

# CSDBA

INDEPENDENT SCHOOL DISTRICT



2024  
2025

COURSE CATALOG

TANVA.





# CUBA INDEPENDENT SCHOOL DISTRICT

P.O. Box 70 Cuba, NM 87013  
Phone: 575-289-3211 Fax: 575-289-0436  
Website: [www.cuba.k12.nm.us](http://www.cuba.k12.nm.us)

## School Board

Taylor Pinto, President  
District 2

James D. Casaus, Vice President  
District 5

Vivian Keetso, Secretary  
District 1

Elizabeth Martin, Member  
District 3

Dr. Adán Delgado Ed.D., Member  
District 4

## Superintendent

Mrs. Rhiannon Chavez

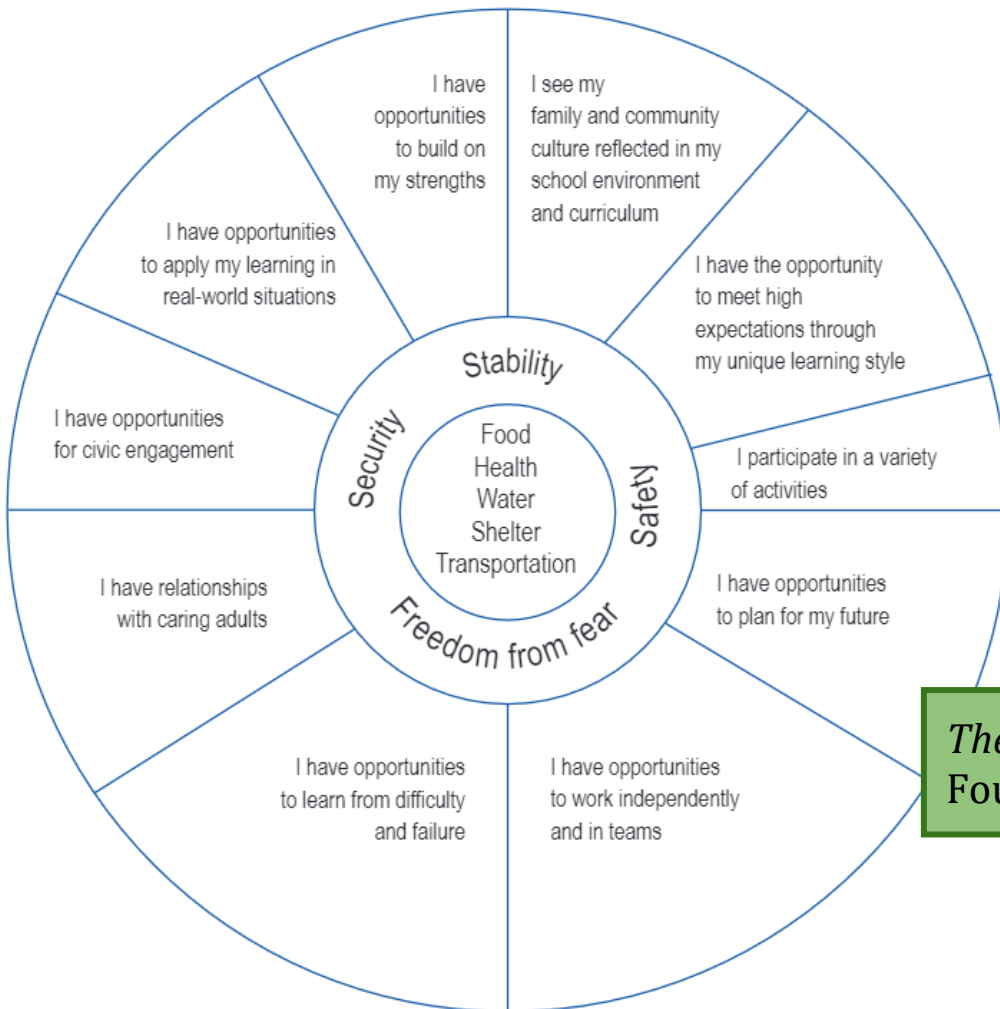
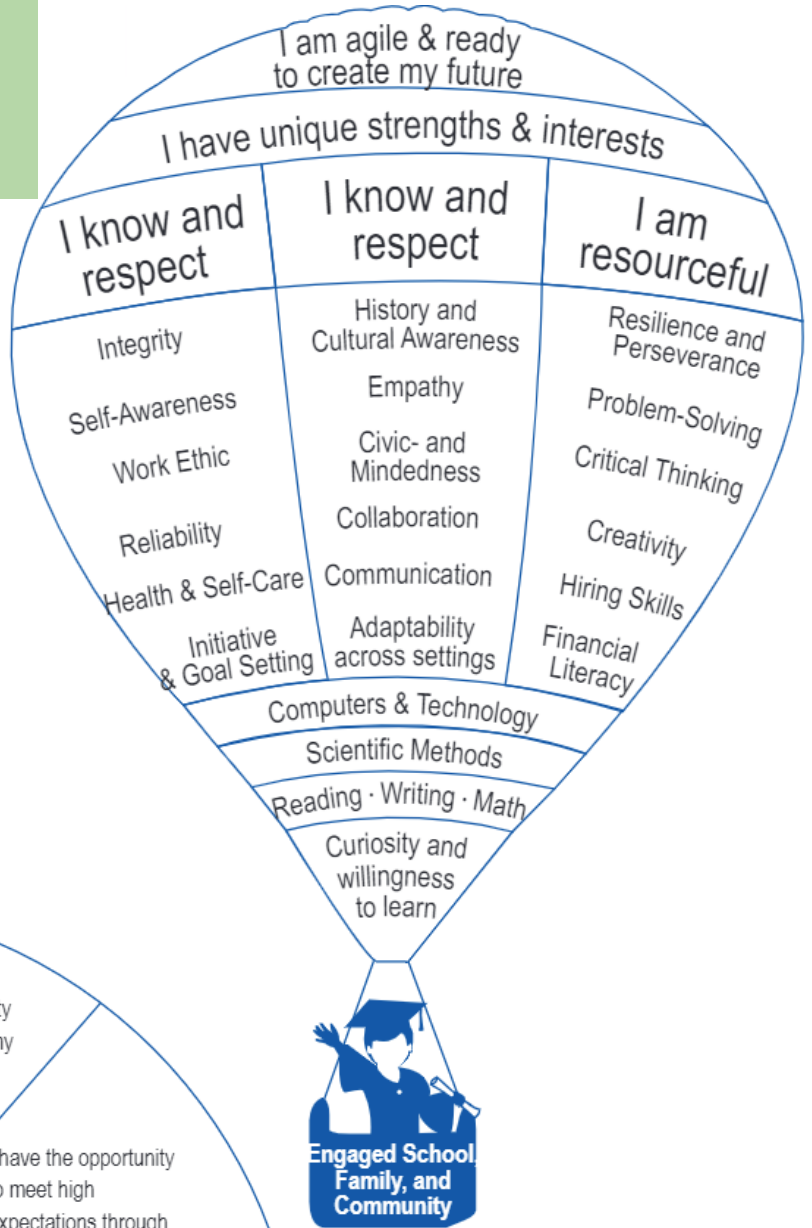
Theme: Coming Together is a Beginning, Keeping Together is Progress,  
Working Together is Success  
Thank you CISD Artists and Instructors

Cover Artwork by: Myranda "Panda" Morfin – Class of 2024

*This painting is about the struggles of mixed emotions. All the colors being mixed is representing feeling all of them at once, and the eyes represent the pressure of showing those emotions. It's important not to feel afraid to show your emotions.*

# Cuba Independent School District Graduate Profile

Cuba community and student voices informed the development of the Graduate Profile. The profile came from a template done by the New Mexico Mission Graduate and was adopted with input from the Cuba community and students.



