

2009-2010

*Course Catalog*

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The Southwest Secondary Learning Center staff is a dedicated group of handpicked professionals who believe that through independent self study, and one-on-one teaching interaction, students will become motivated to succeed in life, and that SSLC will become known as the "best preparatory secondary school" in New Mexico.

## *Staff List 2009-2010*

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	Project SOAR Coordinator		
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	Activities Co-Director		
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Alan Ray	Buildings and Grounds	<a href="mailto:aray@sslc-nm.com">aray@sslc-nm.com</a>	133
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Robert Pasztor	Director of Academic Support	<a href="mailto:rpasztor@sslc-nm.com">rpasztor@sslc-nm.com</a>	109
Al Baysinger	Administrator	<a href="mailto:abaysinger@sslc-nm.com">abaysinger@sslc-nm.com</a>	108
Scott Glasrud	Founder/Director	<a href="mailto:sglasrud@sslc-nm.com">sglasrud@sslc-nm.com</a>	107
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## ***INTRODUCTION***

With the unanimous approval of the Albuquerque Public School's Board of Education and in close collaboration with the Albuquerque Public School District, we established The Southwest Secondary Learning Center in Albuquerque, New Mexico. The quality school design will accommodate individual student learning styles, interests, multiple intelligences and academic needs. Established assessment structures will monitor individual student achievement and adjust the program to facilitate student success. Students will be provided with personalized avenues for new academic experiences.

## ***WELCOME***

The Southwest Secondary Learning Center serves as an educational reform model designed to improve student achievement. Our goal is to improve, enhance, and change the educational delivery system through the integration of technology, and the development of personal and social responsibility.

At the Southwest Secondary Learning Center, **technology** serves as a conduit to:

- **Break down classroom walls**, bringing students and teachers into contact with people and places they would otherwise never have met or visited.
- **Dramatically expand classroom resources** by making the latest information, images, software, curriculum and direct professional expertise available at the click of a mouse.
- **Encourage independent, autonomous learning**, to help students become lifelong learners and productive members of the workforce.

The **career-learning** component of the Southwest Secondary Learning Center serves to:

- **Pave the transition between academics and workplace competence** by providing real-world work experiences.
- **Link academic content to life situations** by instilling the understanding of the value of work.
- **Lay the foundation for self-confidence** by providing relevant, student-selected experiences.

### **Vision Statement**

The Southwest Secondary Learning Center will be a highly visible school known as the best preparatory secondary school in the Albuquerque metropolitan area.

### **Mission Statement**

The mission of The Southwest Secondary Learning Center is to prepare students to become self-motivated, independent, competent, lifelong learners. Students will be equipped with the reading, writing, mathematical, technological and problem solving skills necessary for success in post secondary education and personal career choices.

Through a long-term commitment to this mission, we will be known as a school that can offer quality alternative learning opportunities for all students. Students, parents and community will see the school as offering challenging and creative learning environments for students.

## ***GOALS, OBJECTIVES, & PERFORMANCE STANDARDS***

<b><u>GOALS</u></b>	<b><u>OBJECTIVES</u></b>	<b><u>PERFORMANCE STANDARDS</u></b>
Maintain a small school learning community	Lower pupil/teacher ratios	Adult to student ratio will not exceed 20:1
Students will experience a greater sense of personal and social responsibility	Students will participate in the design of a student growth plan	Yearly evaluation of student progress within the growth plan
Individualized curriculum to meet individual needs	Identify appropriate instructional programs	Yearly credit evaluation of credits earned
Parent, teacher, and student collaboration	Engage all partners in the plan development	Quality of education survey
Use of technology as an instructional tool	Students will learn and use technology	Progress through interactive computer-based curriculum
Develop peer-to-peer relationships for students of all ages.	Students will progress as a homogeneous age group until they reach age twelve.	Quarterly evaluation of student progress within the growth plan.
Promote vertical articulation among all staff members.	Staff members will work collaboratively to design, develop, and deliver educational programs.	Development of "TIP Sheet" and yearly performance evaluations.
Elementary students will develop the specific skills necessary to successfully complete work at the secondary level.	Identify appropriate instructional programs from among best practice models.	Yearly evaluation of student progress.

