varied assessments throughout the course.

In Social Emotional Learning students develop of a growth mindset, perseverance and empowerment through basic understanding of feelings and empathy. In our morning meetings we will discuss these topics as well as develop important verbal and listening skills.

The following programs are used to support and develop students understanding:

Canvas Learning Management System

Google Suites: Google Classroom, Gmail, Google Slides, Google Sheets, Google Docs, Google Forms, Google Jamboard, PearDeck

Sumdog

Kahoot

Nearpod

Legends of Learning

DeckToys

Prodigy

EdPuzzle

Blooket

Zearn

FlipGrid

MidSchoolMath

Reflex Math

## **Bilingual**

Navajo Elementary K-5<sup>th</sup> grade

Dine language instruction focuses on basic listening, speaking, reading, and writing skills. The course teaches oral language, character building, history, government and culture. Students will engage in beginning conversation, presenting and writing short sentences in Navajo.

Elementary Spanish K-5<sup>th</sup> grade

Students learn the sound system and grammatical structure of the Spanish language and will develop listening, speaking, basic reading, and writing skills with correct grammar, word formation, verb conjugation, idiomatic expressions, and cognates. Students will exchange and communicate real-life information, experiences, and ideas in Spanish and acquire knowledge of geography and culture.

## **Arts**

Students will explore their artistic talents while learning academic art terms and various techniques including drawing, painting, additive and subtractive sculpture, ceramic and modeling, weaving and fiber art, and printmaking. Students will learn and apply *The Art Elements*, and learn and apply 8 of the *Principles of Design*.

## **Physical Education**

Physical Education helps students build physical fitness and sports skills through exercise routine, participation in the Fitness Gram Challenge, and other activities. Students learn 5 fitness components that play a crucial role in a healthy lifestyle while developing knowledge, attitudes, motor skills, behavioral skills, and confidence to adopt and maintain physically active lifestyles. Students will understand the benefits of regular exercise and team sports for mental, physical, and social health. Through participation in various activities students will build social skills such as teamwork, communication, hard work, and working through adversity.



## *Cuba Middle School*

### **Letter from the Principal**

*Hello CMS Families,*

*Welcome to the 2022-2023 school year. We look forward to a successful year as students master middle school coursework and expand their education by earning high school credits in 8th grade. We support students in exhibiting responsibility, and positive behavior as they pursue their academic goals. We believe all students at CMS have great potential and we are honored to foster their growth academically and socially. We value family and community collaboration and invite you to visit CMS and meet with me in person.*

*Thank you,*

*Gilbert Dominguez, Principal*

**CUBA MIDDLE SCHOOL**

50 County Rd 13  
Cuba, New Mexico 87103  
Phone: Phone: (575) 289-3211 ext.300 Fax: (575)289-0436

**Principal**

**Gilbert Dominquez**  
**[ddominquez@cuba.k12.nm.us](mailto:ddominquez@cuba.k12.nm.us)**  
**Ext. 302**

**Assistant Principal**

**Olivia Casaus**  
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**Ext. 301**

**Office Manager**

**Moria Montoya**  
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**Ext. 302**

**Counseling Office**

**Mrs Tricia Delgado**  
**[tdelgado@cuba.k12.nm.us](mailto:tdelgado@cuba.k12.nm.us)**  
**Ext. 305**

**Student Health Center**

**Carol Chase -Nurse**  
**[cchase@cuba.k12.nm.us](mailto:cchase@cuba.k12.nm.us)**  
**Ext. 304**

**Cuba Care Center Director**

**Victoria Dominguez**  
**[vdominquez@cuba.k12.nm.us](mailto:vdominquez@cuba.k12.nm.us)**  
**Ext. 207**

## English Language Arts

**Note: Middle school students may be eligible to take high school classes ie: Agriculture, Construction, Culinary Arts, Language, Health, Math, English.**

6th Grade Language Arts - This course builds students' skills in listening, speaking, reading and writing. It focuses on reading strategies, critical thinking skills, vocabulary, and nonfiction/informational texts. Students will master a variety of writing styles.

7th Grade Language Arts - Students will acquire advanced reading, writing, listening, and speaking skills. Students will develop complex vocabulary to apply in speaking and writing.

8th Grade Language Arts - Students will learn to read critically and deepen comprehension across genres being able to communicate through effective writing.

Reading - This class provides enriched reading instruction to students requiring additional assistance to become fluent, grade-level readers. Students are provided whole group instruction combined with intensive small group lessons based on individual needs identified using GALILEO assessment scores.

English Language Development (ELD)- This course supports English learners (ELs) who have not yet reached English language proficiency.

Language Resource- A pullout class for students with an Individualized Education Plan (IEP) focused on reading and writing. This class uses Language Live by Sopris West, a research-based blended program that incorporates online and teacher-led instruction. It builds upon a student's foundational skills, helps advance vocabulary, grammar, and comprehension, and helps to fill gaps.

## Math

**Note: The Standards for Mathematical Practice apply throughout each grade level and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.**

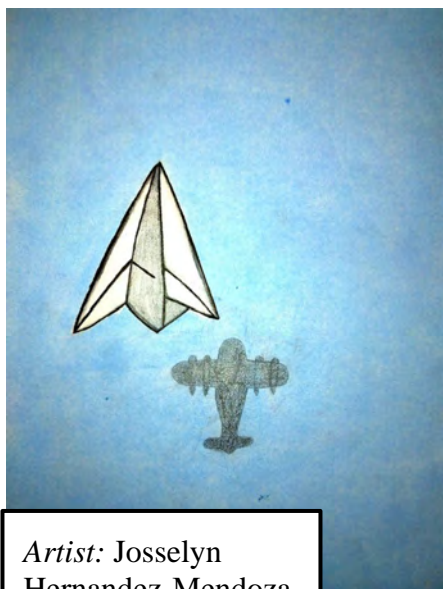
6<sup>th</sup> Grade Math - This course focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

7<sup>th</sup> Grade Math - This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and



informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

8<sup>th</sup> Grade Math - This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.



Artist: Josselyn Hernandez-Mendoza

### **Science**

6<sup>th</sup> Grade Earth Science- Basics of Geology. Focus is on the following subjects using project-based learning and inquiry: Rocks and minerals, weathering, erosion, deposition, plate tectonics, weather and atmosphere, Earth in space, exploring the solar system.

7<sup>th</sup> Grade Life Science- Basics of Biology. Focus is on the following subjects using project-based learning and inquiry: Cells, organisms including genetics, classification, plant needs, processes and responses, photosynthesis, Ecosystems, populations, biomes, Evolution.

8<sup>th</sup> Grade Physical Science- Basics of chemistry and physics. Focus is on the following subjects using project-based learning and inquiry: Physics, Energy, electricity, magnets, electromagnetic spectrum, measurement, density, volume, Newton's laws of gravity, atoms and molecules, periodic table of elements.

### **Social Studies**

6<sup>th</sup> Grade New Mexico History - Course examines the cultures pre-history, history, politics, geography, economics, society, and within New Mexico.

7<sup>th</sup> Grade Early U.S. History - Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction.

8<sup>th</sup> Grade Social Studies - Course studies the ancient civilizations of the Near and Far East, Greek and Roman civilizations through Medieval European life. This includes the rise and fall of civilizations and empires.

### **Electives**

Spanish Language Arts- This course provides instruction and development for students in Spanish language arts, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). The course provides instruction in language arts skills with an emphasis on grammar, writing, and editing. This course must be taught in Spanish. Extensive study of the cultures and traditions related to the home/heritage language at the regional, national and international levels must be included. This course WILL be considered as part of a funded bilingual program.

- 6th Grade Spanish Language Arts: Basic reading strategies including vocabulary and phonemic awareness and Northern New Mexico culture.
- 7th Grade Spanish Language Arts: Reading strategies including vocabulary and retelling and Northern New Mexico culture and traditions.
- 8th Grade Spanish Language Arts: Reading and writing key ideas and concepts and research in Northern New Mexico culture and traditions.

Navajo Language I - Recommended for Students Grades 6-8. Course introduces students to the basic grammatical skill of oral language communication in Navajo language. All language skills are included: listening, speaking, reading, and writing.

