

Home of the Warriors & Turtles

Educational Planning Guide

2014-

Baboquivari District Governing Board

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Baboquivari High School
Indian Oasis High School
2014-2015 Planning Guide

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BASIC REQUIREMENTS FOR BUSD GRADUATION AND ENTRANCE TO ARIZONA STATE UNIVERSITIES

Class of 2013 and beyond

English	4 Credits
Math	4 Credits
Science	3 Credits
Social Studies	3 Credits
Tohono O’odham History	.5 Credit
Native American Studies	.5 Credit
Physical Education	1 Credit
Driver’s Education	.5 Credit
Health	.5 Credit
CTE/Fine Arts	1Credit
Electives	4 Credits
TOTAL	22 Credits

GRADUATION

Arizona Standards will be measured by the AIMS assessment (Arizona’s Instrument for Measuring Standards) as mandated by the state. The class of 2015 and 2016 **must pass the AIMS test in Reading, Writing and Math to graduate from Baboquivari High School.**

The class of 2017 and beyond will take high school level English and mathematics End-of-Course assessments that will test their proficiency in these subjects. Only eligible students with significant cognitive disabilities will participate in other alternate achievement tests. The state has adopted the AZMerits exam.

*Early graduation requests must be submitted prior to the beginning of the semester in which the student is requesting graduation.



ISSUANCE OF DIPLOMAS

Students may receive diplomas as follows:

1. In May, students meeting graduation requirements will have diplomas with the month, day and the year printed.
2. Students meeting graduation requirements in June/July through completion of summer school will receive the diploma at the time of completion with the year printed on them.
3. Students meeting graduation requirements at the end of the first semester have the following options
 - a. Students who wish to graduate with the class in May and who also desire to participate in commencement exercises will receive a May diploma dated with the month, day and year. OR
 - b. Students wishing to graduate, but not participate in the commencement exercises, will receive a diploma printed for the year only.
4. The Valedictorian and Salutatorian of the graduating class must have enrolled at Baboquivari High School by October 1st of their senior year. In order to determine the Valedictorian and Salutatorian, the sixteen core academic courses will be used to calculate an academic grade point average. The Valedictorian and Salutatorian will be named following the 13½-week grading period of the student's eighth semester in high school.

SPECIAL NEEDS

An **Adaptive Education Program** is available, offering a range of courses developed to meet individual needs. The major goals include instructional independence, improved academic functioning, and development of appropriate pre-vocational skills. Students in this program must be referred, and then evaluated upon parental permission. Adaptive Education students are also accommodated in regular classes.

UNIVERSITY ADMISSION

Admission to **ASU (Arizona State of Arizona)** and **NAU (Northern Arizona University)** is based on the grade point average of the 16-unit Arizona Board of Regents **Competency Requirements**, not the entire curriculum. In order to meet the competency requirements, students must earn a cumulative 3.0 (on a 4.0 scale) in each subject area. A lower grade point average is equal to one deficiency. Deficiencies in both math and lab science are not allowed. If students need to fulfill one unit in one or two different subject areas (except math and science), coursework may be completed during the first year at the university or through summer school or a community college. The ACT or SAT examination is required for enrollment in all four-year state

universities. Certain colleges within the state universities may require additional courses for admission.

At the **University of Arizona** there are two types of admission:

Assured Admission – Students who rank in the top 25% of their class and have completed all 16 units of required coursework in English, Math, Science, Social Studies, Foreign Language, and Fine Arts will qualify for admission. Student must have a 3.00 grade point average (GPA) or higher in each subject area. Note: Assured admission is identical at all three Arizona universities.

Selective Admission – Students with a class rank below the top 25%, or if they have not fulfilled the 16 units of required coursework, will be considered for admission on a case-by-case basis. Factors such as GPA, ACT, and SAT test scores, advanced placement and honors courses will be considered. Other factors might include extracurricular activities, leadership personal characteristics and extenuating circumstances. Note: Selective admission may vary among the three Arizona universities.

Important: A good portion of students admitted to Arizona universities will qualify through Selective Admission. However, students should do their best to fulfill Assured Admission requirements.