## CURRICULUM

The Southwest Secondary Learning Center provides a student-centered, multi-age educational environment maintaining high academic standards. At the foundation of the course of studies are [E2020](#) and My Skills Tutor, both are nationally recognized computer-based curriculum delivery systems -- which create a one-room schoolhouse for the 21st century. Course offerings provide each student with a results-oriented individualized program tailored to meet each student's needs.

Students are required to complete a rigorous scope and sequence in each subject, exercise strong written and verbal communication skills, accept a thorough business orientation, implement research skills and demonstrate academic skill mastery in each content area. Each student is assessed for skill development and content understanding, and student progression is self-paced. Mastery and demonstration of concept cognition, as well as content mastery, is verified by end-of-course performance assessments. Course completion is not predicated on seat time, but rather on content mastery!

Throughout the curriculum, students use critical thinking skills (e.g., problem solving, analyzing, and applying knowledge) to effectively use technology. Students demonstrate grade-level mastery as defined by New Mexico Content Standards and Benchmarks in the following academic disciplines: Career Readiness; Health Education; Language Arts, Mathematics; Modern, Classical and Native Languages; Physical Education, Science; and Social Studies. Students will also earn credit in self-selected elective courses.

Upon graduating from the Southwest Secondary Learning Center, each student has:

- A high school diploma
- A clearly demonstrated set of academic skills
- Experience in the workplace and in community/government service
- A clear awareness of rights and responsibilities of American citizens
- A personal growth plan for post-secondary years

## [English/Language Arts](#)

Students will demonstrate strong reading, writing, and critical thinking skills in multiple genres, as well as listening, speaking and presentation skills in multiple forms of expression, with communication skills - especially an intense focus on computer usage - appropriate to the setting and audience. Students will comprehend and critically interpret multiple forms of expression, including literature from various times and cultures, to gain appreciation for our multi-cultural society and world. Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Language Arts](#).

### **Courses Offered**

#### **English/Language Arts 7 & 8**

Courses provide instruction in language arts skills with an emphasis on grammar, writing, and editing.

#### **English/Language Arts 7 & 8 Enriched**

Courses provide instruction in language arts skills with an emphasis on grammar, writing, and editing. These courses offer in depth grammar analysis and additional opportunities to develop writing techniques.

#### **English/Language Arts 9**

Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections.

#### **English/Language Arts 9 Enriched**

Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections. This course includes a component that emphasizes comprehension, discernment, and critical thinking skills in the reading of texts and literature. More advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) are introduced and explored through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments may be required as an additional method to develop and improve critical thinking and analytic skills.

#### **English/Language Arts 10**

Course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal.

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### **English/Language Arts 11**

Course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literacy conventions and stylistic devices may receive greater emphasis than in previous courses. Preparation for PSAT may be included.

### **English/Language Arts 11 Enriched**

Course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literacy conventions and stylistic devices may receive greater emphasis than in previous courses. Preparation for PSAT may be included. The course includes a component that emphasizes comprehension, discernment, and critical thinking skills in the reading of texts and literature. More advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) are introduced and explored through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments may be required as an additional method to develop and improve critical thinking and analytic skills.

### **English/Language Arts 12**

Course blends composition and literature into a cohesive whole, as students write critical and comparative analyses of selected literature. Typically, multi-paragraph essays predominate as the form of student composition, but one or more major research papers may also be written.

### **English/Language Arts 12 Enriched**

Course blends composition and literature into a cohesive whole, as students write critical and comparative analyses of selected literature. Typically, multi-paragraph essays predominate as the form of student composition, but one or more major research papers may also be written. The course includes a component that emphasizes comprehension, discernment, and critical thinking skills in the reading of texts and literature. More advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) are introduced and explored through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments may be required as an additional method to develop and improve critical thinking and analytic skills.