Navajo Language II - Recommended for Students Grades 7 - 8 - The practical conversational approach to Navajo language is continued. At this level listening, speaking, and reading are emphasized.

Navajo Language III - Recommended for Students Grades 7 - 8 - Previous grammatical skills will be utilized in listening, speaking, reading, and writing. Students will utilize learned skills in oral as well as written exercises, tests, and various projects.

Creative Writing- Grades 6-8 - Students develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. Emphasis of the class is on writing, although exemplary representations and authors are studied to provide a fuller appreciation of the form and craft.

Construction Career Exploration - Grades 6-8 - Students explore opportunities in construction related trades like carpentry, masonry, air conditioning and refrigeration, plumbing, etc. Students learn construction project processes and engage in a variety of projects. Emphasis is on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields.

Family and Consumer Sciences Exploratory - Grades 6 - 8 - Introduction to the study of Family and Consumer Sciences including foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions; and interpersonal relationships.

Horticulture- Grades 6 - 8- This is an introductory course in ornamental horticulture and greenhouse management. Students will learn skills relating to plant propagation, plant nutrition, floral arrangements and greenhouse and nursery production. Students learn how to propagate and grow plants.

Physical Education - Grades 6 - 8 - Instruction and development of skills in human movement, physical activities, and physical fitness.

Health Education (1/2 Credit) Grade 8- Course



Artist: Cresencio Contreras



provides knowledge and skills in a variety of health topics including the six CDC health risk behaviors and must be aligned with the 9-12 PED Health Education content standards with benchmarks and performance standards. The course will meet the graduation requirements for Health Education.

**Welding I (1/2 Credit) Grade 8** - Course introduces students to the properties, uses, and applications of various metals. Welding provides experience in various processes used to join and cut metals (such as oxyacetylene, shielded metal arc, metal inert gas and tungsten arc processes) and the proper use of each technique. Courses often include instruction interpreting blueprints.

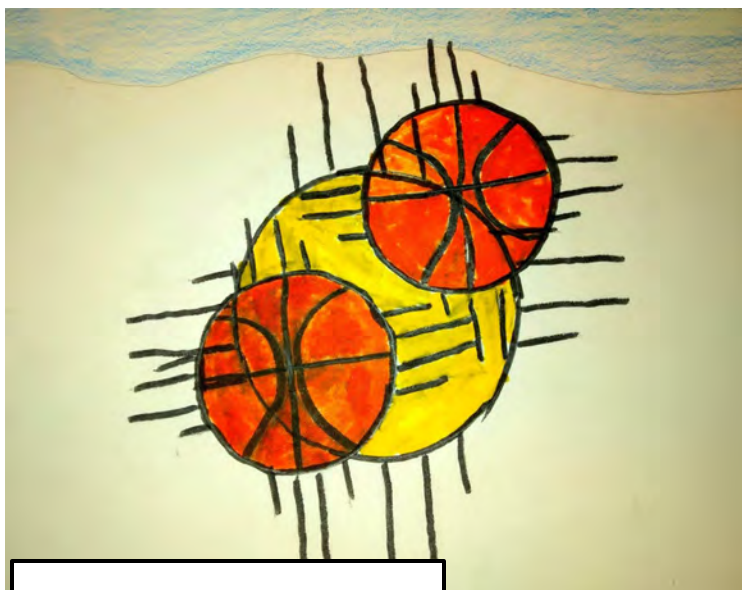
**Skills Development- Grade 6-8** - Course for students with an Individualized Education Plan (IEP). The classes provide students with instruction in smaller class settings and with more individualized instruction.

**Swimming I- Grades 7-8** Swimming I focuses on building a solid foundation for swimming. Students will learn water safety, floating, breath control, pulling, and kicking skills.

**Junior Lifeguard-** Course develops students' teamwork and leadership skills, increases swimming skills, teaches rescue techniques and responsibilities of aquatic personnel and first responders.

**Creative Art-Drawing/Painting - Grades 6-8** - Course focuses on drawing and painting with attention on two-dimensional work. Students use several media (pen and ink, pencil, chalk, watercolor, tempera, oils, and acrylics) but some courses may focus on only one.

**Gateway to Technology** – Students will integrate technology in their education using keyboarding skills, Google Classroom, Google Applications to Computer Coding. Students utilize Computer Science Discoveries, mapped to CSTA Standards, by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students to build their own websites, apps, games, and physical computing devices.



Artist: Christopher Salaz



Artist: Kaleigh Woody

# *Cuba High School*

## **Letter from the Principal**

*Dear Student, Parents & Guardians,*

*We are gearing up to register for the 2022-23 school year. Pre-planning is key to make this successful. As a part of the planning process, we are providing a course book so that you and your student can make informed course selections to meet all graduation requirements as well as take classes towards a long-term college and /or career pathway goal. The book is set up to help answer questions about the high school and our academic programs.*

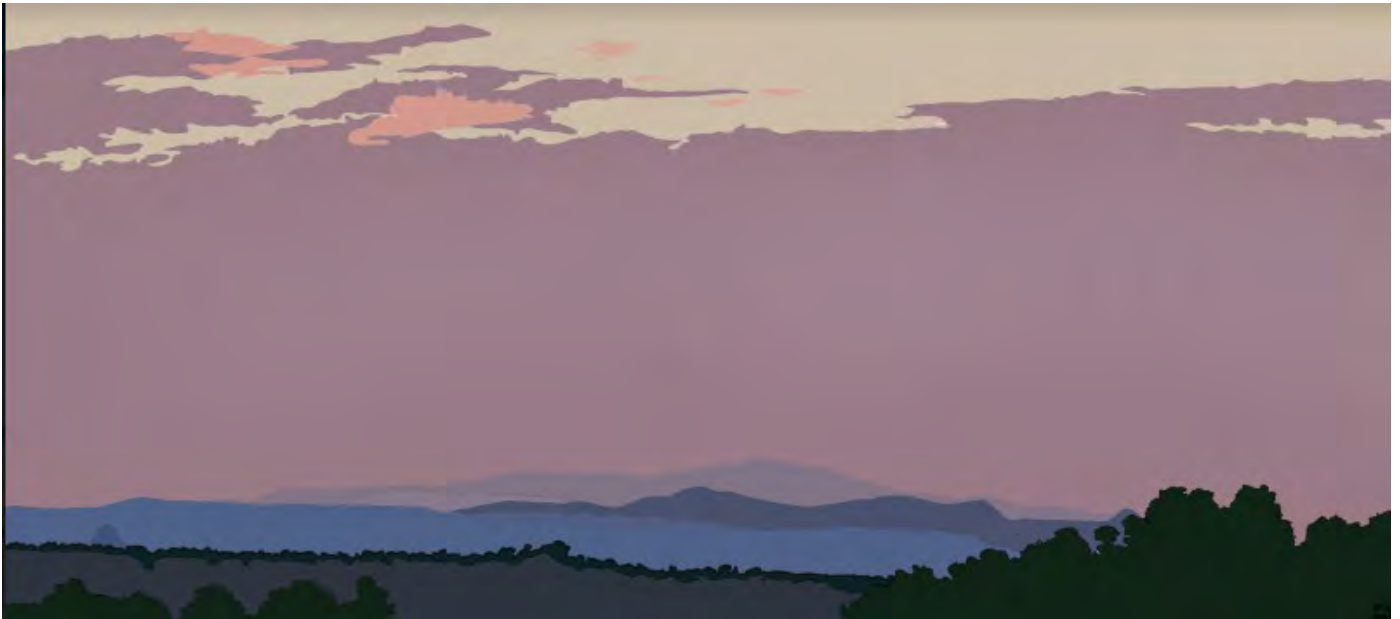
*We are also excited to announce that students will begin the ONLINE registration the month of April. We will have onsite registration events at Cuba High School, Torreon Chapter House, Ojo Encino Chapter House, Counselor Chapter House, Regina and at the surrounding feeder schools. We will let parents know about those dates once we solidify them.*

*Thank you in advance for taking time to review the course book with your child and to give needed input into their education. If you have questions, please do not hesitate to call the counseling office and speak with Anna Brown or Joby Wallace at (575) 289-3211.*