## The Launch Pad: Foundational Experiences

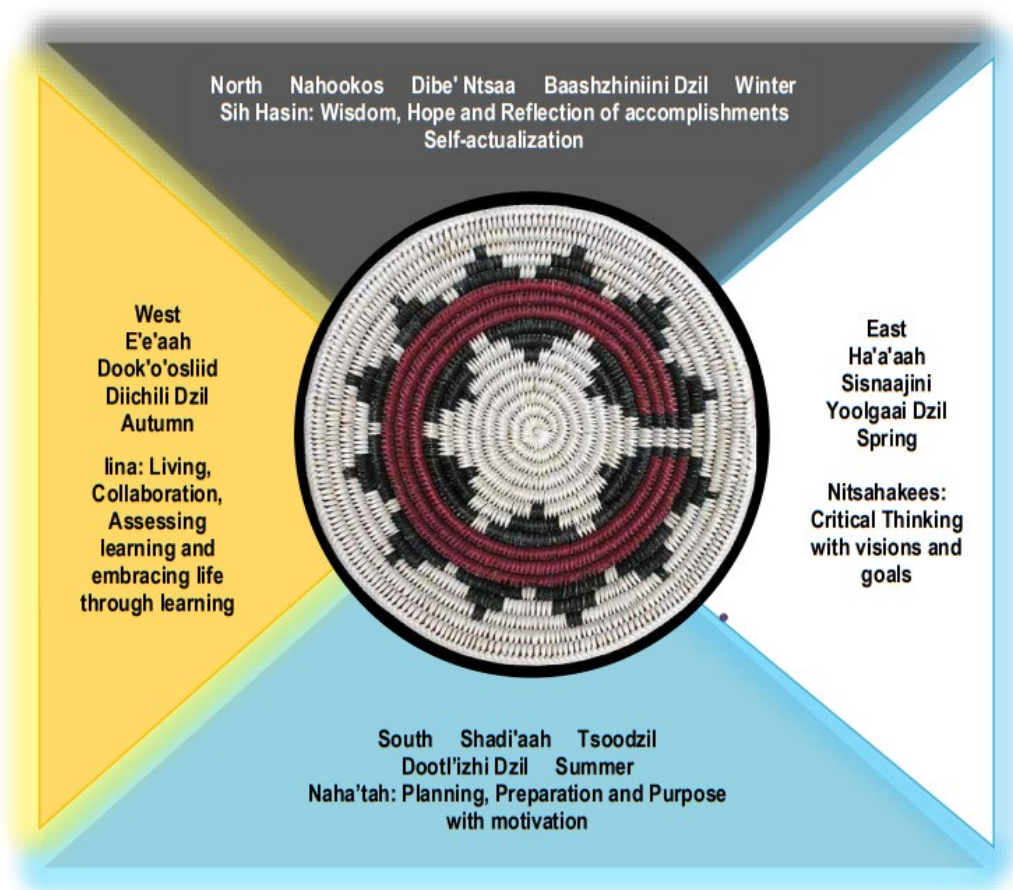
## TABLE OF CONTENTS

**Elementary School**  
**Middle School**  
**High School**

p. 8  
p. 16  
p. 23

## 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 a Pre-K through 12 community school that provides a better way to learn. Dine' students are responsible to the land given by the Creator, and 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 the knowledge and skills necessary to be successful in contemporary society. The primary Dine' philosophy, Sa'ah Naaghai Bik'eh Hozhoo, means traditional living system and teachings of Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living) and Sihasin (Assuring) were 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'gii:  
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

## SUPERINTENDENT'S OFFICE

Rhiannon Chavez – Superintendent  
Judy Atencio – Assistant Superintendent of Curriculum and Instruction  
Sheldon Toledo – Chief of Staff/ Human Resources Director

## BUSINESS OFFICE

Janelle Casaus – Purchasing/AP Specialist  
Monica Barboa-Ready – Payroll & Benefits Specialist  
Reanna Madrid – Business Specialist

## CUBA CARES

Victoria Dominguez – Community Schools Director/ Social Worker  
Donnica Dunlap – McKinney Vento Liaison/Black Education Act Rep.  
Viola Maestas – Community Support  
Irene Sandoval – Community Support

## FACILITIES

Ray Antonio – Maintenance Supervisor

## SPECIAL EDUCATION

Laura Saucedo – Director  
Administrative assistant - TBA  
Larenda Blackgoat – Liaison

## STARS/PED

Josephine Velarde – STARS/PED/  
Assistant Testing Coordinator

## FOOD SERVICES

John Hartley – Food Service Director

## TECHNOLOGY INTEGRATION

Edgar San Juan – Technology Integration Specialist

## STUDENT HEALTH

Analicia Bridge – Director of Health Services

## TECHNOLOGY DEPARTMENT

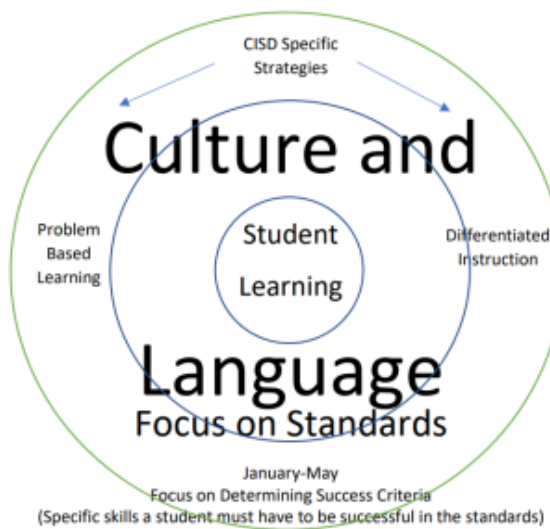
Tim Chavez – Technology Director  
Brian Voss – Network Systems Specialist  
Jeremiah Sala – Technology Specialist  
Jonathan Alarcon – Technology Specialist  
Jonoah Sanchez – Technology Specialist

## FEDERAL PROGRAMS/ DIVISION OF EQUITY & LANGUAGE

Raphelita Phillips – Director of Native American Indian Education & Federal Program  
Nicolette Padilla – Native American Student Support & Outreach Coordinator  
Yolanda Sala – Native American Community Liaison

## TRANSPORTATION

Diana Martínez – Director





# Cuba Cares Center

Cuba Cares is a community school initiative that was designed to help students and families with necessities. We believe this essential support will ensure student's success in their academics as well as their social/emotional well-being. Cuba Cares can assist students and families with counseling needs, medical referrals, clothing, hygiene items, food, and housing insecurities. Check out our online calming room!

<https://sites.google.com/cuba.k12.nm.us/cuba-calming-room/home>

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## **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 77% Native American Indian Tribes, including Navajo, Jicarilla, Apache, and other Tribes, 19% Hispanic, and 4% Other. Cuba Independent School is a public school with an average enrollment of 738 students a year in grades PreK – 12. The school opened in 1950, and graduated its first senior class in 1950. AdvancEd accredits Cuba Independent School District - Northwest Accreditation Commission.

## **ENROLLMENT**

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

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

- Guardian - Court-issued guardianship documents or CISD Educational emergencies forms
- Sports physical (if a 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 the previous school attended.
- State Test report from the previous school attended.
- IEP (if needed)

## **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. 430 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. If parents need assistance locating this information please call the text desk or the schools' counselors (575)-289-3211 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 the laptop, \$60.00 for charger, and \$45.00 for the bag.**

Cuba Independent School District (CISD) is providing all students in the district with Starlink satellite internet to provide an equal opportunity to maximize their learning experience, both remotely and in the classroom. Parents/guardians have the option to accept or reject these services.

The satellite system students are receiving is linked to the GPS location of every student's home, therefore, once installed, it cannot be moved to another location. All equipment is expected to be left in place where it is installed; otherwise, you may experience service disruption.

If students withdraw from CISD, Starlink services will be shut off, and families are expected to return all equipment belonging to CISD immediately. If students disenroll and re-enroll with CISD later, they will receive a hotspot for the remainder of the school year and **WILL NOT** be reconsidered for Starlink until the following school year.