SCHOLARSHIPS

Academics play an important part in receiving scholarships. Scholarships and waivers are awarded on the basis of an **Academic Index**. The index combines several indicators of academic preparation to create a score for each applicant: **academic grade point average**, number of **academic** units, highest test score (either SAT I or ACT), and number of **Advanced Placement, International Baccalaureate, Honors, or accelerated courses**. The academic index is also used to admit students to the UA's Honors Center. Course work is a very important factor in predicting a student's success in college, and students are encouraged to take the most challenging courses available, including those recommended by the Arizona Academic Scholars Program. The President's Award for Excellence (PAE) will be offered to students in the top 2% of the class. In addition, there are four categories of scholarships: Spirit of Discovery Award, Provost's Award, UA Achievement Award, and Tradition of Excellence Award. Participation in college preparatory summer programs at the University of Arizona, Tohono O'odham Community College and other colleges enhances preparation for college admission and scholarship eligibility. In addition to the academic index, only students who have completed applications for admission and have taken the SAT/ACT are considered for these scholarships. For early consideration, students must file their applications to the University by October 1st, and have test scores and competencies completed. May 1st is the deadline for the following fall admission.

Scholarships are offered through many organizations to Native Americans. The American Indian College Fund provides the Full Circle Scholarship as well as the Tribal Colleges and Universities Scholarship. Other scholarships include the American Indian Education Foundation Scholarship Program, the American Indian Graduate Center scholarship, the Arizona Indian Education Association Scholarship, the American Indian Education Foundation scholarship, the National Indian Education Association

scholarships, the Catching the Dream Scholarship, and the Daughters of the American Revolution's American Indian Scholarship. Native American scholarships also exist for specific occupations, such as the Indian Health Services Health Professionals Program, the American Indian Science and Engineering Society, the Native American Journalist Association Scholarship, and the Native American Finance Officers Association as well as other areas. The Tohono O'odham Community College offers scholarships through the American Indian College Fund. The University of Arizona offer scholarships to a select number of high school seniors. The Arizona Assurance Scholars Program offers scholarships for students whose family income is below \$42,400 and are eligible for the Federal Pell Grant and have an academic grade point average of at least 3.00.

FINANCIAL AID

Financial aid is available at all of our state post secondary institutions. All colleges provide assistance in the form of grants, loans, part-time jobs through the work-study program as well as specific scholarships. Students must file their FAFSA as well as their application for admission and all required supporting materials to most universities by March 1st. Students should be meeting with their counselors by the end first semester to start the paperwork. Financial aid is also available through the Tohono O'odham Nation Scholarship Fund. For all financial aid, all required paperwork is due four months before the start of the semester the student wishes to attend.

PROGRAM PLANNING

Guidance from counselors and teachers, who work with parents and community representatives, will aid students in discovering their strengths and interests from the time they begin to consider the possibilities of a high school program. A planned sequence of career development experiences assists students in making career and educational decisions. Courses are available to explore and develop their interests as they progress through the secondary school. Many students are able to earn academic and career & technical college credits while in high school because they have found their own appropriate route early in their secondary education.

It is important that each student develop a five-year career pathway program that also includes the year immediately following high school completion. High school counselors are available to assist students and parents in planning and/or evaluating a program. Planning assures the student of meeting all the requirements for graduation as well as completing courses needed to fulfill specific career objectives.

IMPORTANT NOTE: Students should be responsible for verifying with their counselors that all graduation requirements are being met as they progress through their career pathway program.

Summer Programs

Students will have the opportunity to be involved in summer programs throughout their high school tenure. Some of these programs may include but are not limited to: The Laurel Clark Earth Camp; The Governor's Youth Commission; The Nizhoni Academy at NAU; The Four Corners Upward Bound Math and Science Program at NAU; and

Summer of Excellence at the UA. Interested applicants can find more information through the counseling department.

AVID



AVID targets students in the academic middle, students earning B, C, and D students, — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing a rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track using acceleration rather than remediation.

Not only are students enrolled in our school's toughest classes, such as honors and Advanced Placement, but also in the AVID elective class. For one period a day, students learn organization and study skills, work on critical thinking and how to ask probing questions, how to get academic help from peers and college tutors, and will participate in enrichment and motivational activities that make college seem attainable. Their self-images improve and they become academically successful leaders and role models for other students.