*Thank you, Ahehee, Gracias!*

*Bruce H. Hatch*

*Morning at Mt. Taylor: Evan Simpson*



**CUBA HIGH SCHOOL**

50 County Rd 13  
Cuba, New Mexico 87103 Phone: (575) 289-3211 ext.300 Fax: (575)289-0436

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**Assistant Principal**

**Eric Arpelar**  
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**Dual Credit Advisor**

ext. 224

**Internship Director**

**Jeanette Paiz**  
[jpaiz@cuba.k12.nm.us](mailto:jpaiz@cuba.k12.nm.us)  
ext. 282

**Nurse**

**Carol Chase**  
**Shanell Gordo**  
575-289-2082

## HIGH SCHOOL SCHEDULES

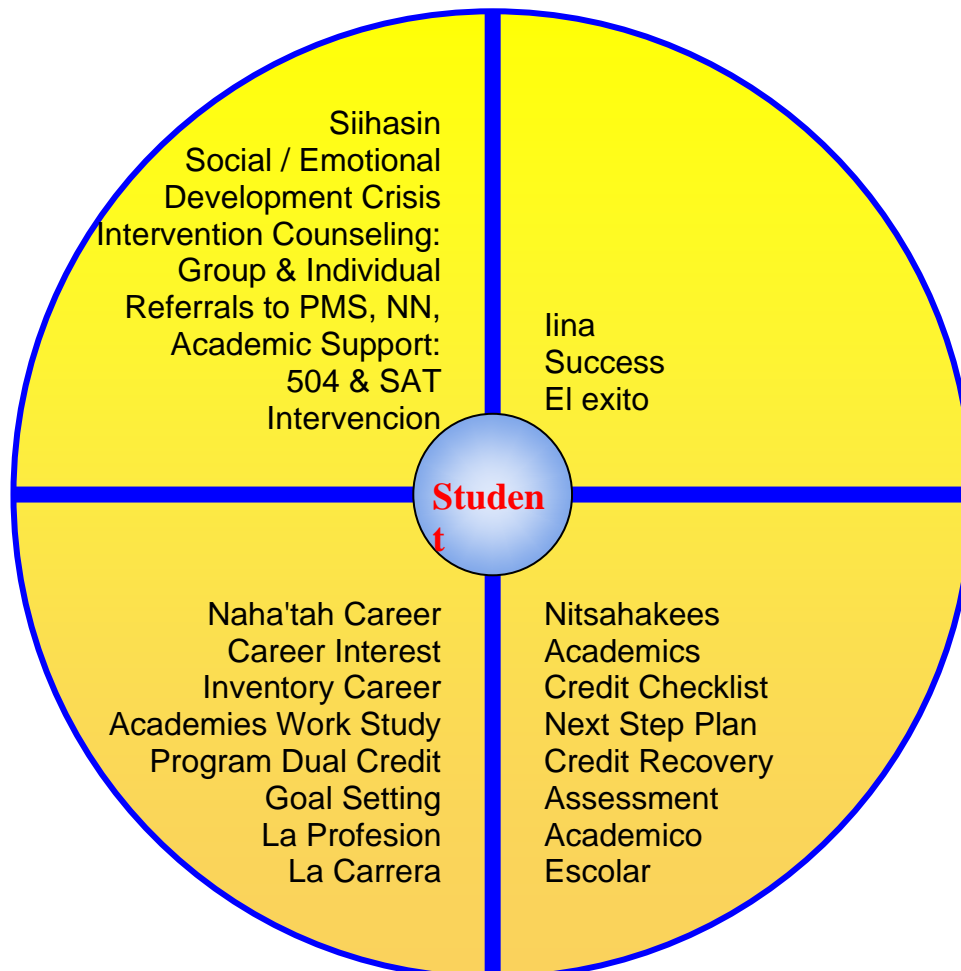
The academic program is on a rotating block schedule. Students are enrolled in 8 classes per semester. Students attend three block classes and two regular classes daily. The school calendar has two semesters totaling 180 days of instruction.

MONDAY			TUESDAY & THURSDAY			WEDNESDAY & FRIDAY		
C-DAY SCHEDULE			A-DAY SCHEDULE			B-DAY SCHEDULE		
1st	8:05 - 8:55	50 mins	1st	8:05 - 9:00	50 mins	1st	8:05 - 9:00	50 mins
2nd	8:58 - 9:48	50 mins	2nd	9:03 - 10:38	95 mins	2nd	9:03 - 10:38	95 mins
3rd	9:51 - 10:41	50 mins	NB	10:38-10:48	50 mins	NB	10:38-10:48	50 mins
4th	10:44 - 11:34	50 mins	4th	10:51 - 12:26	50 mins	4th	10:51 - 12:26	50 mins
Lunch	11:37 - 12:12	50 mins	Lunch	12:29 - 1:04	50 mins	Lunch	12:29 - 1:04	50mins
5th	12:15 - 1:05	50 mins	6th	1:07 - 2:42	95 mins	6th	1:07 - 2:42	95 mins
6th	1:08 - 1:58	50 mins	8th	2:54 - 3:30	45 mins	8th	2:54 - 3:30	45 mins
7th	2:01 - 2:51	50 mins						
8th	2:54 - 3:30	50 mins						

### SCHOOL COUNSELING SERVICES

Cuba High School - School counseling program supports academic success, college and career planning and emotional/social development.

### LANGUAGE



### CULTURE

## **COURSE SELECTION/PRE-REGISTRATION PROCESS**

The school master schedule is designed based on the graduation requirements set forth by the New Mexico Public Education Department and students' interests. All registration for classes will be done online in PowerSchool. Students will be pre-registered in their required classes and given the opportunity to select their own elective classes. Students will be encouraged to select a Career Academy, so they follow the prescribed courses of their career interest. Course selections will be considered final unless the student has not met the graduation requirements and that will be considered priority. Course availability for non-required, elective courses is determined by sufficient student selection and staff availability. Insufficient pre-registration numbers or staffing constraints could cause a course to become unavailable after the initial scheduling selection process. Students that are participating in the internship program will be allowed to have one to two days in their schedule to attend their internship site.

## **GRADING POLICIES**

Parents and Students can access grades and attendance in PowerSchool. The school issues progress reports every nine weeks (October, December, March and May). A semester consists of two 9-week grading periods. Semester grades are posted on a student's transcript which is a permanent record. The final examination may count for no more than 20% of the final semester grade. The grading scale stands: A=90 - 100%, B=80 - 89%, C=70 - 79%, D=60 - 69%, F=0 - 59%

Unweighted GPA: A=4.0 B=3.0 C=2.0 D=1.0 F=0  
Honors Courses: A=4.5 B=3.5 C=2.5 D=1.5 F=0  
Dual Credit Courses: A=5.0 B=4.0 C=3.0 D=2.0 F=0

Grades and credits are granted for successful completion of each class at the end of the semester. Credit is NOT granted for "F" (Failure), "I" (Incomplete) or "W" (Withdrawal). If a student receives an Incomplete, coursework must be completed within the first two weeks of the following semester, or a grade of F will be assigned. All grades will be recorded and computed in the student's grade point average (GPA). Duplicate credit will not be granted for a course that is repeated. Dual credit and Honors are weighted classes.

## **HONORS AND ADVANCED PLACEMENT PROGRAMS**

The Honors and Advanced Placement Program is the most academically challenging curriculum that our district offers. Honors courses prepare students for Advanced Placement (AP) classes, most of which are offered at the junior and senior levels. AP courses are based on guidelines from the College Board and have been approved by the College Board. These courses expose students to college-level curriculum, emphasize critical thinking skills, and provide preparation for the Advanced Placement examination. Students who earn a qualifying score on the Advanced Placement examination may earn college credit. Advanced Placement exams are administered in May. Most AP courses require an average of 1-2 hours of homework every night. Students should carefully consider their overall academic load when making course selections. The schedule of classes offered is based on student requests. Advanced Placement courses will be offered based on sufficient enrollment. All Honors and Advanced Placement courses will be awarded a weighted grade.