## **TEXTBOOKS**

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

## **GIFTED PROGRAM**

Cuba Independent School District has a Gifted Program for students who demonstrate superior academic performance, outstanding creativity/divergent thinking, and 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:elainejacquez@cuba.k12.nm.us) Email: [elainejacquez@cuba.k12.nm.us](mailto:elainejacquez@cuba.k12.nm.us) or [Laura Saucedo](mailto:laura@saucedo@cuba.k12.nm.us) Email: [lisaucedo@cuba.k12.nm.us](mailto:lisaucedo@cuba.k12.nm.us)

## **SPECIAL EDUCATION**

The Special Education program is specially designed instruction to meet the unique needs of students with a learning exceptionality including gifted students or students with a learning disability. Special education may include but is not limited to academic services, speech-language services, psychological services, physical and occupational therapy, and counseling services. The Individuals with Disabilities Education Act of 2004 (IDEA) under the Federal Government and New Mexico State regulations requires Cuba Independent Schools 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.

For a student to be eligible for special education services, the student must meet the testing criteria of the exceptionality. If a student is eligible for special education, services are provided to the student through an Individualized Education Plan (IEP).

## **SOCIAL EMOTIONAL LEARNING (SEL).**

Following the CASEL framework and utilizing various curriculums, SEL takes students through acquiring and applying knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible decisions. The focus and need for assimilative skills change as the students mature through school. Therefore, content becomes adaptive, meeting the needs of students' maturity levels, health concerns, and family environments.

## **RESTORATIVE JUSTICE (RJ)**

Restorative Justice is one of the approaches to discipline that Cuba Independent Schools utilizes. It focuses on repairing harm through various processes that shift the focus of discipline from punishment to learning and from the individual to the community.

## **CODING and COMPUTER SCIENCES**

All CISD schools emphasize development of computer science and coding skills to enhance students' focus on and readiness for technological jobs.



Artwork by: Myranda "Panda" Morfin

# CUBA ELEMENTARY SCHOOL

## Letter from the Principal

Dear Parents, Guardians, and Students,

Welcome to a new school year at Cuba Elementary! It is with great pleasure and enthusiasm that I extend a warm greeting to all our families, both returning and new. As the principal of this wonderful elementary school, I am excited about the learning adventures that await our students.

This course book serves as a guide to the academic journey your child will embark on this year. It contains valuable information about the curriculum, classroom expectations, and various aspects of our educational programs. I encourage you to review it thoroughly, as it will help you understand the rich tapestry of learning experiences we have planned for your child.

Our dedicated team of educators are committed to creating a positive and nurturing learning environment. We believe in fostering a love for learning, encouraging creativity, and instilling a sense of curiosity in each student. Throughout the year, your child will engage in a variety of educational activities designed to promote both academic and personal growth.

Communication is a key component of a successful partnership between home and school. We value your input and encourage you to reach out with any questions or concerns. Our teachers and staff are here to support your child's educational journey, and we look forward to working together to ensure a successful and rewarding school year.

As we embark on this academic adventure together, let us celebrate the joy of learning and the countless opportunities for discovery that lie ahead. Thank you for entrusting us with the privilege of educating your child. We are honored to be part of their academic journey.

Sincerely,



Olivia Casaus  
Elementary School Principal



# **CUBA ELEMENTARY SCHOOL**

50 County Rd 13

Cuba, New Mexico 87103

Phone: Phone: (575) 289-3211 ext. 400

Fax: (575)289-0432

## **Principal**

**Olivia Casaus**

[ocasaus@cuba.k12.nm.us](mailto:ocasaus@cuba.k12.nm.us)

575-289-3211 ext. 405

## **Dean of Students & Early Childhood Lead**

**Ana Lucero**

[alucero@cuba.k12.nmus](mailto:alucero@cuba.k12.nmus)

ext. 431

## **Administrative Assistants**

**Anita Romero**

[aromero@cuba.k12.nm.us](mailto:aromero@cuba.k12.nm.us)

ext. 430

**Rebecca Salazar**

[rsalazar@cuba.k12.nm.us](mailto:rsalazar@cuba.k12.nm.us)

ext. 400

## **Social Worker**

**Esperanza Cordova**

[ecordova@cuba.k12.nm.us](mailto:ecordova@cuba.k12.nm.us)

ext. 403

## **Student Health Center**

**Analicia Bridge - Nurse**

[abridge@cuba.k12.nm.us](mailto:abridge@cuba.k12.nm.us)

ext. 404

## **Pre-Kindergarten**

*Cuba PreK has 3 locations: the four-year-old program, inside the elementary school, a four-year-old program in Ojo Encino, next to the Ojo Encino Chapter house, and a three/four mixed-aged program next to the elementary school. Students must be 3 years old by September 1st to enroll.*

The New Mexico Early Learning Guidelines (NMELG) guides developmentally appropriate learning activities for young children. These learning activities (including Navajo Language Development) focus on school readiness before entering kindergarten. Children will develop in the following areas: physical development, health & well-being, literacy, mathematics, aesthetic creativity, scientific conceptual understanding, self, family & community, and a variety of approaches to learning.

At this early age, PreK is transitioning into the beginning school years and are learning to be students who are now responsible for their education. The Hedgehogs are encouraged to express their creativity through child centered lessons and are developing a strong sense of confidence and independence. In the Hedgehogs class, teachers create individualized opportunities for students to develop social skills with their peers by practicing turn taking, identifying and positively dealing with their own and their friends' emotions, and learning many ways to problem solve when challenges and altercations arise. With culturally themed activities, they learn to appreciate each other's cultures and be respectful and open-minded to differences in their personal upbringings. Our students are also gaining greater consciousness and are beginning to develop deep and meaningful relationships with trusted adults and peers.

## **Kindergarten**

Our Kindergarten program provides small group instruction following the Common Core State Standards. Students learn to read, write, work with numbers, and develop socially and emotionally in these specific areas of instruction:

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

Learn the alphabet (name, sound, and letter formation), identify sounds in words (beginning, middle, and ending sounds), change sounds in words to make new words, learn sight words, blend sounds, and spell phonetically which leads to independent reading and writing at grade level.

### **Math:**

Identify and write numbers 0 to 20 and count up to 100 by the end of the year, 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 using length, height, weight and capacity.

### **Science:**

Learn about the seasons and weather, and that objects move in different ways and 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 to survive.

### **Social Studies:**

Learn about the importance of rules and the difference between *Needs and Wants*.

Learn about what makes a community and some important people in history.

Understand that different cultures have unique differences (such as clothing, shelter, and transportation).

## **First Grade**

Using Common Core Standards, Students will develop love for learning and their school community. We will emphasize appropriate and healthy expression of positive and negative emotions and how to cope with them using a growth mindset, developing healthy relationships, including online connections.

First graders will move from reading readiness (phonics and letter and sound recognition) to building skills such as reading comprehension, story retelling, and reading fluency. In math, students will be able to count to 100, understand place values to thousands, add and subtract within 100, understand and complete word problems with numbers less than 100, and understand different kinds of graphs, using greater/less than and equal symbols.

Using the NM Social Studies standards, 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 for all people and belief systems. In science, students 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.

## **Second Grade**

Students are taught math, language arts, science, social studies, and Social Emotional Learning.

In Math, they are introduced to significant numbers and fundamental operations such as addition and subtraction. Common Core state-alignment and best mathematical practices help students develop 21st-century skills through STEM and cooperative learning environments. They learn measurement of time, length, distance, weight, and temperature, along with additional basic geometry concepts.

Language Arts introduces basic grammar skills, develops reading skills and comprehension and transitioning students to independent reading assignments. Students use leveled reading to meet new challenges, including greater length, more complex content, and new vocabulary. The emphasis is on classic literature from many cultures, poetry, and nonfiction articles. Students make their own reading choices to help foster lifelong love of reading.

Science helps them explore elemental earth and space sciences, planets, and weather systems.

Social Studies teaches government and current events, as well as American history and New Mexican cultural. Geography focuses on different continents, oceans, and countries across the world.