Academic Course Offerings:

English:	Math:	Science:
Honors Freshman	Honors Algebra	Honors Biology
Honors Sophomore	Honors Geometry	Env. Science
Honors Junior	TOCC 122/151	Anatomy/Physiology
AP Lit (11 th)	Algebra 2	Chemistry
TOCC WRT 100/101/102		
Social Studies:	Electives:	
Honors World Cultures	Honors World Cultures	
Honors World History		
Honors American Gov.		

CLASS STANDING

Beginning with the class of 2011 students will have their class standing determined as follows:

Freshman	=	fewer than 5 credits
Sophomore	=	5 or more but fewer than 11 credits
Junior	=	11 or more but fewer than 16 credits
Senior	=	16 or more credits

Credits are earned for successful completion of courses taken. The amount of credit earned is determined as follows:

- 1.0 credit is earned for a full year course (36 weeks).
- .5 credit is earned for a one semester course (18 weeks).

ARIZONA EDUCATION AND CAREER ACTION PLAN (ECAP)

Students will participate in a variety of lessons to help them identify their personal strengths and goals, as well as working towards and completing their Arizona Education and Career Action Plan (ECAP). Each student's plan will address four areas:

1. Academic Goals that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement?
2. Career Goals that include identifying career plans, options, interests and skills; exploring entry level opportunities; and evaluating educational requirements
3. Current and post-secondary Education Goals that include identifying progress toward meeting graduation requirements and admission requirements, completing application forms and creating financial assistance plans.
4. Extracurricular Activity Goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities.

The ECAPS have the potential to assist in providing a rigorous and rich personalized education and career plan for all high school students.

SCHEDULE CHANGES:

Students should consider their course options very carefully when they register. The entire school schedule for the following year is constructed based on their choices. Accordingly, schedule changes after the school year has begun are strongly discouraged. **Valid reasons for schedule changes are as follows:**

- Graduation requirements
- Failure of prerequisite course
- Health reasons (doctor's verification required)
- Completion of a course during preceding year in summer school/correspondence

- Course conflicts appearing on computer schedules
- Special circumstances as determined by the teacher and administrator

Students have ten (10) days after the beginning of the semester to change their schedule. Late schedule changes may result in loss of credit. Change of mind is not an acceptable reason to request or expect a schedule change.

GRADING SYSTEM

Grades are interpreted as follows:

A	90-100%	Excellent-Exceeds Standards	P	Passing
B	80- 89%	Good-Meets Standards	F	Failing
C	70- 79%	Satisfactory-Approaches Standards		
D	60- 69%	Unsatisfactory- Falls Below Standards		
F	0-59%	Failing- Falls Far Below Standards		
NG	No Grade—No Credit			
IP	IN PROGRESS*			

***A student who receives an incomplete is required to remove the deficiency within two weeks after the end of the grading period or the grade is recorded as a failure.**

Grade Point Averages are calculated based on a 4.0 scale. **Exceptions:** Advanced Placement courses use a weighted 5.0 scale. Honors classes and core area community college classes that are included in our dual enrollment catalogue use a weighted 4.5 scale.

Dual enrollment courses with the University of Arizona are weighted at 4.5

ABSENCES AND MAKE-UP WORK

Teachers will provide students' opportunities to make up required work missed due to an absence. Academic grades will not be awarded, raised, or lowered based on non-academic requirements or student behavior.

The following standards shall apply in the District for makeup work other than for absence due to pesticide application. Adjustments may be made when it is in the best interest of the student(s).

It will be the student's responsibility to ask for makeup work and to arrange for a time to make up tests when the student returns.

If the teacher is unable to supply the student with a makeup assignment, the student will not be held responsible for that make up assignment.

The student has the responsibility to work with the teacher to develop a plan for making up homework and tests.

If work is not turned in by the time the assignment is due, and the student fails to provide an acceptable explanation of the extenuating circumstances that would merit an

extension, the teacher may reduce the grade on the assignment or withhold credit on the assignment.

When a student has been absent for illness, ample time will be given for makeup work once the student returns to school.

In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox, measles, etc.), or when the parent notifies the office that the student will be absent more than one (1) week for other reasons (e.g., vacation), teachers may provide required assignments in advance or send assignments to the student.