*Watch it grow: Sophia Delgado*

## **INTERNSHIP**

Cuba High School's mission is to prepare diverse learners with high expectations, academic growth, community and cultural collaboration, and moral integrity to provide a bright future for all of the students we serve. The Internship Program will open doors to future careers and higher education by providing paid work experience outside of the classroom. Students will be paired with employers and a mentor within the community (Cuba, Sandoval County, Rio Rancho, Bernalillo, etc.), to provide meaningful work experiences. The program will allow students to choose an internship that will help the student develop confidence and their own talents while they are gaining work experience. Interns are compensated for their work hours by the school district.

## **WORK EXPERIENCES**

To prepare students for work after high school, our school offers work programs in the 11th and 12th grades. Work programs enable students to have work experience with a potential employer while earning high school credit. Through work experiences the student explores personal and career interests, aptitudes and abilities. Personal management of time, health and finances are also addressed. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. In addition to working the required hours, students are required to produce a portfolio to receive credit.

## **DUAL CREDIT**

Dual Credit is one of the options for meeting New Mexico graduation requirements. Dual credit provides students with the opportunity to experience a college course and earn both college and high school credit. Students must be officially enrolled in CHS at least half-time to qualify for dual credit enrollment. **NOT ALL COLLEGE COURSES QUALIFY AS DUAL CREDIT COURSES.** Check with your School Counselor or Dual Credit Advisor. Remedial and non-CHS approved courses are not tuition-free.

## **CLASS RANKING**

Class rank is an academic achievement standing. The Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of classes taken. GPA is updated at the end of each semester. Class rank is determined by comparing the Grade Point Average with students in the same grade.

## **TRANSCRIPTS**

Unofficial transcripts are stamped "Unofficial" and can be used for job applications and as useful information in educational planning. Official transcripts are stamped "Official" with the school seal and are mailed directly from school or given to the student in a sealed envelope. Official transcripts are primarily for college applications, scholarship applications and the military. Former students may request a transcript using the Transcript Request Form on the school website. Help us protect your privacy by not making requests over the phone. Transcripts are free.

## **DIPLOMAS**

Student's legal name should appear on school records including high school diplomas. Diplomas will be ordered using the name on the student's birth certificate.

## **LOCKERS**

Lockers are assigned by the Office Manager. Lockers are property of the State of New Mexico and are loaned to students with the expectation that they will be used appropriately, treated with care, and turned over in good condition at the end of the last day of school. Charges will be assessed for damaged lockers.

## HIGH SCHOOL GRADUATION REQUIREMENTS

Cuba High School offers a traditional survey of courses to satisfy the New Mexico State graduation requirements. The Career and Technical Education Program include Woodworking and Welding, Agriculture, Fine Arts, Culinary Arts, FFA, and specific STEM electives. Students must meet course and credit requirements to meet the requirements in line with the New Mexico Public Education Department.

<b>Content</b>	<b>Course Name:</b>	<b>Credit Requirements</b>
<b>English</b>	<i>English 9, English 10, English 11, English 12</i>	4
<b>Math</b>	<i>Algebra I, Geometry, Algebra II, Probability and Statistics, Pre-Calculus, AP Calculus AB, &amp; Dual Credit</i>	4
<b>Science</b>	<i>Biology, Chemistry, Physics, Anatomy &amp; Physiology Additional Science courses: AP Biology, AP Chemistry</i>	3 (two must have Labs)
<b>Social Studies</b>	<i>US History &amp; Geography, World History &amp; Geography, NM History, US Government, Economics</i>	3.5
<b>PE</b>	<i>Physical Education</i>	1.0
<b>Health</b>	<i>Health</i>	.5
<b>Career Cluster / Career Readiness</b>	<i>See courses offered</i>	1.0
<b>Electives</b>		6
<b>TOTAL CREDITS</b>		24

Students must complete:

- one credit of an Advanced Placement or honors or dual credit or distance learning course
- one credit of a career cluster course or workplace readiness course, or a language other than English

(Many colleges and universities requires at least two years of the same foreign language or native language.)

## GRADUATION PATHWAYS FOR RESOURCE STUDENTS

Students with Individualized Education Plan (IEP) may earn a high school diploma with any of the three-pathway selected in their plan; Standard, Career, or Ability Pathway.

Artist: Nevaeh Atencio



**CAREER CLUSTERS AND CAREER PATHWAYS**

<b>Agriculture, Food &amp; Natural Resources</b>	<b>Architecture &amp; Construction</b>	<b>Arts, Audio/Video Technology &amp; Communication</b>	<b>Business, Management &amp; Administration</b>
<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>
Agribusiness Systems Animal Systems Environmental Service Food Products & Processing Systems Natural Resources Plant Systems	Construction Design/Pre Construction Maintenance/Operation	Audio & Video Technology & Film Journalism & Broadcasting Performing Arts Printing Technology Telecommunications Visual Arts	Management & Accounting Human Resources Marketing

<b>Education/ Training</b>	<b>Finance</b>	<b>Government &amp; Public Admin.</b>	<b>Health Science</b>
<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>
Administration & Administrative Support Professional Support Services Teaching/Training	Banking & Related Services Business Financial Management Financial & Investment Planning Insurance Services	Governance National Security Planning Public Management & Administration Regulation Revenue & Taxation	Biotechnology Research & Development Diagnostics Health Informatics Support Services Therapeutic Services

<b>Hospitality &amp; Tourism</b>	<b>Human Services</b>	<b>Information Technology</b>	<b>Law, Public Safety, Correction &amp; Security</b>
<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>
Lodging Recreation, Amusement & Attractions Restaurants, Food & Beverages Services Travel & Tourism	Consumer Services Counseling & Mental Health Services Family & Community Services Personal Care Services	Information Support & Services Interactive Media Network Systems Programming & Software Development	Correction Services Emergency & Fire Management Services Law Enforcement Services Legal Services Security & Protective Services



**CAREER CLUSTERS AND CAREER PATHWAYS**

<b>Manufacturing</b>	<b>Marketing, Sales &amp; Service</b>	<b>Science, Technology, Engineering &amp; Mathematics</b>	<b>Transportation, Distribution &amp; Logistics</b>
<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>	<i>Career Pathway</i>
Maintenance, Installation & Repair Manufacturing Production Process Development Production Quality Assurance	Buying & Merchandising E-Marketing Management & Entrepreneurship Marketing, Communications & Promotions Marketing Information, Research Professions	Engineering Technology Science Math	Facility & Mobile Equipment Maintenance Health, Safety & Environmental Management Logistics Planning & Management Services Sales & Service Transportation Operation Systems Infrastructure Planning & Regulation

**COURSE DESCRIPTIONS FOR LANGUAGE ARTS**

***English 9***

Course Credit: 1.0 (Year Long)

The English 9 course enables students’ development of reading, writing, speaking, and listening skills. Students will be introduced to literary terms and types, informative text, and reading strategies. Writing skills focus on argumentative writing: structure, prewriting, and editing techniques.

***English II - World Literature***

Prerequisite: *Successful Completion of English I*

Course Credit: 1.0 (Year Long)

Students will read and analyze short stories about Russia, Africa, South America, China, and other cultures. Standards of English literature provide rigorous examples of authors’ tone, organizational craft, and literary analysis. Writing informational research papers and presentations are included.

***English III - American Literature***

Prerequisite: *Successful Completion of English II*

Credit: 1.0 (Year Long)

This course emphasizes composition skills and literary analysis through a focus on the American Experience and is chronologically formatted to explore works of fiction, nonfiction, poetry, folk tales and drama up to the contemporary period. Studies will focus on the colonization of America and its fight for independence and America’s expansion into many new directions.

### ***English IV – British Literature***

Prerequisite: *Successful Completion of English III*

Credit: *1.0 (Year Long)*

This course increases and refines students' communication skills and emphasizes writing about literature and non-fiction to analyze themes through stylistic and rhetorical devices.

In English IV, students are expected to write in a variety of forms, including argumentative/persuasive, literary analysis, narrative, expository, research, and writing. Students read extensively in multiple genres from British literature and learn forms and terms associated with selections being read. They interpret the possible influences of the historical context on a literary work.

### ***Supplemental Course: English Language Development***

Course Credit: *1.0 (Year Long)*

ELD course sequence is designed to provide integrated and designated instruction to promote a high level of English language proficiency in the domains of listening, speaking, reading, and writing, and to foster the development of both academic language skills and social communication. ELD instruction supports students in their core classes.