Through Social Emotional Learning, students develop a growth mindset, perseverance, and empowerment through basic understanding of feelings and empathy.

## **Third Grade**

Students utilize Eureka Math curriculum, 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 relate mathematics to real life applications: making change, telling time, using tools of measurement, etc.

Reading transitions students from “learning to read” to “reading to learn”. Using the Common Core State Standards (CCSS) as a guiding framework, students read texts from various genres, including literature and informational text, and develop strategies for improved reading comprehension. Foundational skills are reinforced throughout. Instruction revolves around reading comprehension, vocabulary expansion, phonics/spelling and writing.



Social Studies instruction is presented along with English Language Arts. Subjects such as communities, government and geography are integrated into reading comprehension instruction. Students are encouraged to make connections from their own experience and culture to that of the world around them.

Our 21st Century classroom includes a variety of learning methods; whole and small group instruction, kinesthetic and tactile activities. Students are engaged in speaking and listening activities, as well as performance and presentation. Students are guided in the operation of on and offline activities on their school-issued laptops. Instruction is integrated with this technology.

In Science, students move through three units. The Life Science Unit studies how animals have changed over time by looking at fossils and predicting how animals will change in the future. This is followed by plant reproduction and how humans use plants. In the Earth & Space unit students study the wind, clouds and other weather clues to predict the weather. They will also study climates around the globe. The Physical Science unit will explore invisible forces around us through hands-on activities.

- *Emotional word bank* - Create a word bank with a range of emotions — joyful, sad, open-hearted, angry, anxious, optimistic — or anything in between. Discuss each emotion and help students understand what they mean. Encourage them to use these words in their writing to express how they feel. Students choose an emotion and describe a time they felt this emotion and how they cope with emotion.
- *Personal journals* - Provide students with personal journals where they can write about their daily experiences, thoughts, and feelings. Encourage them to reflect on positive moments, challenges they faced, or how they helped others. This helps them develop self-awareness and express their emotions in a safe space.
- *Empathy stories* - Have students write stories from the perspective of different characters, focusing on understanding the emotions and experiences of others. This encourages empathy and perspective-taking skills. Discuss the stories as a class and explore how the characters' emotions may differ.
- *Gratitude writing* - Teach students about gratitude and its importance. Encourage them to write thank-you notes or letters expressing appreciation to classmates, teachers, family members, or community helpers. This activity fosters positive relationships, empathy, and gratitude.
- *Conflict resolution* - Teach students how to express their feelings and resolve conflicts through writing. Have them write about a conflict they experienced and how they could find a peaceful resolution. Encourage them to consider the feelings and perspectives of others involved.
- *Collaborative writing* - Engage students in collaborative writing projects where they work together to create stories or poems. This promotes teamwork, communication, and understanding others' ideas and perspectives.
- *Character development* - Have students create characters for their stories and develop their personalities, strengths, and weaknesses. Encourage them to explore emotions and show character growth throughout their narratives.
- *Mindfulness and reflection* - Incorporate brief mindfulness exercises or reflection activities before or after writing sessions. This helps students connect with their emotions, focus their thoughts, and be present in the moment.
- *Peer feedback* - Encourage students to provide constructive feedback on their peers' writing. Teach them how to give positive comments and suggest improvements. This activity promotes active listening, empathy, and effective communication.
- *Celebrate diversity* - Encourage students to write about their own cultural backgrounds, traditions, and experiences. This helps build a sense of belonging, promotes inclusivity, and encourages students to appreciate and respect diversity.

## **Fourth Grade**

In 4th-grade math, students will perform basic mathematical functions and problem-solving in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and geometry. Students follow fourth-grade Common Core State Standards using the Eureka Math curriculum. Additional support will be provided with mini-lessons using Zearn, Istation, and Splashlearn. The 4th-grade math class combines basic skills as well as critical thinking skills and technology to prepare students for standardized testing and 5th grade. Lessons emphasize the development of a student's ability to solve mathematical problems. Students learn how to break down problems into simpler forms, and apply many concepts taught through teacher modeling, small group, and peer practice. Data from Galileo and IStation short cycle assessment, as well as classroom formal and informal tests, guide instruction to meet each classroom's diverse learning needs and proficiency.

4th grade English Language Arts emphasizes reading and comprehension of various texts, including literature, poetry, history/social studies, science, and technical texts, with grade level text complexity to meet Common Core ELA State Standards using Amplify Language Arts curriculum. Teachers use standard-focused, engaging lesson plans to meet the needs of diverse learners, including interventions or extensions. The teacher uses data from Galileo and Istation assessments as well as classroom formal and informal tests to guide instruction that is suitable to each classroom's diverse learning needs and level of proficiency.

Project Based Learning (PBL) will be implemented to engage students in the areas of science, social studies, technology, and the arts. Projects will be done in 3-5 week intervals, leading towards a final product such as a model, presentation, or performance.

## **Fifth Grade**

In 5th grade, students will advance their math, science, language arts, and social studies skills. The curriculum is aligned with the Common Core State Standards.

Math skills focus on developing fluency and understanding of addition, subtraction, multiplication, and division of fractions, extending division to two-digit divisors, integrating decimal fractions into the place value system, and developing an understanding of operations with decimals to hundredths. Students develop fluency with whole number and decimal operations and an understanding of volume. To help build and strengthen their 21st-century skills, we will use technology to enhance all these lessons.

Social Studies combines the study of United States History through the Civil War with a geographical exploration of the United States. Students will follow the New Mexico Social Studies Standards to learn what life was like for the colonists and Native Americans in the early settlements of North America, causes of the Revolutionary War and significant figures in it, and will examine the new nation and what life was like for immigrants and those on the frontier. Students will take a hands-on approach, such as video projects, journaling, and varied assessments, as they get to know their country's geography, climate, and culture.

English Language Arts will meet the academic needs of each student working with complex texts and tasks. Critical reading, analytical writing, speaking for a variety of audiences and purposes, listening, and foundational language skills will be emphasized throughout the curriculum. ELA curriculum involves reading works of literature, nonfiction, and poetry, as well as informational texts and a variety of non-print texts. Students will be expected to participate in cooperative strategic reading in groups and will read independently for 20-40 minutes per day. Independent reading, reading logs, and incomplete classwork will be their primary homework. Students will be writing in class every day. They will write journals, narratives, expository paragraphs and essays, arguments, poetry, and short research pieces and will complete benchmark assessments each quarter. We will focus on proper conventions of written English, sentence complexity, and vocabulary development.

Next Generation Standards are used for 5th-grade science, which review the scientific method and the steps to designing a good experiment. Students will learn about galaxies and the solar system, water cycles and causes of the weather. Students will learn that environmental changes cause an evolution in both plants and animals. They will review the systems in the human body and learn about similarities between those systems and the parts of a plant. They will learn about atomic theory development, states of matter and changes that matter undergoes, the law of energy conservation and the common energy transformation types. They will review electricity and its properties and uses in our lives. Finally, the students will review forces and Newton's laws of motion.

Social and Emotional Learning (SEL) in our 5th-grade classrooms focuses on developing students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Here are some examples of SEL activities and practices that we implement in our 5th-grade classrooms:

- Morning Meetings/Check-in: Begin each day with a brief meeting where students can share their feelings and any concerns they may have, as well as discuss a topic each day to promote self-awareness and help create a supportive classroom environment.
- Mindfulness Exercises: Introduce mindfulness exercises, such as deep breathing or guided meditation, to help students regulate their emotions and improve their focus and concentration.
- Team-building activities: Engage students in team-building activities that promote collaboration, empathy, and communication skills. For example, have them work together on a project or solve a problem as a group.
- Problem-solving skills: Teach students problem-solving techniques, such as identifying the problem, brainstorming possible solutions, evaluating options, and making a decision. Provide opportunities for them to apply these skills in real-life scenarios.
- SEL literature/videos: Integrate literature/videos that focus on SEL themes into the curriculum. This can spark meaningful discussions and help students relate to characters and situations, deepening their understanding of social and emotional skills.
- SEL Journaling- Encourages a student to discuss a daily SEL topic to reflect on their thoughts and feelings on the topic, this is done to promote positive thinking, and gratitude as well as enhance their emotional well-being.