GRADE REPORTS (REPORT CARDS)

Students receive four (4) grade reports throughout the school year. First and second quarter reports (first semester) and third and fourth quarter reports (second semester) are mailed home. In addition, mid-quarter progress reports are mailed home to assist parents in monitoring and encouraging students' progress.

IP-IN PROGRESS:

If students have not been enrolled for enough time to enable the teacher to make a determination of achievement levels, and the students are working hard to meet the standards and need more time or more opportunities to complete assignments and demonstrate what they know and are able to do, allowing for a more accurate determination of achievement levels, those students may be given an IP for a period not normally to extend beyond the semester.

REPEATING COURSES

Students may receive credit for a class only once. However, a student wishing to improve his/her GPA may repeat a class. The highest grade earned will be recorded for cumulative GPA purposes. **Although, both grades will appear on the transcript.** The exceptions to the rule for repeating classes are Newspaper and Yearbook Publications, Creative Writing, Weight Training, CTE and the performing arts. These classes may be repeated and credit awarded for each semester completed.

INFINITE CAMPUS PARENT LINK

Parents can view their child's grades on Infinite Campus by going to the Parent Connect Campus Portal listed on the district's webpage:

Instant access to accurate, current and confidential information about their student's school attendance, grades, class assignments and more are available. It is necessary to obtain an Activation Key in order to enter the portal. Contact the district's administrative offices for instructions on how to obtain an Activation Key.

CREDIT RECOVERY

In order to ensure the success of our seniors, a credit recovery program designed to assist students who must earn additional credits within the regular school day in order to meet their graduation goal. .

Students who are in need of credit recovery options must meet with their counselor to design an appropriate plan for their academic progress. Classes offered for credit

recovery include but are not limited to English, social studies, math, and science. In addition, opportunities for web based learning are available. Credit Recovery is available to all who **are behind** on credits and motivated to regain appropriate class standing.

ENGLISH

These courses will be the foundation for achievement in school and career endeavors. Employers as well as colleges and universities list skills learned in these classes as the most important factor in academic and workplace success. To complete graduation requirements, students must take an English course at each grade level.

ENGLISH 1-2

Grade: 9 (1 credit)

This ninth grade English course develops reading and writing skills. In particular, students will learn the elements of the short story along with entry-level essay writing techniques. Students will develop their listening, speaking, and reading skills through literature. In addition, students will learn various techniques and strategies designed to improve their reading abilities and in preparation of the AZ Merits reading and writing assessments.

HONORS ENGLISH 1-2

Grade: 9 (1 credit)

Prerequisite: Teacher Recommendation; 8th grade AIMS reading and writing assessments results; Benchmark Assessments

This enhancement course includes mastery of basic skills as described in English 1-2, additional in-class reading and writing. Development of critical thinking skills is expected. Students will also prepare for the AIMS reading and writing assessments. The grade earned in an honors class is weighted.

ENGLISH 3-4

Grade: 10 (1 credit)

Prerequisite: English 1-2

This tenth grade English course emphasizes critical reading, writing, speaking, listening and thinking skills to provide a solid foundation in English skills and in preparation for the AZ Merits reading and writing assessments. In particular, students will focus on vocabulary development and reading comprehension strategies through the elements of the novel and basic writing techniques for literary, functional and persuasive texts.

HONORS ENGLISH 3-4

Grade: 10 (1 credit)

Prerequisite: Honors English 1-2, English 1-2 with exemplary performance and attendance, English 1-2 Teacher Recommendation

This enrichment class surveys short stories, essays, drama and novels. Writing skills are refined: review basic sentence structures, paragraph development and essay writing. AZ Merits reading and writing assessments skills are embedded in the context of the reading and writing assignments. Research papers and persuasive essays are required. The grade earned in an honors class is weighted.

ENGLISH 5-6

Grade: 11 (1 credit)

This eleventh grade English course explores the genres and eras of American literature by reading and analyzing personal experience narratives, essays, historical accounts, speeches and fiction. Writing skills will be refined through persuasive essays, narratives, and literary analyses. Composition lessons shall focus on organization, word choice, the research process including MLA format and documentation. Oral presentations and speeches which will further develop speaking and listening skills.