### ***Reading***

Prerequisite: *Determined by scores from assessment*

Credit: *1.0 (Year Long)*

A computer-assisted program based on results of an assessment that will help to improve the vocabulary and literal reading comprehension skills. The lessons will focus on the development of vocabulary as well as strategies for improving the comprehension of the students. Students' progress through developmental reading skills, intermediate reading skills, reading improvement, academic reading, and critical reading.

## **COURSE DESCRIPTIONS FOR MATHEMATICS**

### ***Algebra I***

Prerequisite: *Algebra I*

Course Credit: *1.0 (Year Long)*

In Algebra I the student develops an understanding of Algebra, in order to represent and solve a variety of real-world situations. The student uses tables, models, and graphs to interpret algebraic expressions, equations, and inequalities to analyze functions. Students use calculators, computers, and graphing utilities in problem-solving.

### ***Geometry***

Prerequisite: *Algebra I*

Course Credit: *1.0 (Year Long)*

This course formalizes and extends geometric concepts by exploring complex geometric situations and explanations of geometric relationships, moving towards formal mathematical arguments in a manner that is culturally relevant. Content includes (1) Congruence; (2) Similarity, Right Triangles, and Trigonometry; (3) Circles; (4) Expressing Geometric Properties with Equations; (5) Geometric Measurement and Dimension; and (6) Modeling with Geometry.

## ***Algebra II***

Prerequisite: *Completion of Algebra I and Geometry*

Course Credit: *1.0 (Year Long)*

This course extends the study of functions to include polynomial, rational, and radical functions. The four critical areas: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data.

## ***Probability and Statistics***

Prerequisite: *Completion of Algebra I, Algebra II, and Geometry*

Course Credit: *1.0 (Year Long)*

Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. Students will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

## ***Pre-Calculus***

Prerequisite: *Successful Completion of Algebra II and Geometry*

Course Credit: *1.0 (Year Long)*

This course combines the study of Trigonometry, Elementary Functions, Analytic Trigonometry, and Math analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations, solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic.

## ***AP Calculus AB***

Prerequisite: *Successful Completion of Algebra II and Geometry*

Course Credit: *1.0 (Year Long)*

To foster enduring mathematical understanding in the why and how of mathematics, AP Calculus AB is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems.

## ***DC Financial Literacy***

Prerequisite: *Successful Completion of Algebra I, Algebra II, and Geometry*

Course Credit *1.0 (Semester Long)*

This dual credit course provides an understanding of the topics of finance while reinforcing concepts and skills in the high school mathematics standards. The finance topics include income and careers; money management; credit and debt; and savings and investing. This course fulfills the graduation requirement of an online course and a 4<sup>th</sup> year of math.



Artist: Trinity Harrison

## COURSE DESCRIPTIONS FOR SCIENCE

### ***Biology w/ Lab***

Prerequisite:

Course Credit: *1.0 (Year Long)*

Students in this course will create models and do activities relevant to the fundamental concepts of life and life processes. The main topics are “Molecules to Organisms,” “Matter and Energy in Organisms and Ecosystems,” “Inheritance and Variation of Traits,” “Natural Selection and Evolution,” where students will analyze ways that life has evolved and changed over time.

### ***Chemistry w/ Lab***

Prerequisite: *Successful completion of Biology*

Course Credit: *1.0 (Year Long)*

Students in this course will study chemistry and its applications. Students investigate substances and how they react with one another. Concepts include scientific measurement, properties and structure of matter, atomic theory, classification and periodic trends, ionic and covalent bonding, chemical reactions, energy, nuclear chemistry, acids and bases, and solutions. Students study how chemistry and Earth, and space science are related, including electromagnetic radiation, radioactivity and the structure of the Earth.

### ***Environmental Science***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

Course examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, the following subjects may be covered: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources

### ***Unified Science***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

This course introduces basic concepts of scientific inquiry, physical science, earth and space science, engineering, technology, environmental science and the application of science.

### ***Anatomy and Physiology Honors\****

Prerequisite: *Successful completion of Biology*

Course Credit: *1.0 (Year Long)*

Students will explore organizational structures of the body from the molecular to the organism level. To understand the structure of the human body and its functions, students will learn anatomical terminology, differentiate the variety of bodily tissues, explore functional systems (integumentary, skeletal, nervous, muscular, cardiovascular, respiratory, and digestive), and dissect organs and small mammals.

***\*Additional Science Courses: AP Biology and AP Chemistry***

## COURSE DESCRIPTIONS FOR SOCIAL STUDIES

### ***New Mexico History***

Prerequisite: *None*

Course Credit: .50 (*Semester Long*)

The course covers New Mexican geography, multiculturalism, New Mexico's admission to the US, involvement in WWI, The Great Depression, WWII and the Cold War and contributions to the Arts.

### ***World History/Geography***

Prerequisite: *Successful completion of NM History*

Course Credit: 1.0 (*Year Long*)

This course explores World geography and history, from the Renaissance and Reformation in Europe, through colonization of the Western Hemisphere, the Industrial Revolution, both World Wars ending with globalism in the modern era. Emphasis is given to social concerns and interconnectedness.

### ***US History/Geography***

Prerequisite: *Successful completion of NM History & World History/Geography*

Course Credit: 1.0 (*Year Long*)

This course highlights Post Civil War America to the current century. Major topics will include Culture, society, politics, and America's rise to a World Power. Students will be able to demonstrate knowledge of major theme eras, and ideas by using problem solving and critical thinking skills.

### ***Economics***

Prerequisite: *Successful completion of NM Hist., World /Geo & US Hist & Govt.* Course Credit: .50 (*Semester Long*)

This course explores economic ideas like scarcity, limited resources, transportation of those resources, and government economic policy. Students will understand supply & demand, market structure, money and monetary policy, financing, international trade, & the government's role in both.

### ***Government***

Prerequisite: *Successful completion of NM Hist, World Hist/Geo & US Hist & Economics* Course Credit: .50 (*Semester Long*)

Students will review government systems and evolution in the US. from the Mayflower compact to the US Constitution and the Bill of Rights. Students will explore the branches of government from the Federal level to State & Local and how to change policies through action or the ballot box.

## COURSE DESCRIPTIONS FOR NAVAJO LANGUAGES/STUDIES

### ***Navajo I***

Prerequisite: *None*

Credit: 1.0 (*Year Long*)

This course introduces students to the basic grammatical skill of oral language communication to Native American language. All language skills are included: listening, speaking, reading, and writing. Listening and speaking are emphasized at this level.

## ***Navajo II***

Prerequisite: *Successful Completion of Navajo I*

Credit: 1.0 (Year Long)

The practical conversational approach to the Native American language is continued. At this level listening, speaking, and reading are emphasized. At the end of the second year, the student should be able to communicate with more grammatical skills. Students will also complete oral assessments.

## ***Navajo III: Navajo Nation Oral Language Proficiency for Navajo Bilingual Seal***

***Prerequisite:*** *Navajo I & Navajo II*

Credit: 1.0 (Year Long)

This course for proficiency assessment is designed for high school seniors only. A student must be able to speak accurately, easily, conjugate verbs correctly, convey meaning through complex sentences, and communicate effectively and competently. **Content of Bilingual Seal Assessment:**

1. Appropriate introduction of self (clan, born for, maternal grandfathers, paternal grandfathers, where their family's and related clans home area is, and personal interest.
2. Oral presentation on a given topic. (Topics provided by OSCAD)
3. Answer a set of questions. (Questions provided by OSCAD)
4. Summary/analysis of a video clip on a cultural topic.
5. Entire assessment must be performed in Navajo.

## ***Navajo III: New Mexico Seal of Bilingual-Biliteracy***

Prerequisite: *Navajo I & Navajo II*

The Seal of Bilingual-Biliteracy are recognitions given by Cuba Independent School district to students who have studied and demonstrate proficiency in Navajo. These seals are awarded based on academic proficiency in the Navajo language in a specified set of coursework and the successful completion of a written and oral portfolio. The Seal of Bilingualism-Biliteracy emblem will appear on the diploma of the graduating senior including a notation on the student's transcript.