### **Navajo PreK-5th Grade**

The elementary prek-5 Navajo course will provide Dine language instructions focusing on developing listening, speaking, reading, and writing skills to communicate at a basic level. The course uses a communicative approach to cover Diné oral language, character building, Diné history, government, and culture. This course focuses on the basic foundations of the Dine oral language. Topics cover developing all Dine language skills, emphasizing listening and speaking. Students will be encouraged to engage in beginning conversations, presenting, and writing short sentences in Navajo.

### **Spanish K-5th Grade**

Students will learn about identity as an individual and as a member of a social group by way of exploring the Spanish Culture. Students will learn the Spanish culture of: language, communication, rituals, roles, customs, relationships, practices, expected behaviors, values, thoughts, and manners of interacting.

Students will 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.

### **Arts**

The arts promote independent learning, uninhibited creativity, collaborative teamwork, and originality developed to professional levels. Students will learn academic art terms and techniques like a variety of ways to draw, painting skills, additive and subtractive sculpture, ceramic and modeling techniques, weaving and fiber art, and printmaking. Students will learn and apply *The Art Elements*, and 8 of the *Principles of Design*. Please refer to the *NM Core Art Standards*.



## Physical Education

Cuba Elementary Physical Education is here to help students learn and improve physical fitness and sports skills through an exercise routine, participation in the Fitness Gram Challenge, and a variety of activities. Students will also learn about the 5 fitness components that play a crucial role in maintaining a healthy lifestyle. Students will develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles outside of PE. Through participation in a variety of activities, students will build upon social skills such as teamwork, communication, hard work, and the process of working through adversity. The benefits from regular exercise and team sports for a person's mental, physical, and social health will be emphasized.



Artwork by: Zandria Valdez

# CUBA MIDDLE SCHOOL

## Letter from the Principal

On behalf of Cuba Middle School, I welcome students, parents, guardians, and faculty members to the 2024-2025 school year. This upcoming school year presents many opportunities for our students to continue to thrive with our expansive course offerings.

Cuba Middle School is committed to providing a safe and challenging learning environment that ensures all students achieve their highest potential. We offer traditional core curriculum classes (English, math, science, and history), language classes (Navajo and Spanish), and many electives. We also currently offer Career Technical Education courses that help students explore potential post-secondary goals. The students will have opportunities to explore potential careers through our Internship Program. All students who are 14 years of age and older will be paid for two hours of internship on Mondays.

Social Emotional Learning is also part of our curriculum, which helps students develop competent strategies to deal with emotions and conflicts.

I look forward to working with your student.

Thank you,

*Robert Valdez*

Robert Valdez

Middle School Principal



Artwork by: Alyah Jake

# **CUBA MIDDLE SCHOOL**

50 County Rd 13  
Cuba, New Mexico 87103  
Phone: (575) 289-3211 ext.300 Fax: (575)289-0431

## **Principal**

**Robert Valdez**  
[rvaldez@cuba.k12.nm.us](mailto:rvaldez@cuba.k12.nm.us)  
Ext. 302

## **Dean of Students**

**Jacque Mangham**  
[jmangham@cuba.k12.nm.us](mailto:jmangham@cuba.k12.nm.us)

## **Raphaelita Phillips**

[rphillips@cuba.k12.nm.us](mailto:rphillips@cuba.k12.nm.us)  
Ext. 301

## **Administrative Assistant**

**Moria Montoya**  
[mmontoya@cuba.k12.nm.us](mailto:mmontoya@cuba.k12.nm.us)  
Ext. 302

## **Social Worker/Counselor**

**Dishonda Toledo**  
[dtoledo@cuba.k12.nm.us](mailto:dtoledo@cuba.k12.nm.us)  
Ext. 305

## **Middle School Health Assistant**

**Xiomara Marino**  
[xmarino@cuba.k12.nm.us](mailto:xmarino@cuba.k12.nm.us)  
Ext. 304



## MIDDLE SCHOOL SCHEDULE

The academic program is on a rotating block schedule. Students are enrolled in 8 classes per semester, and there are two semesters in the school year. Students attend three block classes and two regular classes daily.

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						



Student Artist: Aliyah Jake

## *Cuba Middle School Incorporates Common Core Standards in all Classes*

### **English Language Arts**

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

6<sup>th</sup> 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.

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

8<sup>th</sup> Grade Language Arts - Students will learn to read critically and deepen comprehension across genres by 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 an understanding of statistical thinking.

7<sup>th</sup> Grade Math - This course focuses on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) developing an 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.



## **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, and 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, and 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, and Newton's laws of gravity, atoms, and molecules, periodic table of elements.

## **Social Studies**

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

7<sup>th</sup> Grade Early U.S. History - The 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.

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

Navajo Language 6<sup>th</sup> - The course introduces students to the basic grammatical skill of oral language communication in the Navajo language. All language skills are included: listening, speaking, reading, and writing. This course is taught in Navajo.

Navajo Language 7<sup>th</sup> - The practical conversational approach to the Navajo language is continued. At this level listening, speaking, and reading are emphasized. This course is taught in Navajo.

Navajo Language 8<sup>th</sup> - 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. This course is taught in Navajo.

High School Navajo Language I- *By teacher recommendation; for high school credit*

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

*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. The emphasis of the class is on writing, although exemplary representations and authors are studied to provide a fuller appreciation of the form and craft.

*Drama/Theater* - Grades 6-8 Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them.

*Junior Master Gardening*- 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- The course 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.

*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.

*Swimming II*- Grades 7-8 *Must pass Swimming I.* Classes 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.

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

*Creative Art-Drawing/Painting* - Grades 6-8 - The course focuses on drawing and painting with attention to 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.

*Introduction to Animal Science* – Grade 8

Course Credit: 1.0 (Year Long)

This course introduces students to the wide world of animal science and agriculture. Aligned with AFNR standards, lessons include animal science terminology, anatomy, physiology, reproduction, nutrition, behavior, handling, health, and selection. Supplemental laboratories and project-based learning exposes students to various careers in the animal industries.

*Career Exploration Construction* - Grades 6-7 -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. Students will engage in teamwork and active learning through relevant real-life scenarios. Emphasis is on responsibilities, qualifications, work environment, rewards, and career paths within construction-related fields.

*Career Exploration Welding* - Grades 6-7 - Students explore opportunities in welding-related careers like manufacturing, metal art, and construction. Students learn welding project processes and engage in a variety of projects. Students will be involved in teamwork and active learning through relevant real-life scenarios. Emphasis is on responsibilities/qualifications, work environment, rewards, and career paths within welding-related fields.

Career Exploration Animal Sciences -Grades 6-7 - Students will explore career opportunities in animal science-related careers like an animal health inspector, veterinary, breeding farm manager, animal service worker, and wildlife biologist. Students will be involved in teamwork and active learning through real-life scenarios.

Career Exploration Agriculture -Grades 6-7 - Students will explore career opportunities in agriculture-related fields like soil scientist, environmental scientist, farming, wildlife inspector, cheese plant manager, and civil engineer. Students learn agriculture project processes and be involved in teamwork and active learning through real-life scenarios. Emphasis is on responsibilities, qualifications, work environment, rewards, and career paths within animal science-related fields.

Career Exploration Culinary Arts - Grades 6-7 Students will explore career opportunities in culinary fields like chef, restaurant manager, nutritionist, and food stylist or photographer. Students will be involved with culinary project processes and will work in teams and will have active learning through relevant real-life scenarios. Emphasis is on responsibilities, qualifications, work environment, rewards, and career paths within culinary arts-related careers.

Introduction to Construction/Craft Skills (½ Credit) Grade 8 - Construction is a course that will introduce students to basic skills and knowledge applicable to all construction trades. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of math principles of construction problems. This course also offers hands-on activities and real-world experiences.