### **AP English Language and Composition**

Course is designed to parallel college-level English courses. AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. Emphasis is placed on the interaction of authorial purpose, intended audience, and the subject at hand; students learn to develop stylistic flexibility as they write compositions covering a variety of subjects and intended for various purposes. *This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.*

## **Mathematics**

Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry and other advanced mathematical subjects. Students will incorporate the use of technology into the application of mathematical reasoning and problem solving to other disciplines. Students will evaluate mathematical solutions for problems in daily life and in the greater society. Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Mathematics](#).



### **Courses Offered**

#### **Math 7<sup>th</sup> Grade**

Course emphasizes the study of general math topics: arithmetic using rational numbers, numeration systems and place value, basic geometry, basic statistics, and application of these skills to real world problems and situations. Topics in addition to these include area, perimeter, and volume of geometric figures, ratio and proportion, estimation, and formulas.

#### **Pre-Algebra**

Course emphasizes a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities. Course also covers: operations involving real numbers, evaluating rational algebraic expressions, graphing first degree equations and inequalities, translating word problems into equations, polynomial operations and factorization, and solving simple quadratics. Course reviews: arithmetic using rational numbers, basic geometry, and basic statistics.

#### **Algebra I**

Course includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Review topics: ratio and proportion, operations with sets, simplifying radical expressions, operations with exponents, and solution of simple linear equations. Enhancement topics: field properties and theorems, set theory, solving systems of linear equations and inequalities, and solving and graphing more complex quadratic equations.

#### **Geometry**

Course emphasizing an abstract, formal approach to the study of geometry, include topics such as properties of plane and solid figures; deductive methods of reasoning and use of

logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; rules of congruence, similarity, parallelism, and perpendicularity; and rules of angle measurement in triangles, including trigonometry, coordinate geometry, and transformational geometry. Review topics: basic measurement, perimeter, area, and volume, and inductive methods of reasoning. Enhancement topics: topology, locus, and non-Euclidean geometries.

### **Algebra II**

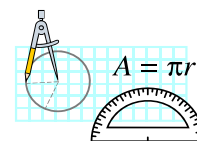
Course topics include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents. Review topics: operations involving real numbers, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, operations with and factoring of polynomials, and solving simple quadratics. Enhancement topics: the complex number system; polynomial, logarithmic, and exponential functions, relations, and their graphs; conic sections; elementary probability and statistics; matrices and determinants; sequences; and series.

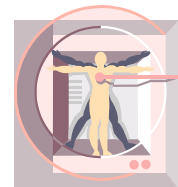
### **Pre-Calculus**

Course combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Review topics: structure of the real number system, solutions of linear and quadratic equations and systems of these equations. Enhancement topics: elementary probability and statistics, derivatives, and integrals.

## **Science**

Students will understand science concepts of order and organization, use evidence, models, and explanations to explore the physical world, use form and function to organize and understand the physical world, understand the physical world through the concepts of change, equilibrium, and measurement, understand the physical world through the concepts of change, equilibrium, and measurement, and acquire the ability to do scientific inquiry. Students will know and understand the properties of matter, fields, forces, and motion, energy and the transformation of energy, characteristics that are the basis for classifying organisms, understand the synergy among organisms and the environments of organism, earth science, cosmology, know and understand the differences between the interactions of science and technology, know and understand the differences between the science and technology in society and understand the relationship between natural hazards and environmental risks for organisms. Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Science](#).





## **Courses Offered**

### **Earth Science 7<sup>th</sup> Grade**

Course offers insight into the environment on earth and the earth's environment in space. While teaching the concepts and principles essential to an understanding of the dynamics and history of the earth, the following topics may be explored: oceanography, geology, astronomy, meteorology, and geography.

### **Life Science 8<sup>th</sup> Grade**

Course introduces students to basic ideas in biology, using hands-on and inquiry-based approaches. Topic presented may include the characteristics that are the basis for classifying organisms, the synergy among organisms and the environments of organisms, and health.

### **Physical Science**

Course involves the study of the structures and states of matter. Typically (but not always) an introductory survey course, topics covered may include forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions, and earth science.