ENGLISH 7-8

GRADE: 12 (1 CREDIT)

Senior English is a year-long course that integrates writing for a variety of purposes and audiences with literature study. Writing includes a focus on “real world” skills, including expository, communication, research and analysis modes. Universal themes in literature are explored in a variety of fiction, non-fiction, poetry and drama selections. Readings from a broad variety of authors (western civilization, world and English literature, multicultural literature, mythology, science fiction and fantasy literature) is surveyed.

SFA

Grades: 9, 10, 11, 12 (1 credit)

SFA (Success for All) Reading Edge course provides reading intervention for those high school students not reading on grade level. Students are tested prior to class placement and are placed in the class that is appropriate to their reading level. The four core reading strategies that are covered under the Reading Edge program are: clarifying, questioning, predicting, and summarizing. In addition, students work to improve their vocabulary and writing skills. This is a year-long course that is required for all freshman, sophomores, and juniors for which students earn elective credit.

CULTURAL LITERACY

Grades: 9, 10, 11, 12 (1 credit)

The Cultural Literacy course is an exploration into the history of diverse cultures of the world, which students then relate to their own culture. Students utilize critical thinking and collaboration in combination with reading and writing strategies as they explore through literature, research, art, and historical artifacts, the deep commonalities that run through all cultures. Once they identify these common experiences and needs, they examine their Him'dag with those themes in mind.

**The following three classes are offered for concurrent enrollment
with Tohono O’odham Community College:**

TOCC WRITING 100

Grades: 11-12

Prerequisite: Students must test into the course by meeting a minimum score on the Tohono O’odham Community College Assessment tests for reading, writing and mathematics.

This course will focus on review of sentence structure, mechanics and usage. It includes review of the writing process, designing and writing effective paragraphs and writing longer papers. Upon completion the student will earn one half high school English credit and one semester of college elective credit.

TOCC WRITING 101

Grades: 12

Prerequisite: Students must test into the course by meeting a minimum score on the Tohono O'odham Community College Assessment tests for reading, writing and mathematics.

This course will focus on the principles and practices of writing. It includes college-level essays, review of basic writing skills and written works. It also includes descriptive, expository and persuasive writing. Upon completion the student will earn one half high school English credit and one semester of college English credit.

TOCC WRITING 102

Grades: 12

Prerequisite: WRT 101

This course is a continuation of WRT 101. It includes reading, analyzing, and discussing various types of text; writing analytical or critical papers; and developing research skills. Also includes writing a research paper. . Read, comprehend, and analyze a variety of texts. Write critically about text. Research primary and secondary sources and write a paper using the techniques of quotation, paraphrase, summary, and documentation.

MATHEMATICS

ALGEBRA I

Grade: 9 (1 credit)

This course teaches the basic fundamentals of algebra: simplifying expressions, solving linear equations, factoring, solving systems of linear equations and simplifying radicals.

HONORS ALGEBRA I

Grades: 9 (1 credit)

This is an accelerated course that teaches the basic fundamentals of algebra: simplifying expressions, solving linear equations, factoring, solving systems of linear equations and simplifying radicals.

GEOMETRY

Grade: 10 (1 credit)

This is a college prep course that covers traditional Euclidean Geometry. Topics include proof, congruence, similarity, circles, plane and solid geometry and coordinate geometry. Basic elements of algebra are also reviewed.

HONORS GEOMETRY

Grades: 10, 11, 12 (1 credit)

This is an accelerated college prep course that covers traditional Euclidean Geometry. Topics include proof, congruence, similarity, circles, plane and solid geometry, coordinate geometry and some basic trigonometry. Algebra skills are applied and reviewed throughout the year.

INTERMEDIATE ALGEBRA

Grades: 10, 11, 12 (1 credit)

This course is designed to provide students with a foundation of entry level algebraic applications. The course is a bridge between Algebra I and Algebra II for students who need further development in the concepts of critical algebra skills necessary for success in applying mathematical ideas. This course counts as a math requirement for graduation, but does not meet the upper level math requirement for state universities. Not available to students who have passed Algebra II or higher level math courses.