Child and Human Development (½ Credit) Grade 8 - 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.

Culinary Arts I (½ Credit) Grade 8 - Students will develop 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

Introduction to the Science of Agriculture (½ Credit) Grade 8 - This course introduces students to agricultural opportunities and the pathways of study in agriculture. Science, mathematics, reading, and writing components are woven into the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE curriculum.

Welding I (½ Credit) Grade 8 - The 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.

Music -Grades 6-8- In this course, students will learn about how we hear music, how music affects our lives, essential elements of music like rhythm, pitch, and harmony, different musical genres, various instruments, music composition, and the history and culture of music over the years. Students have the opportunity to play various instruments such as guitar, keyboard, ukulele, drums, handbells, xylophone, and boom whackers. This course also introduces students to music technology and how to use it to create and enjoy music.

# CUBA HIGH SCHOOL

## Letter from the Principal

*Dear Student, Parents & Guardians,*

*The staff and I welcome both new and returning students back to school. We are intentional about our continuous growth in all areas. At Cuba High School, we have increased math and reading scores at grade levels 9th -12th. Our graduation rate remains one of the highest, 91%, in New Mexico. The course offering reflects the expansion of our programs. The Career Technical Education Program has added many courses aligned with career pathways, and we offer some certifications that allow students to work in the field after completing the course. We have also included several exemplary arts programs, such as film, music, and theater, many challenging academic courses, and a competitive athletic program.*

*As a principal, I understand that our students' success is dependent on the partnership between the school and parents, guardians and caretakers. We value this partnership and are committed to working with you to ensure your student's success. Attendance is an important factor in achieving academic success. We encourage you to work with us to improve attendance and support your student's education.*

*Thank you, Ahehee, Gracias!*



*Gilbert Dominguez  
High School Principal*

**CUBA HIGH SCHOOL**

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

**Principal**

**Gilbert Dominguez**  
**[gdominguez@cuba.k12.nm.us](mailto:gdominguez@cuba.k12.nm.us)**  
ext. 226

**Assistant Principal**

**Sherry C De Baca-Rios**  
**[scdebaca-rios@cuba.k12.nm.us](mailto:scdebaca-rios@cuba.k12.nm.us)**  
ext. 226

**Counseling Office**

**Anna Brown**  
**[abrown@cuba.k12.nm.us](mailto:abrown@cuba.k12.nm.us)**  
ext 211

**Joby Wallace**

**[jwallace@cuba.k12.nm.us](mailto:jwallace@cuba.k12.nm.us)**  
ext. 282

**Dual Credit Advisor**

**Marc Valdez**  
**[mvaldez@cuba.k12.nm.us](mailto:mvaldez@cuba.k12.nm.us)**  
ext. 233

**Internship Director**

**Delandria Bitsuie**  
**[dbitsuie@cuba.k12.nm.us](mailto:dbitsuie@cuba.k12.nm.us)**  
ext. 282

**Nurse**

**Analicia Bridge**  
**[abridge@cuba.k12.nm.us](mailto:abridge@cuba.k12.nm.us)**  
ext. 214



## 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 173 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
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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

**Direct Student Services** Direct services are in-person interactions between school counselors and students to facilitate academic success, college and career readiness, and personal/social development and can include the following:

- Classroom guidance lessons: Structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental levels.
- Individual student planning: Counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive services: Responsive services are short-term, solution-focused individual counseling interventions to resolve immediate conflicts or problems, respond to crisis events, and intervene in school-specific situations that disrupt learning.

**Indirect Student Services** Professional School Counselors work in partnership with administrators, teachers, and school/community mental health professionals to provide services to help support students' academic, career and personal/social development.

### 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 choose a career pathway and 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 a priority. Course availability for non-required, elective courses is determined by sufficient student demand and staff availability. Insufficient pre-registration numbers or staffing constraints could cause a course to become unavailable after the initial scheduling selection process. Students are encouraged to participate in an internship program aligned with their career pathway.

## **GRADING POLICIES**

Parents and students are encouraged to monitor grades and attendance in PowerSchool. Report cards are issued every quarter (9 weeks). Progress reports are issued at the midpoint of each quarter. Grades are posted on a student's permanent record (transcript) at the end of each semester (18 weeks). Final exams count for 20% of the semester grade. The grading scale: 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 and Advanced Placement (AP) Courses: A=5.0 B=4.0 C=3.0 D=2.0 F=0

All CHS classes incorporate the common core standards. Grades and credits are granted for the successful completion of each class at the end of the semester. Credit is not granted for "F" grades, "I" (Incomplete), or "W" (Withdrawal). If a student receives an Incomplete, coursework must be completed within the first two weeks of the following semester at which point a letter grade 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. AP, Dual credit and Honors courses are weighted (see above).

## **HONORS AND ADVANCED PLACEMENT PROGRAMS**

Honors and Advanced Placement courses are an option for meeting New Mexico graduation requirements and are the most academically challenging curriculum that our district offers. AP courses require approval by the College Board. These courses expose students to college-level curriculum, emphasize critical thinking skills, and provide preparation for the Advanced Placement exams. Students who earn a qualifying score on the Advanced Placement exam may earn college credit. 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.

## **DUAL CREDIT**

Dual Credit is another option for meeting New Mexico graduation requirements. Dual credit courses provide 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.** Students must meet with a School Counselor or Dual Credit Advisor before enrolling in dual credit course. Grades earned in dual credit courses are reflected on the student's high school and college transcripts and included in GPA.

## **INTERNSHIP**

The Internship Program will open doors to future careers and higher education by providing paid work experience outside the classroom. Students will be paired with employers and mentors. All students participate in an internship aligned with their chosen career pathway. Interns are compensated for their work hours by the school district.

## **WORK EXPERIENCES**

To prepare students for work after high school, work programs enable students to have work experience with a potential employer while earning high school credit.

## **CLASS RANKING**

Class rank is determined by Grade Point Average. GPA is calculated at the end of each semester when grades are finalized.

## TRANSCRIPTS

Official transcripts are stamped “Official” with the school seal and are mailed directly from the 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. Transcripts are free.

## DIPLOMAS

Students’ legal name (birth certificate or legal name change document) will appear on school records, including high school diplomas.

## HIGH SCHOOL GRADUATION REQUIREMENTS\*

*\* NM PED graduation requirements for the class of 2025 have been updated and are available at [Graduation Requirements 2025](#)*

Cuba High School offers a traditional survey of courses to satisfy the New Mexico State graduation requirements. The Career and Technical Education Program includes 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 <i>(two must have Labs)</i>
<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, honors, 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 require at least two years of a language other than English.)
- 11<sup>th</sup> grade SAT School Day and NM ASR (Assessment of Science Readiness)

## **GRADUATION PATHWAYS FOR RESOURCE STUDENTS**

Students with an 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.

### **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 10 - World Literature***

Prerequisite: Successful Completion of English I

Course Credit: 1.0 (Year Long)

In English 10, the student surveys and samples a wide variety of multicultural literature of the world from diverse authors, various time periods, and various genres. The student studies and considers a broad spectrum of themes and perspectives from around the globe and makes connections to his or her own ancestry and to the ancestry of other peoples of the world. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing, and listening strands of language arts, through writing and research

### ***English 11 - 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 12 – 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 the 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.

## **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.

### ***AP Precalculus***

Prerequisites: Algebra I, Geometry, and Algebra II

Course Credit: *1.0 (Year Long)*

This course is designed to be the equivalent of a first-semester college precalculus course. It provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications - polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric vector-valued, implicitly defined, and linear transformation functions using matrices.

### ***AP Calculus AB***

Prerequisite: Successful Completion of Precalculus

Course Credit: *1.0 (Year Long)*

To foster enduring mathematical understanding of the why and how of mathematics, AP Calculus AB develops 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.

### ***Dual Credit 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 a dual credit course and a 4<sup>th</sup> year of math.