## ***Navajo History - Dual Credit***

Prerequisite: *English III & US History*

Course Credit: 1.0 Credit (Semester Long) 3 Credits @Navajo Technical University

This course is designed to address anthropological theories of Navajo ancestry. The economic, social, and political development, from early European contact to the present time, is discussed. This includes an overview of important historical trends such as the federally induced Indian laws and other policies within the context of the Navajo Tribe, including Navajo pre-treaty and post-treaty relations and the Navajo Nation's land growth. Offered in collaboration as dual credit with Navajo Technical University (NAV 211).

## ***Navajo Government - Dual Credit***

Prerequisite: *Successful Completion of Navajo History, English III & US History* Course Credit:

1.0 Credit (Semester Long) 3 Credits @ Navajo Technical University

This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in 1920 and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments. Offered in collaboration as dual credit with Navajo Technical University (NAV-211)

This course will satisfy the Chief Manuelito Scholarship requirement.

## COURSE DESCRIPTIONS FOR SPANISH

### ***Spanish Language Arts I***

Prerequisite: *None*

Credit: *1.0 (Year Long)*

This course provides instruction in Spanish Language Arts (SLA) with an emphasis on communication and literacy skills. This course emphasizes grammar, vocabulary, word usage, and mechanics of writing; and reading, writing, speaking, and listening. This course will be taught in Spanish. This course WILL be considered as part of a state-funded bilingual program.

### ***Spanish Language Arts II***

Prerequisites: *Must have taken and passed Spanish I with “D” or better.*

Credit: *1.0 (Year Long)*

This course provides instruction in Spanish Language Arts (SLA), with an emphasis on communication and literacy skills. The course offers a balanced focus on composition and literature. Students learn about alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph thematic essays and compositions. Students study various genres and improve their reading rate and comprehension and develop skills to determine authors' intent and theme. This course will be taught in Spanish. This course WILL be considered as part of a state-funded bilingual program.

### ***Spanish Language Arts III Bilingual-Biliteracy Seal***

Prerequisites: *Must have taken and passed Spanish I and II with a “C” or better.*

Credit: *1.0 (Year Long)*

### ***Spanish Language Arts III Grades 11-12.***

This course provides instruction in Spanish Language Arts (SLA) with an emphasis on communication and literacy skills in preparation for the Seal of Bilingualism Biliteracy. It develops students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn techniques for writing research papers. This course emphasizes literary conventions and stylistic devices. This course will be taught in Spanish. This course WILL be considered as part of a state-funded bilingual program.

The Seal of Bilingualism Biliteracy is awarded to students who have studied and demonstrated proficiency in a language other than English. The Seal of Bilingualism Biliteracy emblem will be on the diploma of the graduating senior including a notation on the student's transcript. The skills students attain can be evidence of skills that are attractive to future employers and college admissions offices.

## COURSE DESCRIPTIONS FOR PHYSICAL EDUCATION/HEALTH

### ***Physical Education***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

Physical Education is required for graduation. Students are introduced to a variety of physical activities that enable all students to meet individual health-related and skill-related fitness standards that are challenging and self-directed. Emphasis will be placed on concepts of personal fitness and knowledge to achieve and maintain a healthy level of physical fitness. Activities may include Archery, Baseball, Basketball, Flag Football, Kickball, Soccer, Softball, Ultimate Frisbee, Volleyball and Weightlifting.

***Health Education (If not completed in 8<sup>th</sup> grade)***

Prerequisite: *None*

Course Credit: *0.5 (Semester Long)*

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, and development.

***Safety and First Aid***

Prerequisite *None*

Course Credit: *0.5 (Semester Long)*

In this course, students learn and practice first aid procedures for a variety of common conditions, including muscular, skeletal, and soft tissue injuries. In addition, students will learn how to appropriately respond to a variety of emergency situations. They also learn the procedures for choking and CPR for infants, children, and adults. students will explore personal, household, and outdoor safety, and disaster preparedness. This includes learning about environmental, community and consumer health.

**COURSE DESCRIPTIONS FOR RESOURCE PROGRAM**

***Language Live I-IV***

GRADES: 9 – 12

Credit: 1.0

A yearlong course that may be substituted for English for a student who is on a career pathway. Language Live! is a comprehensive literacy program that incorporates strategies solution that combines foundational and advanced learning skills with digital and teacher-led reading intervention to significantly improve literacy skills.

***Inside Algebra***

Credit: 1.0 (*Year Long*)

A yearlong course that uses comprehensive, research-based, hands-on, manipulative-based activities to master algebra concepts and skills. *Inside Algebra* comprises 60 core objectives that students learn while mastering related skills through practice and problem-solving. Inside Algebra will continue to help all students who “just don’t get it” and need a mastery-based and multi-sensory approach to develop the skills necessary for algebra success.

***Skills Development I-IV***

GRADES: 9 – 12

Credit: 1.0

Skills for success in a year course that focuses on the academic and personal identification of necessary tools to execute success throughout high school. The student explores and demonstrates skills in the areas of communication, personal and interpersonal relationships, and research. At the conclusion of this course, the student will be better equipped with the academic tools and development that will support him/her throughout high school and beyond.



***Step Up to Writing I-IV***

GRADES: 9 – 12

Credit: 1.0

A yearlong course in writing instruction program designed for learners of all levels and types. We use explicit writing strategies within the writing process (pre-writing, drafting, revising, editing, final copy, proofreading, sharing) to help students organize their thinking and their writing.

***Transmath I-IV***

GRADES: 9 – 12

Credit: 1.0

A year-long course using a comprehensive math intervention curriculum that supports high school students in developing foundational skills necessary for entry into algebra and/or who are two or more years below grade level in math. Using a dual-topic approach, *TransMath* improves math skills by emphasizing fewer topics in greater depth, from number sense to rational numbers, to understanding algebra. Students will find new concept mastery and confidence with *TransMath*.



Artist: Mason Joe

***Work Skills I-IV***

GRADES: 9 – 12

Credit: 1.0

This program is designed to give students on an ability pathway the opportunity to build their work skills. Students will also create connections with community businesses which will open doors to possible employment opportunities in the future.

***Work Experience I-II***

GRADES: 11 – 12

Credit: 1.0

A unique program that is designed to give Juniors and Seniors the opportunity to gain experience in a job setting throughout the community. Students in this program will earn full credit and will build confidence in applying their academics to daily life.

**COURSE DESCRIPTIONS FOR ELECTIVES**

***Accounting I***

*Prerequisite: None*

Course Credit: 1.0 (Year Long)

This course introduces and then expands upon the fundamental accounting procedures used in small businesses. This class covers the full accounting cycle and incorporates topics such as payroll, taxes, debts, depreciation, ledger, journal technique and basic accounting computer applications.

### ***Automotive Technology***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

Student learns how to service and maintain automobiles. Topics range from basic automotive to performing preventive maintenance.

### ***Computer Programming and Robotics***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

Courses offer a broad exploration of the use of computers (robots, drones, etc.) in a variety of fields. The course content has a considerable range from the introduction of robotics to computer technologies as they relate to industry applications.

### ***Drama/Stagecraft I***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

The student studies basic principles and techniques in acting, theater history, musical theater, staging, voice diction, improvisation, pantomime, choral reading, storytelling and oral interpretation. It is also an introduction to stage makeup lighting and technical production techniques.

### ***Driver's Education***

Prerequisite: *10<sup>th</sup>– 12<sup>th</sup> Grades*

Course Credit: *0.5 (Semester Long)*

This course provides students with the knowledge to become safe drivers on America's roadways. Legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs) are all included as topics of this course.

### ***Keyboarding/Communication Technology – Recommended for students in 9<sup>th</sup>-grade***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

In this course, students will be introduced to the keyboard (letter, numbers, and symbols), basic operation, and proper keyboarding techniques on typewriter and computer. As students progress through the course, they will improve speed and accuracy. Skills will include: excel, sheets, calendar, notes, google classroom, producing business letters and reports. Students will develop proficiency, production skills, and problem-solving skills.

### ***Lifeguard Certification***

Prerequisite: *Swimming I/II 9th - 12th Grades Must Pass a Swimming Test Requires Teacher Approval*

*Please note that this class requires strenuous activities*

Course Credit: *1.0 (Year Long)*

This course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries, and sudden illnesses until emergency medical services personnel take over. The student will have an opportunity to earn a certificate.