### **Biology**

Course is designed to provide information regarding the fundamental concepts of life and life processes. Topics covered include (but are not restricted to) cell structure and function, general plant and animal physiology, genetics, and taxonomy.

### **Chemistry I**

Course involves the composition, properties, and reactions of substances. The behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure are typical concepts explored in Chemistry—First-Year courses. Chemical formulas and equations and nuclear reactions are also studied.

### **Chemistry II**

Course usually taken after Chemistry—First-Year courses, Chemistry—Advanced Studies courses cover chemical properties and interactions in more detail. This class is often offered as a college-level course, advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry.

### **Physics**

Course involves the study of the forces and laws of nature affecting matter: equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, magnetic, and electric phenomenon.



## **Social Studies**

The study of Social Studies (history, geography, economics and government/civics) should provide learning opportunities that build upon significant concepts and skills over time. An effective curriculum emphasizes content from the humanities and social sciences, as well as recognizing each person as an individual, encouraging respect for the human and civil rights of all people and also emphasizes student's shared heritage. Social studies provides a setting and a frame of reference from which current events and public policy issues directly impact student interest and commitment to the study of social studies content.

Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Social Studies](#).

### **Courses Offered**

#### **New Mexico History 7<sup>th</sup> Grade**

Course examines the pre-history, history, politics, geography, economics, society, and cultures within New Mexico. The 7th Grade Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

#### **American History 8<sup>th</sup> Grade**

Course provides an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. Political, military, scientific, and social developments are typically included in the historical overview. Course content may or may not include a history of the North American peoples prior to European settlement.

#### **Government/Civics**

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

#### **World History**

Course covers the major eras and important turning points in world history from the Age of Enlightenment to the present. Included within this course is world geography to support geographical concepts as they relate to the understanding of the changes throughout the world.

#### **Economics**

Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

#### **U.S. History**

Course examines the history and impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the United States.

### **World Geography**

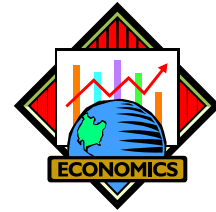
Course provides an overview of world geography, but may vary widely in topic coverage. Possible topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

### **AP U.S. History**

Course prepares students for the AP exam in U.S. history and provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past. ***This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.***

### **Economics**

Course provides for an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.



### **Psychology**

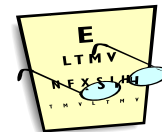
Course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

### **Sociology**

Course introduces students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships of individuals and groups in society.

### **New Mexico History (High School)**

This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas.



### **Health Education**

Students will comprehend concepts related to health promotion and disease prevention, demonstrate the ability to access valid health information and health-promoting products and services, demonstrate the ability to practice health-enhancing behaviors and reduce health risks, analyze the influence of culture, media, technology, and other factors on health, use interpersonal communication skills to enhance health, goal-setting and decision-making skills to enhance health, and advocate for personal, family, peer, and community

health. Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Health Education](#).

## **Courses Offered**

### **Health Education**

Course covers not only personal health topics (nutrition, stress management, abuse prevention, disease prevention, first aid, and so on), but also more general health issues. These additional topics may include (among others) available community resources, fundamentals of the nation's health care system, contemporary world health issues, and career options within the health field.

## **Physical Education**

Students will demonstrate competency in many movement forms and proficiency in a few movement forms. Students will apply movement concepts and principles to the learning and development of motor skills, exhibit knowledge and ability to participate in a physically active lifestyle, achieve and maintain a health-enhancing level of physical fitness, demonstrate responsible personal and social behavior in physical activity settings. Students will demonstrate understanding and respect for differences among people in physical activity settings. Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interchange. Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Physical Education](#).

## **Courses Offered**

### **Life Time Fitness**

Course provides instruction and development of skills in physical fitness. Activities include weight training, aerobics, individual and team sports.

### **Physical Education (9<sup>th</sup> – 12<sup>th</sup> Grade)**

Course provides instruction and development of skills in human movement, physical activities, and physical fitness. This course includes all of the physical education content standards with 12th grade benchmarks and may be taken to meet the high school graduation requirement.