## **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,” and “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

### ***Geology***

Prerequisite: *None*

Course Credit: *1.0 (Year Long)*

Geology studies how the earth is constructed and the processes that have formed continue to change the Earth's surface. Topics include the formation and identification of rocks and minerals; types of volcanoes and how and why they erupt; weathering of rocks and their effects on Earth's surface and human populations; rivers and groundwater and the ecological impacts of humans on water sources; glaciers, deserts, beaches, and the ocean floor; earthquakes, plate tectonics and the effects on humans, and fossils and their relationships to Earth's past.

### ***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.

## **Course Description 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 Language**

### ***Navajo I***

Prerequisite: *None*

Credit: *1.0 (Year Long)*

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

### ***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. This course is taught in Navajo.



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

Prerequisite: Navajo I & Navajo II

The Seal of Bilingual-Biliteracy is a recognition given by the Cuba Independent School district to students who have studied and demonstrated proficiency in Navajo. These seals are awarded based on academic proficiency in the Navajo language in a specified set of coursework and successfully passing the Navajo Language Bilingual Proficiency assessment given by the Navajo Nation. The Seal of Bilingualism-Biliteracy emblem from the state of New Mexico and the Navajo Nation 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. dual credit with Navajo Technical University (NAV-211). This course will satisfy the Chief Manuelito Scholarship requirement.

## **Course Description for Spanish Language**

### ***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 writing mechanics; 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 a "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 ‘Honors’ Bilingual-Biliteracy Seal***

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

Credit: *1.0 (Year Long)*

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.

## **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 and solutions that combines foundational and advanced learning skills with digital and teacher-led reading intervention to significantly improve literacy skills.

### ***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 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.

***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*.

***Life 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

Designed to give Juniors and Seniors the opportunity to gain experience in a job setting in 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*****Introduction to Accounting****Prerequisite: None*

Course Credit: .5

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

***Beginning Music****Prerequisite: None*

Course Credit: 1.0 (Year Long)

In this course, students will learn about how we hear music, how music affects our lives, essential elements of music like rhythm, pitch, and harmony, different musical genres, various instruments, music composition, and the history and culture of music over the years. Students have the opportunity to play various instruments such as guitar, keyboard, ukulele, drums, handbells, xylophone, and boom whackers. This course also introduces students to music technology and how to use it to create and enjoy music.

***Intermediate Music****Prerequisite: Band*

Course Credit: 1.0 (Year Long)

This course refines the concepts and skills learned in the previous year's music class. Students will develop more advanced techniques for playing various musical instruments, learn more complex musical styles, and play different parts in a group setting.

### ***Commercial Driver License***

Prerequisite: Must be 18 years old

The course covers written tests of the general, school bus, and passenger knowledge. Learners' permit and endorsement training will be offered. Please see your counselor if you are interested.

### ***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.

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

Prerequisite: Completion of Computer Programming and Robotics

Course Credit: *1.0 (Year Long)*

Students will apply the skills learned in the Computer Programming and Robotics class and programming language to build mobile robots. They will also learn to build and program Drones. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems, and binary number systems. Students in this course may be required to represent CHS in community-related robotics activities at local and statewide robotics competitions.

### ***CPR 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.

### ***Wilderness First Aid***

Prerequisite: CPR Certificate

Course Credit *1.0 (Year Long)*

Training for individuals (and informal trip leaders) who spend time in the wilderness where delayed access to care, challenging environmental conditions, sub-optimal medical equipment, limited communications, and independent decision-making are the norm. Students will gain applicable medical knowledge and a framework for managing medical issues.

### ***Drama 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.



## ***Drama II***

Prerequisite: *Successful Completion of Drama/Stagecraft I*

Course Credit: *1.0 (Year Long)*

This course emphasizes acting techniques including voice, body movements, interpretation, and characterization. The course refines introductory acting skills and introduces basic directing skills. Intense study of a variety of plays and dramatic forms will include more in-depth analysis, planning, and practical application of stagecraft. The student is required to perform various technical projects and learn techniques through actual design and production of specific plays. He/She applies fundamental stage terms, maintains and upkeeps stock scenery, uses advanced painting techniques, maintains stage lighting and sound equipment, and applies costume and make-up techniques to specific performances. Emphasis is placed on shop safety, proper handling of tools and materials, and backstage etiquette. Students learn the application of technical skills and their relationship to other trades.

## ***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 responsibilities, 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 9th-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 and 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 provides 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. Students 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.

## ***Powerlifting***

Prerequisite: *None*

This class is designed to provide an opportunity to powertrain. Students will develop an understanding of power lifting and how to implement it into a fitness plan. Powerlifting is a system of heavy resistance and low repetition exercise that builds power in large muscle groups.

### ***Stagecraft I***

Prerequisite: *None*

*Course Credit: .05 (Semester)*

Stagecraft introduces students to a practical approach to technical production aspects. Students will learn the skills needed to construct scenery, hang and focus lighting instruments, and implement a sound system. Students are trained in the usage of tools, lumber, and machinery.

### ***Stagecraft II***

Prerequisite: *Successful completion of Stagecraft I*

*Course Credit: .05 (Semester)*

This course allows students to advance their skills in all elements of technical theater through practical experience, with new instruction in design.

### ***Swimming I /II/III***

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 develops 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.

### ***Swimming III***

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

This course will work on refining stroke techniques and improving endurance. This class focuses on improving stroke technique to allow for more continuous and confident lap swimming.

### **Theater Production**

Prerequisite: *Successful completion of Stagecraft II*

*Course Credit: 1.0 (Year Long)*

Students will be involved in intensive work in acting, playwriting, directing, and technical aspects of theatrical production. Students are encouraged in individual study to focus on and specialize in the field of their own specific interest by participating in productions.

### ***Weight Training 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

**Weight Training III** is designed for the student who is earnest about strength development. The student continues to investigate physical fitness, health maintenance, and Olympic style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. In addition, the student develops an individualized weight-lifting program and demonstrates and participates in fitness testing techniques.

### ***Yearbook I/II/III/IV***

*Prerequisite: None*

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. Participants gain useful, real-world skills in time management, marketing, teamwork, and design principles. Students are required to spend time outside of class to work on the yearbook production process, including taking photographs at events.

**Yearbook II** The student enhances individual skills in all journalistic areas and also develops areas of expertise in one or more areas of the yearbook production process. The student also refines skills with group processes, such as decision-making, conflict resolution, and time management with respect to individual and staff deadlines and mentors less experienced staff members. Students are encouraged to assume increased responsibility and to develop skills that lead to editorial positions.

**Yearbook III** The student refines and enhances previous journalistic skills and assumes increasingly more challenging and demanding leadership and mentoring roles on the newspaper staff. As specified in the specific staff position description. Besides writing and editing copy, advertising, art, and photography, the editor also makes sure deadlines are met. The student generates work by producing a yearbook for the school and community.

**Yearbook IV** The student assumes more responsibility for visioning, leading, organizing, and mentoring less experienced editors and staff. As specified in the specific staff position description, the editor is responsible for long-range planning, and meeting deadlines. The Yearbook IV student model's collaborative leadership qualities in addition to making the newspaper a viable and competitive medium. The student generates work by producing a yearbook for the school and community.

### ***Athletics***

*Prerequisite: requires coach approval*

Course Credit: 0.5 (Semester Long)

The purpose of this course is to learn sport-specific skills and techniques. The course will cover the 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, Powerlifting or Cheerleading.

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

## CAREER TECHNICAL EDUCATION ACADEMY

These classes are offered under the Career Technology Education 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 Large Animals</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Introduction to Animal Science</i>		
Course Description	This course covers animal nutrition, health, reproduction, genetics, facilities, marketing and the anatomy and physiology of livestock and other domesticated animals. Students will examine developmental stages and analysis of feed ration for an animal's life cycle, identifying environmental factors affecting an animal's performance and recognizing animal behaviors to facilitate working with animals safely.		