## ***Newspaper I, II***

*Prerequisites: None for Newspaper I*

Students will study and experience producing a newspaper. Students learn and practice writing and editing skills necessary to design a newspaper; study the legal, moral and ethical issues in media production; refine writing skills for accuracy and consistency in style.

## ***Swimming I***

*Prerequisite: None*

*Course Credit:.05 ( Semester)*

Swimming I focuses on building a solid foundation for swimming. Students will learn water safety, floating, breath control, pulling, and kicking skills.

## ***Swimming II***

*Prerequisite: Successful completion of Swimming I and Teacher Approval*

Swimming II will develop swimming strokes for Freestyle, Backstroke, Breaststroke, Sidestroke, Butterfly, and basic flip turn and turning at the wall are introduced. Treading water and recovery to a swimming position is mastered.

## ***Weightlifting I/II/III***

*Prerequisite: Successful Completion of PE – (10<sup>th</sup>– 12<sup>th</sup> Grade)*

*Course Credit: 1.0 (Year Long)*

Weight Training I is a basic weight training course. The emphasis in this course is on muscular strength, endurance, flexibility, and safety. Students will monitor and improve their fitness levels by participating in assessments throughout the year.

Weight Training II is an advanced weight-training course. The student investigates physical fitness, health maintenance, powerlifting, Olympic style lifting techniques and methods, using safety techniques and proper spotting in all activities.

## ***Yearbook***

*Prerequisite: None*

*Teacher:*

*Course Credit: 1.0 (Year Long)*

Students will gain skills in the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook that records school memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real-world skills in time management, marketing, teamwork, and design principles.

*Artist: Isaiah Toledo*



**Athletics**

Prerequisite: **REQUIRES COACH APPROVAL**

Teacher: *Coaches*

Course Credit: *0.5 (Semester Long)*

The purpose of this course is to learn sport-specific skills and techniques. The course will cover skills, rules, and strategies of the specific sport. The class will emphasize individual/team offensive and defensive concepts as well as team organization and play. Considerable time will be spent drilling and playing the sport. During the sports season, students can enroll in: Football Class, Girls Basketball Class, Boys Basketball Class, Cross Country/Track, Volleyball, Cheerleading.

**Additional Elective courses are available under the Career Academies.**

**CAREER ACADEMIES**

These classes are offered under the Career Academy umbrella. Students will choose an academy during registration to prepare them for work and college. This provides career awareness and work-based learning opportunities for students by enrolling in a sequence of courses associated with specific careers. Cuba High School provides internships, work-study programs, a mentorship program, and dual credit courses for students to gain work-based and college experiences.

*Agriculture, Food & Natural Resource*



Course Name	<b><i>Introduction to Science of Agriculture</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	Introduction to the Science of Agriculture, introduces students to agricultural opportunities and the pathways of study in agriculture. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE curriculum. Throughout the course are activities to develop and improve the employability skills of students through practical applications. Student experiences involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, conduct research, analyze data and work in teams.		

Course Name	<b><i>Science of Small Animals</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Introduction to the Science of Agriculture</i>		
Course Description	The focus of the Science of Small Animals course is to expose students to agriculture, animal science, and related career options. Students will experience the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Students will acquire skills in meeting the nutritional needs of animals while developing balanced, economic rations. Students will consider the perceptions and preferences of individuals within local, regional, and world markets.		

Course Name	<b><i>DC Large Agriculture Animals (Fall)* Dairy Science (Spring)*</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Introduction to the Science of Agriculture.</i>		
Course Description	These courses are offered by Eastern New Mexico College. Large Animal Science will focus on the history and use of animals, reproduction, market trends, and animal health. Dairy Science will focus on the health of dairy cattle, milk production, dairy and the processing of milk.		

*Architecture / Construction*



Course Name	<b><i>Introduction to Construction- Craft Skills</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	This class provides highly illustrated design, technical hints and tips from industry experts, review questions and a whole lot more! Key content includes Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Construction Drawings, Basic Rigging, Basic Communication Skills, Basic Employability Skills and recently Introduction to Materials Handling has been added!		

Course Name	<b><i>Construction-Carpentry I</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Introduction to Construction- Craft Skills.</i>		
Course Description	This course includes Site Layout One & Mdash; Distance Measurement and Leveling, Site Layout Two — Angular Measurement, Advanced Roof Systems, Advanced Wall Systems, Advanced Stair Systems, Introduction to Light Equipment, Welding, Commercial Finish Work, Site Preparation, and Introductory Skills for the Crew Leader.		

Course Name	<b><i>Construction-Carpentry II</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Construction-Carpentry I.</i>		
Course Description	Students in this course will learn to identify the types and uses of commercial and residential construction drawings and schedules. Special emphasis is given to using and understanding specifications in architectural and structural drawings.		

Course Name	<b><i>Construction -Carpentry III Trades &amp; Internship</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Carpentry II</i>		
Course Description	Course provides work experience in the construction or related field and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve a further study of the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.		

## Welding



Course Name	<b>Welding I</b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None – Personal equipment required</i>		
Course Description	This course introduces students to the basic skills and applications of various metals such as oxyacetylene, shielded metal arc, metal inert gas and tungsten arc processes and the proper use of each technique. It includes interpreting blueprints or other types of specifications.		

Course Name	<b>Welding II</b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Completion of Welding I &amp; Personal equipment required</i>		
Course Description	This is a second course in a welding program to take a student into the next level of knowledge and skill development.		

Course Name	<b>Welding III</b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Completion of Welding II &amp; Personal equipment required</i>		
Course Description	This is an advanced course in a welding program. With the knowledge from previous courses, student can apply his/her skills to production.		

Course Name	<b>Precision Metalwork Co-Op</b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Completion of Welding III</i>		
Course Description	Course provides work experience in the welding or machine technologies field, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences encountered on the job.		

## A/V Technology & Film



Course Name	<b>Film/ Video</b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	Course exposes students to the materials, processes, and artistic techniques involved in film or video careers. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). In order to develop each student's style and artistic eye, major filmmakers, cinematographers, and their films may also be studied.		

Course Name	<b>Digital Film Production II</b>	Course Credit:	1.0
Prerequisite:	<i>Completion of Film/Videotape</i>		
Course Description	Digital Film Production II focuses on the mastery of intermediate knowledge, skills and concepts related to film production. The student develops advanced techniques and applies them to individual, collaborative and community-based projects. The student continues to investigate and analyze current trends in filmmaking, including career opportunities, contemporary technical and aesthetic considerations.		

Course Name	<b>Digital Film Production III</b>	Course Credit:	1.0
Prerequisite:	<i>Completion of Film/Videotape II</i>		
Course Description	Digital Film Production III offers the student an opportunity to further study film-making principles and techniques with emphasis on mastery of aesthetic and technical skills and concepts.		

### *Arts, Education & Training*



Course Name	<b>Introduction to Arts</b>	Course Credit:	1.0
Prerequisite:	<i>None</i>		
Course Description	This course provides a basic exploration of the elements of design. Students will utilize a variety of media to explore individual expression and will learn to critically analyze their own and others' work.		

Course Name	<b>Drawing I</b>	Course Credit:	1.0
Prerequisite:	<i>None</i>		
Course Description	Basic drawing concepts and skills to assist the student in acquiring a graphic vocabulary in a variety of drawing media.		

Course Name	<b>Drawing II</b>	Course Credit:	1.0
Prerequisite:	<i>Successful completion of Drawing I</i>		
Course Description	Students will advance skills from Drawing I with a greater emphasis on descriptive and perceptual drawing skills using both dry and wet media. Assigned problems explore aspects of still life, landscape, portraiture.		

Course Name	<b>Painting I</b>	Course Credit:	1.0
Prerequisite:	<i>None</i>		
Course Description	This course is an introduction to painting materials, techniques, color, and fundamental composition. A brief history of painting will be acquired through lectures.		

Course Name	<b><i>Painting II</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Painting I</i>		
Course Description	Continued exploration of the painting concepts and techniques presented in Painting I. Working from imagination as well as observation, emphasizing the expressive potential of the medium.		