### **Individual/Dual Sports**

Course provides instruction and skill development in selected individual/dual sports.

### **Team Sports**

Course provides instruction and skill development in selected team sports.



## Career Readiness

Students will identify their career interests and aptitudes to develop an educational plan which supports personal career goals. Students will utilize and manage resources effectively to produce quality services and products. Students will demonstrate the technological knowledge and skills required for future careers. Students will develop and demonstrate responsible and ethical workplace behaviors. Students will develop effective leadership, interpersonal, and team skills. Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Career Readiness](#).



## Courses Offered

### Career Skills

This course discusses the difference between successful communication and unproductive communication. Students learn to make appropriate and effective communication choices in a wide variety of professional and social contexts. During the course, students progress from understanding the basics of communication, to developing effective communication styles and techniques for different situations. Finally, they are able to produce expert presentations. The course emphasizes writing, speaking, and developing skills that will afford students success throughout school and post-high school years.

### Computer Applications

Designed for students with an interest in exploring the uses of the personal computer. Computer Applications provides experience in the proper use of previously written software packages. A wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. Electronic mail and desktop publishing may also be included. Exercises and problems may be from any field, or may be defined by the student(s).

### Financial Literacy

Course reinforces general math skills for students who have previously attained them, may extend the general math skills to cover additional math concepts, and use these skills in a variety of consumer applications. In addition this course applies skills to consumer problems and situations. Applications may include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment. Enhancement topics: ratio and proportion, further statistical concepts (i.e., measures of central tendency), and basic probability theory.

### Mentorship

Course will give students an opportunity to learn both basic knowledge and particular skills in career areas. Students will use their work experiences to lead to further understanding about the needs of employers, the requirements of different industries, and the skills required to be a competent employee. The course will explore job search techniques, attitudes and job success, working as a member of a team, the impact of technology and other aspects of jobs and industries.

### **Work Study I & II**

Course work experience is gained within the business field. The student, teacher, and employer will set goals cooperatively: classroom attendance, related training experience, and related course work are an integral part of the Business – OJT Experience. Course may also include work-study, internships, school based enterprises, service learning, mentor programs, or job shadowing experiences. Goals are set for the employment period and related classroom experiences will align with occupational training in the field. Improvement of employability skills and discussion regarding the experiences and problems encountered on the job will also be included in classroom activity.

### **Modern, Classical, and Native Languages**

By speaking, writing, and/or signing, etc., students will express themselves in a culturally appropriate manner for many purposes. By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics. Students will understand the relationship between language and culture. Students will develop an understanding of other cultures, including such elements as: their value systems, languages, traditions, and individual perspectives. Students will understand how languages work. Students will use the languages studied to reinforce and expand knowledge of other disciplines. Students will use the languages studied for personal enjoyment, personal enrichment, and employability. Students will meet or exceed the [New Mexico Content Standards and Benchmarks for Modern, Classical, and Native Languages](#).

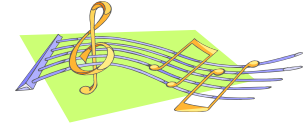
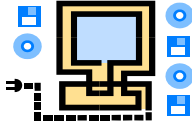
### **Courses Offered**

#### **Spanish I**

Course introduces students to the basic skills – listening, speaking, reading, and writing and to the basic structures of Spanish taught within the cultural context. Emphasis will be placed on oral and written communication skills. Students are made aware of the importance of Spanish in their world.

#### **Spanish II**

Course continues to develop communicative skills. There is wider use of Spanish not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of Spanish speaking countries is enhanced.



## Electives

This subject area encompasses courses that do not concern a particular subject field or discipline; included within it are courses that provide general test preparation, study skills, and special assistance; opportunities for peer tutoring, community service, and internships; and exposure to leadership and school governance.

### Courses Offered

#### Intro to Art

Course introduces students to a variety of tools, materials, skills and techniques through the elements and principals of design. Students learn to critique their work and the work of others.