ALGEBRA II

Grades: 10, 11, 12 (1 credit)

This class provides an in-depth review of the concepts introduced in Algebra I and introduces new topics including polynomials, exponents, logarithms, and trigonometry.

HONORS PRECALCULUS

Grades: 11, 12 (1 credit)

This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.

MATH LITERACY

Grades: 9, 10, 11, 12 (1 credit)

Math Literacy is a class designed to provide students a review of the fundamentals of mathematics. This course will be offered to those who have not passed the AIMS test and those who want extra time to work on math. Topics will include number sense, data analysis and algebra. Instruction will be primarily on the computer using the ALEKS math program.

**The following two classes are offered for concurrent enrollment
with Tohono O’odham Community College:**

TOCC MAT 122 Intermediate Algebra

Grade: 11, 12 (1 credit)

This class provides an in-depth review of the concepts introduced in Algebra I and introduces new topics including polynomials, exponents, logarithms, and trigonometry. Students enrolled in this course must pass the Compass exam at TOCC. At the completion of the course, college credit will be awarded. Dual enrollment 3 credit hours.

TOCC MAT 151 College Algebra

Grade: 12 (1 credit)

Introduction to college-level algebra. Includes equations, functions, systems of equations, exponential and logarithmic functions, graphing of higher order polynomial and rational functions, sequences and series, and calculator use. Students enrolled in this course must pass the Compass exam at TOCC. At the completion of the course, college credit will be awarded. Dual enrollment 3 credit hours.

SCIENCE

BIOLOGY

Grades: 9, 10, 11, 12 (1credit)

This course is designed to meet the State of Arizona Science Standards for life science. The focus is on living organisms and their relationships to the larger environment. Beginning at the molecular level, students study organic compounds. Emphasis is placed on cellular structures and functions, which provide the basis for learning principles of genetics. An exploration of evolutionary concepts provides students with an understanding of how organisms are interrelated and how biodiversity arises. The course wraps up with species interactions and the flow of energy through the biosphere.

HONORS BIOLOGY

Grades: 9, 10, 11 (1credit)

Prerequisites: 8th grade teacher recommendation, benchmark scores, and student/teacher/parent contract. Students may pre-register in the course, but final placement determination will be based on benchmark scores and a written commitment from student and parent to ensure the support and dedication necessary to be successful in this challenging class.

This is a college-preparatory course offered to students who would like to explore, in a more in-depth manner, concepts central to biology. Opportunities to design and carry out laboratory work related to the field of biology will be available. Because chemistry and genetics are such integral parts of biology, these two areas will be emphasized. A significant amount of work will be required for students who choose to take Honors Biology, as should be expected from a higher level class.

CHEMISTRY

Grades: 10, 11, 12 (1credit)

Prerequisites: Algebra I and Biology

This course is designed to meet the State of Arizona Science Standards for physical science. This is a classic chemistry course which provides a survey of how matter and energy interact in the larger world and at the atomic level. Beginning at the atomic level, students explore physical and chemical properties of matter and perform labs to demonstrate such principles as density, equilibrium, reduction/oxidation, and acid/base interactions. Mathematical practice is incorporated throughout the course, so students can become more familiar with how mathematical models describe physical phenomena.

ANATOMY/PHYSIOLOGY

Grades: 11, 12 (1credit)

Prerequisites: Biology and Chemistry

This class is designed to prepare students for careers in the medical field, which is intensely competitive. We will cover major body systems and explore the role of chemistry as it relates to body structure and function. By the time you finish this course, you will have gained a working knowledge of the human body, and will enter your college courses with confidence.

*****ALL STUDENTS AND PARENTS/GUARDIANS ARE REQUIRED TO SIGN A SAFETY CONTRACT BECAUSE WE WILL BE WORKING WITH POTENTIALLY DANGEROUS SUBSTANCES, AS WELL AS HEAT SOURCES AND GLASSWARE.**

SCIENCE IN ENVIRONMENT: AGRISCIENCE

Grades: 9 (1credit)

This is the first course in the Agricultural Business Management: Plant Systems program. Students will learn about science as related to animals and plants through hands-on activities here at school. We will study plant and animal growth and production, laboratory and safety procedures, food safety and environmental protection, interaction of biological systems within the environment, leadership development, and group dynamics. In addition, students will learn agricultural woodworking techniques and tractor driving skills, as well as leadership development and group dynamics. All students will have the opportunity to participate in leadership development activities and trips.