Course Name	<b><i>Art Portfolio</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Teacher Approval</i>		
Course Description	Intended for students who are gifted in art; Art Portfolio courses offer the opportunity to create a professional body of work that reflects personal style and talent. Students are encouraged to display their work publicly.		

### *Teaching & Training*



Course Name	<b><i>Child and Human Development</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	Students explore careers in early childhood development and education, education psychology and theory and the development of humans from conception to death. Focus is on the young child's growth, development, health and safety, learning environments, accommodations to learning and human relationships.		

Course Name	<b><i>Teacher Academy 1 (Education Methodology)</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Must have taken and passed Child Development with a "D" or better.</i>		
Course Description	This course introduces the principles of teaching and learning, the responsibilities and duties of teachers. Teacher Academy courses are often accompanied by opportunities to observe and intern in preschool, elementary and middle school classrooms.		

Course Name	<b><i>Applications of Education Professions</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Completion of Teacher Academy 1</i>		
Course Description	This course introduces applications within the teaching and training profession, preparation for licensure and employment, exposure to legal and ethical issues, culture, and basic historical, sociological, philosophical, and psychological principles that apply to classroom practice. Extensive observation and internship in an approved school setting is a part of this course.		



*Hospitality & Tourism*  
*CCRB\* Approved Career Technical Education (CTE)*



Course Name	<b><i>Culinary Arts I</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	Culinary Arts I develops skills in foods. Safety and sanitation, use of equipment, food preparation skills, nutrition, meal patterns, and careers in food service are emphasized. Skills are demonstrated in laboratory experiences. Teamwork, application of literacy skills and curriculum integration are integral parts of the course.		

Course Name	<b><i>Culinary Arts II</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Culinary Arts I</i>		
Course Description	Culinary Arts II expands upon the basic skills learned in Culinary Arts I. Areas of study include safety and sanitation, use of equipment, international cuisine, nutrition, meal patterns, and careers in food service areas. Increasingly complex food preparation techniques are developed. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.		

Course Name	<b><i>Food Services I</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Culinary Arts I and II</i>		
Course Description	Designed for students pursuing careers in hospitality/food service. Topics include entrepreneurship and managerial techniques, portfolio and customer service skills, safety and sanitation, catering, quick serve, full service, knife skills, plate presentation, and teamwork. Students are trained in the National Restaurant Association ServSafe Program. Students who complete the 400 hour internship, and pass the national exam leave high school with a national certification.		

Course Name	<b><i>Food Services II</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Foodservices I</i>		
Course Description	A student enrolled in Food Service II works in a culinary arts lab or shadows in jobs related to food service or hospitality (e.g., restaurants, hospitals, motels). The student learns specific occupational skills related to food services as well as specific job hospitality, and interpersonal relationship skills. The student examines the many occupations and careers in the food services area.		

### Health Care Sciences



Course Name	<b><i>Biology</i></b>
Course Description	Students will create models and do activities relevant to the fundamental concepts of life and life processes. The main topics are “Molecules to Organisms,” “Matter and Energy in Organisms and Ecosystems,” “Inheritance and Variation of Traits,” “Natural Selection and Evolution.” Students analyze ways life has evolved and changed.

Course Name	<b><i>Introduction to Health Science</i></b>	Course Credit:	<i>1.0</i>
Course Description	Students focus on healthcare communications, leadership and teamwork, and reinforce, expand and enhance biology content specific to human structure and function. This course will explore careers in healthcare and will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. Students will learn how healthcare workers fit within the overall health care environment and will identify how key systems affect quality of care and other services they perform.		

Course Name	<b><i>Anatomy and Physiology Honors*</i></b>	Course Credit:	<i>1.0</i>
Prerequisite	<i>Completion of Biology</i>		
Course Description	Course presents the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.		

Course Name	<b><i>DC Health, Wellness &amp; Public Safety (CNM)</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>See your counselor</i>		
Description	Students may select dual credit courses after meeting with an admissions advisor.		

## Legal Sciences



Course Name	<i>Law and Social Services</i>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	This course covers the American legal system and its application in daily life. Major areas of study are basic law concepts, criminal law, civil law, constitutional law and individual rights. The course will cover topics of gangs, guns, and substance abuse and how it relates to the legal system. Students will identify, analyze and evaluate ways to resolve legal disputes. Course work will emphasize role-plays, mock trials, debates and discussions.		

### **PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND ATHLETICS**

Cuba High School has a range of extra-curricular and co-curricular activities as well as athletic programs. The intertwined structure of student government provides an umbrella for student organizations and activities, which complement the academic program. Clubs will be added and removed as student interests vary, and any student is free to organize a club and seek recognition by the student government. Groups include student government, honorary societies, clubs associated with academic programs, performance groups, spirit groups, service clubs, recreational groups, and special interest clubs.

Participation in extracurricular activities is governed by the New Mexico Activities Association which specifies that students meet and maintain the following requirements:

- Students must be enrolled in a minimum of four classes.
- Students must attain and maintain a grade point average of 2.0 or better on a 4.0 scale.
- Students must maintain excellent attendance.
- Students may not fail more than one class per grading period.

If a student does not meet and maintain these requirements, he or she will be ineligible for participation in extracurricular activities, including athletic participation, until the student recovers his/her grade.

### **NATIONAL HONOR SOCIETY**

Members of National Honor Society must have a GPA of 3.5 or higher. If accepted for membership in the National Honor Society, a student is required to perform 15 community service hours annually. The four pillars of the NHS are what members strive to emulate: Leadership, Scholarship, Character and Service.

### **COLLEGE & SCHOLARSHIP INFORMATION**

Admission requirements vary widely among colleges and universities. For example, some universities require a fine arts credit for admission; some colleges and universities calculate grade point average (GPA) for core courses only. Students and parents are urged to research entrance requirements for specific institutions. College Recruiters visit CHS throughout the school year. Students and parents are encouraged to visit with college recruiters. Seniors should complete the FAFSA application that opens in October to receive federal funding for college. Visit [studentaid.gov](http://studentaid.gov) to apply.

### **NEW MEXICO LOTTERY SCHOLARSHIP**

The New Mexico State Lottery Scholarship is a tuition scholarship for New Mexico high school graduates attending a New Mexico public post-secondary institution of higher education. The scholarship covers tuition (not including fees). It is available for up to 8 consecutive semesters or until the student graduates, whichever comes first. Only 4 semesters may be used at a two-year institution.



### **GATES MILLENNIUM SCHOLARSHIP**

The Gates Millennium Scholars (GMS) program, established in 1999, is a 1.6-billion-dollar initiative funded by a grant from the Bill & Melinda Gates Foundation. The goal of the GMS program is to promote academic excellence and to provide an opportunity for outstanding minority students with significant financial need to reach their highest potential.

### **NAVAJO NATION SCHOLARSHIP PROGRAM (ONNSFA)**

The Office of Navajo Nation Scholarship & Financial Assistance provides enrolled members of the Navajo Nation an opportunity to achieve their educational goals. The ONNSFA is housed within the Department of Diné Education. The application opens March 15th.

### **CHIEF MANUELITO SCHOLARSHIP**

The Navajo Nation established the Chief Manuelito Scholarship program in 1980 to recognize high achieving high school graduates. The scholarship honors Chief Manuelito, Hastiin Ch'ilhaajiin, (1818- 1893) who encouraged the Navajo people to seek education and protect and preserve Navajo tradition and culture. Students meeting the criteria for the Chief Manuelito Scholarship are awarded \$7,000 per academic year to cover direct educational expenses associated with attending a post-secondary institution. Chief Manuelito Scholarship recipients are required to maintain a 3.0 GPA and earn 12 or more semester credit hours, based on college-level graded courses, for each academic term.

**NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA** National Collegiate Athletic Association (NCAA) requirements apply to students who plan to participate in athletics at the college level. NCAA guidelines specify which courses qualify as NCAA core courses and what college entrance scores and grade-point averages are required to participate in college athletics. Online, virtual, software-based credit recovery, independent study and correspondence courses must meet NCAA guidelines in order to qualify as NCAA core credit. Students are responsible for adherence to NCAA course guidelines. Athletes should consult with Bruce Hatch, Athletic Director for more information.

*\*There are other scholarships available. Students are encouraged to check their school email every day as scholarships are regularly emailed to students.*