Course Name	<b><i>Science of Small Animals</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Introduction to Animal Science</i>		
Course Description	The Science of Small Animal course focuses on caring for and managing domesticated animals. Topics include animal nutrition, health, reproduction, genetics, facilities, marketing, anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal's life cycle; Identification of environmental factors that affect an animal's performance; Recognition of animal behaviors to facilitate working with animals safely.		

Course Name	<b><i>Veterinary Science</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Introduction to Animal Science.</i>		
Course Description	This course exposes students to basic information about employment as a veterinary technician. It includes animal health, nutrition, reproduction, genetics, facilities maintenance, anatomy and physiology, and business management. This course focuses on mastering the entry-level skills needed for employment as a veterinary assistant or technician.		

Course Name	<b><i>Horticulture I</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	The horticulture course is an introduction to plant science that covers topics of plant growth, soil plant diseases, and pest management This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.		

Course Name	<b><i>Horticulture II</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Horticulture I</i>		
Course Description	This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, and personal development. opportunity to apply essential standards and workplace readiness skills through authentic experiences.		

***Architecture / Construction***  
***NCCER Core Certification***

Course Name	<b><i>Introduction to Construction- Craft Skills</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:			
Course Description	This course that will introduce students to basic skills and knowledge applicable to all construction trades. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of math principles of construction problems. This course also offers hands-on activities and real-world experiences. <i>Students who complete all requirements of Introduction to Construction are eligible to test for the <u>NCCER Core Curriculum Certification</u>.</i>		

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	Students will learn current techniques in residential and commercial construction, including site preparation, layout, floor and wall framing, roof framing, and exterior and interior finishing with special emphasis on the use of modern construction materials. Students are involved in blueprint reading, cost estimating, and construction mathematics. Safe use of hand and power tools is stressed. The course includes both classroom and shop activities.		



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	Carpentry II is a continuation of areas covered in Carpentry I in more depth. Emphasis is placed on residential methods, light-commercial building layout and foundations, framing, interior construction, and finishing processes. Also, employer expectations relating to work habits and attitudes are stressed. 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. Safety obligations are reinforced.		

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	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. <i>Students who have an NCCER Core Certification and complete all Carpentry requirements are eligible to test for <u>NCCER Carpentry Level 1</u>. OSHA 10-hour Construction Site Safety is also available as an additional certification to interested students.</i>		

Course Name	<b><i>Welding I</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><i>Welding II</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Completion of Welding I &amp; Personal equipment required</i>		
Course Description	This course provides intermediate welding students the ability to augment and further their skill and knowledge levels. Areas of study will include advanced layout and fabrication methodologies, gas tungsten arc welding of aluminum, stainless steel and TIG spot welding, welding metallurgy, and electric theory. Safety is a priority in this course.		

Course Name	<b><i>Welding III</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Completion of Welding II &amp; Personal equipment required</i>		
Course Description	This course provides advanced welding students the ability to augment and further their skill and knowledge levels. All student activities are designed to prepare the students' skill levels to achieve The appropriate use of technology and industry-standard equipment is an integral part of this course.		

Course Name	<b><i>Precision Metalwork Co-Op</i></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.		

## *Arts, Audio/Video Technology & Communication*

Course Name	<b><i>Film/ Video</i></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 an artistic eye, major filmmakers, cinematographers, and their films may also be studied.		

Course Name	<b><i>Digital Film Production II</i></b>	Course Credit:	<i>1.0</i>
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><i>Digital Film Production III</i></b>	Course Credit:	<i>1.0</i>
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 an emphasis on mastery of aesthetic and technical skills and concepts.		

Course Name	<b><i>Introduction to Arts</i></b>	Course Credit:	<i>1.0</i>
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><i>Drawing I</i></b>	Course Credit:	<i>1.0</i>
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><i>Drawing II</i></b>	Course Credit:	<i>1.0</i>
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><i>Painting I</i></b>	Course Credit:	<i>1.0</i>
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.		

### *Education/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, psychologist 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 I (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/Internship</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Completion of Teacher Academy I</i>		
Course Description	This course introduces applications within the teaching and, preparation for licensure and employment, exposure to legal and ethical issues, culture, 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*

Course Name	<b><i>Culinary Arts I</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	Culinary Arts I develop 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 integral parts of the course.		

Course Name	<b><i>Baking/Pastry Arts I</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	This course is designed to educate students in the art of Baking and Pastry Arts. Students will learn the basics of mixing and shaping for several baked goods including bread, decorated cakes, pastry doughs, mousses, sauces, glazes, cookies, and candies. Plated desserts, and international baked food. In addition, students will be introduced to decorating techniques. Students will learn in a well-equipped kitchen and also prepare food for school functions and community service events. This course includes classroom instruction and practical lab work.		

Course Name	<b><i>Baking/Pastry Arts II</i></b>	Course Credit:	<i>1.0</i>
Prerequisite;	<i>Successful completion of Bake/Pastry I</i>		
Course Description	For students pursuing careers in hospitality /food service. Topics include entrepreneurship and managerial techniques, portfolio and customer services skills, safety and sanitation, catering 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>Pro Start I</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion Culinary I &amp; II</i>		
Course Description	A student enrolled in Pro Start I 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. 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 national certification.		

### *Law, Public Safety, Correction & Security*

Course Name	<b><i>Law and Social Services</i></b>	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. Coursework will emphasize role-plays, mock trials, debates and discussions.		

### *Science, Technology, Engineering & Mathematics*

Course Name	<b><i>Computer Programming and Robotics</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	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.		

Course Name	<b><i>Advanced Computer Programming and Robotics</i></b>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Successful completion of Computer Programming I</i>		
Course Description	Students will apply the skills learned in the Computer Programming and Robotics class and programming language to build mobile robots. They will also learn to build and program Drones. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems, and binary number systems. Students in this course may be required to represent CHS in community-related robotics activities at local and statewide robotics competitions.		



## *Transportation, Distribution & Logistics*

Course Name	<i>Automotive Technology I</i>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>None</i>		
Course Description	Students learn how to service and maintain her/his personal automobile. Topics range from basic automotive principles to performing preventive maintenance. This course requires no prior experience with auto mechanics and emphasizes maintenance that can be performed without specialized equipment.		

Course Name	<i>Automotive Technology II</i>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Automotive Technology I</i>		
Course Description	Provides application of the knowledge and skills learned in Auto Technology I I. This course is designed to prepare students with the fundamentals needed to study, diagnose, and repair automotive mechanical and electrical systems. Emphasis is placed on automotive systems (brakes, steering and suspension, and electrical/ electronic), occupational safety, and workplace skills. School-owned vehicle or personal.		

Course Name	<i>Automotive Technology III</i>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Automotive Technology II</i>		
Course Description	Provides application of the knowledge and skills learned in Auto Technology II. This is an automotive laboratory course that deals with the diagnosis and repair of common automotive problems. All diagnoses and repairs are done under the supervision of the instructor. Service, diagnosis, and repair procedures are performed on personal or school-owned vehicles to simulate working in the industry. Emphasis is placed on a particular system (brakes, steering, and suspension, or electrical) as decided upon by the instructor.		

Course Name	<i>Heavy Equipment Operations</i>	Course Credit:	<i>1.0</i>
Prerequisite:	<i>Driver's License</i>		
Course Description	This course teaches foundational skills in safety, pre/post-operation checks, site planning and layout, and operations for a variety of light-duty and heavy equipment.		

### **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. All clubs are open to all students. 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 more than half-time.
- 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 semester.

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 the 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 to receive federal funding for college. Visit [studentaid.gov](http://studentaid.gov) to apply.



Artwork by: Cara Toledo





PHYSICAL ADDRESS

CUBA INDEPENDENT SCHOOL DISTRICT  
50 COUNTY ROAD 13  
CUBA, NEW MEXICO 87013

PHONE: 575.289.3211

MAILING ADDRESS

CUBA INDEPENDENT SCHOOL DISTRICT  
PO BOX 70  
CUBA, NEW MEXICO 87013

FAX: 575.289.3314