#### Community Service

Course provides students with the opportunity to receive school credit for volunteering their time, energy, and talents in a community service organization and public schools. The courses are usually (but not always) conducted with a seminar component, so that students' volunteer experiences can be used as learning experiences in problem solving, decision-making, and effective communication.

#### ROTC

Course introduces students to the purposes and objectives of the Reserve Officer Training Corps program. As part of that introduction, course topics may include a brief history of the military branches in the United States and the basics of military drill, ceremony, and rank structure.

#### Teacher Aide

Course provides students with the opportunity to assist teachers with classroom duties.

#### Yearbook

Course is responsible for creating, designing, marketing, producing and selling the school yearbook. Techniques in modular layout design, interviewing, writing copy and headlines, editing, advertising sales and design marketing, and business procedures are stressed. All students will be expected to complete assignments on the computer. Meeting regular deadlines and peer cooperation are emphasized in producing the yearbook.

#### Drivers' Education

Course provides students with the knowledge and experience to become safe drivers on America's roadways. Legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs) are all included as topics of this course. Experience in driving a vehicle is an essential component of this course; students usually receive their learner's permit and/or driver's license during or as a result of this course.

#### Independent Study Programs

This course is designed for a student who has indicated they can operate independently in a given area of study. The student meets with a cooperating teacher who would assist them

in developing legitimate goals and in designing an approved course of study. Eligibility is subject to approval of the teacher-advisor and the administration. Independent study forms must be completed, signed by the student, parent, teacher-advisor, and an administrator.

## **SMART LAB**

Through a program of integrated study of technology, SSLC's Technology Lab helps students acquire the skills and confidence needed to live and work in the technological environment of tomorrow. This program provides hands-on, laboratory-based experiences, using materials and equipment that make technology manageable. The student is continually challenged in the areas of GRAPHIC DESIGN, PUBLISHING, MULTIMEDIA, COMPUTER SIMULATIONS, CONTROL TECHNOLOGY, CIRCUITRY SCIENCE AND DATA ACQUISITION to discover the underlying principles of technology and apply them, through critical thinking, problem solving, and decision-making. Students learn to measure and calculate, to use tools and devices, and to fabricate. They operate and devise machines that run themselves. They learn to navigate through computer simulations, applications, and databases. They learn to use microprocessors to monitor and measure real-world phenomena and to control technological devices such as robots and machine tools. That means students learn the very techniques and processes that are rapidly reshaping our world and setting the stage for our future.

### **Smart Lab MS I & II**

Courses offer introduction into the use of computers in various fields. Students work in teams to research, design and construct a variety of projects. Project areas may include: visual imagery, graphic design, modeling, animation, robotics, engineering and energy conservation.

### **Smart Lab HS I – IV**

Courses offer a broad exploration of the use of computers in a variety of fields. Course content may have a considerable range, but typically includes the introduction of robotics and control systems, computer assisted design, computer aided manufacturing systems, and other computer technologies as they relate to industry applications. Students are provided with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Modeling, simulation, animation, and image retouching are possible course topics.

### **Video Production**

Course exposes students to the materials, processes, and artistic techniques involved in film or videotape. 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). As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. In order to develop each student's style and artistic eye, major filmmakers, cinematographers, and their films may also be studied.

### **Advanced Smart Lab HS I & II**

Courses offer an in-depth exploration of the use of computers in a particular field. Course content typically includes the concentrated study of robotics and control systems, computer assisted design, computer aided manufacturing systems, video production and other

computer technologies as they relate to industry applications. Students are provided with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Modeling, simulation, animation, and image retouching are possible course topics. Students work in teams to research, design and construct a solution to open-ended topical problems. Students must apply principles developed in Principles of Engineering, Digital Electronics, Introduction to Engineering Design, Robotics, and Film/Broadcasting Technologies.

## ***SPECIAL PROGRAMS***

### **Panasonic Research Mentorship**

Course prepares students to compete in the Panasonic Academic Challenge. Students will learn research methods and materials, critical thinking skills, working as a group toward one shared goal and practice the art of public speaking.

### **Student Government/Council**

The purpose of this course is to take action, with administrative approval, on matters of student interest, opinion and activities. It also coordinates and supports student activities. Promotes the general welfare and interests of the student body, and participates in community service programs. The Student Government class meets on a regularly scheduled day and attendance is required.

### **Youth & Government**

YMCA's Youth & Government provides teens across New Mexico with a unique opportunity to learn about their government and to gain invaluable insight into a wide range of issues affecting the state's diverse population. The program also helps them explore and develop the values they will carry with them throughout their lives:

- Awareness of political issues and social problems
- Exploration of various solutions to these issues and problems
- Effective leadership, communication, and team building skills
- Tolerance of different ethnic, social, economic, and religious backgrounds

### **Homeland Security Simulation**

The Homeland Security Simulation is a program conducted every year in conjunction with Sandia National Laboratories. The program is designed to assist students in developing their understanding of the basic principles of homeland security and emergency preparedness.

### **Adventures in Super-Computing Challenge**

Computer course designed for advanced math students. A yearlong science/math/engineering, or computer science project will be developed in FORTRAN that meets the criteria set by the New Mexico Supercomputer Challenge. Students will become familiar with using UNIX computers, learn how to sign on, get and receive mail, transfer information, utilize basic UNIX commands, how to use the FORTRAN, C and C++ compilers, how to access and utilize computer program libraries on UNIX computers. Students will learn how to set up their own home page and make a windows interface to get on-line.

## **Project “SOAR” Private Pilot Program**

This program will allow students the opportunity to earn their Private Pilot Certificate while enrolled at SSLC in the Student Opportunities through Aeronautics and Research (SOAR) program. Students will attend ground school classes, offered through CNM, in preparation for the FAA Airman Knowledge Test. They will receive their flight training and instruction at Double Eagle Airport through Bode Aviation. While participating in this program, students will choose various SMART Lab assignments and/or projects related to their aviation aspirations at SSLC. There will be optional field trips available that will expose future aviators to the various facets of the aviation industry. Students will attend regular program meetings where guest speakers will share their aviation experiences and guidance. We will also be exploring expanded opportunities within this program as the need arises.

### **Flight Ground School**

Course will teach principles of flight, flight operations, aviation weather, aircraft performance and navigation, as well as integrated pilot knowledge and skills. Mastery of these subjects will earn the students their instructor’s endorsement to take and pass the FAA Written Private Pilot Knowledge Examination. Students will enroll in CNM course AVIA 1492 – Private Pilot.

### **Flight Training**

Course will be a series of structured flight lessons with a certified flight instructor that will teach the students ground operations, flight maneuvers, airport operations, emergency landing procedures, ground reference maneuvers, performance takeoffs and landings, and special flight operations. These practical skills will prepare the students for their solo flight, cross-country flights, and their Private Pilot oral exam and check ride. The successful culmination of the above courses will result in the awarding of the student’s Private Pilot Certificate.

### **Instrument Flight Training**

Course introduces students to basic principles of aviation, meteorology, navigation, radio communications and Federal Aviation Regulations to prepare them for the FAA Instrument Pilot Rating written examination. This course meets the FAA requirements for Instrument Ground Instruction and introduces the student to the Commercial Pilot rating. Prerequisites for this course are successful completion of the Flight Ground School course and the Flight Training course culminating with attainment of a Private Pilot Certificate. Students will enroll in CNM course AVIA 1500 – Instrument Rating and Commercial Pilot I.

## ***OFF-CAMPUS OPPORTUNITIES***

### **Dual Enrollment**

In the fall, spring, and summer terms, qualified high school sophomores, juniors, and seniors may enroll in non-developmental credit courses at CNM, UNM, NM Tech, and Embry Riddle. Students enroll in non-degree status and earn college credit as well as credit toward

high school graduation. Students may declare a major after meeting with an advisor/counselor.

**Intramural Athletics**

This program is designed for students who participate in a school-sponsored team sport to learn the fundamental concepts and skills related to that sport. The program will focus on knowledge of rules, safety issues, proper technique, and performance skills. Students will compete in a charter school league that will field teams for girls and teams for boys.