APPLIED BIOLOGICAL SYSTEMS

Grades: 10, 11 (1credit)

Prerequisites: Science in Environment: Agriscience or Instructor Approval

This course is the second in the Agricultural Business Management: Plant Systems program. This course covers science as related to animals and plants through real-life applications of the subject matter. Students will learn specific competencies in animal and plant production and management, such as Livestock Feeding and Plant Production practices, through hands-on activities on the Land-Livestock Laboratory. All students will have the opportunity to participate in leadership development activities and trips.

AGRICULTURAL SCIENCE I

Grades: 11, 12 (1credit)

Prerequisites: Applied Biological Systems or Instructor Approval

These courses cover advanced agricultural subjects, such as Range Management, Surveying, Machinery Maintenance, Livestock Production Management, and Marketing. Students will care for and manage livestock and crop enterprises on the school Land-Livestock Laboratory. All students will have the opportunity to participate in leadership development activities and trips.

AGRICULTURAL SCIENCE II

Grades: 11, 12 (1 credit)

Prerequisites: Agricultural Science I or Instructor Approval

Students will complete their Agriculture Science and Technology competency attainment on an individualized basis. All students will have the opportunity to participate in leadership development activities and trips.

SOCIAL STUDIES

High school classes in social studies will provide opportunities for students to explore and appreciate their own and other cultures and to understand the past, its impact on the present and its likely effect on the future. Through these courses, as they acquire and apply decision-making skills, students will lay the foundation for productive

citizenship in a democratic, diverse, and dynamic society. High school graduation requirements include three units in social studies.

WORLD HISTORY AND GEOGRAPHY

Grade: 10 (1 credit)

In this survey course students will explore countries and cultures past and present, discovering their own relationship to the world around them.

UNITED STATES HISTORY

Grade: 11 (1 credit)

This survey of political, economic, and social development in the United States stresses the major American institutions, their origins, and their significance. Students become familiar with historical materials and study some areas in depth. Students will analyze the development of the American West, specifically Arizona's history and government.

AMERICAN GOVERNMENT

(U.S. and ARIZONA CONSTITUTION)

Grade: 12 (.5 credit)

A survey course, the class deals with social, cultural, economic, and political issues in America today. Stress is placed on the Arizona and the United States Constitutions. Students develop critical thinking and problem solving skills as well as understanding the concept of democracy.

AMERICAN ECONOMIC INSTITUTIONS

Grade: 12 (.5 credit)

Students explore the economic system of the United States from basic theory to application. Emphasis is placed on the impact of economics upon the individual citizen making decisions on economic issues. This course looks at the foundations of basic economic concepts and decision making skills. This includes scarcity and different allocation of goods and services. Students look at the costs and benefits of economic choices, relating to individuals, markets and industries, and governmental policies.

TOHONO O'ODHAM HISTORY/ARIZONA HISTORY

Grades: 11, 12 (.5 credit)

This course will focus on Pre-Columbian Ancient Groups, Arizona Early Natives, Spanish, Mexican, and American Intruders. Describe the pre-historic cultures of the North American Continent and Southwest. Describe the cultural impact resulting from early European contact with the Tohono O'odham. This course will also focus on the Tohono O'odham Nation Constitution and its by-laws as well as tribal government structures. Students will be able to describe the nation's seal, flag and the images it represents. Also discussed are the eleven districts of the nation, the historical sites, history, district capitals, and their surrounding villages. Duties of tribal representatives will also be reviewed.

NATIVE AMERICAN STUDIES

Grades: 11, 12 (.5 credit)

Students explore the pre-historic cultures of the North, South, and Central American continents. Stress is placed on the impact resulting from early European contact with the early natives to present day.

CAREER AND TECHNICAL EDUCATION PROGRAMS (CTE/JTED)

The Arizona Model for Career and Technical Education began its New Delivery System during the 2007-2008 school years. Baboquivari's current programs are aligned with state assessed business and industry for new and or emerging programs. The CTE pathways will lead to postsecondary programs of study that will prepare SUSD students for high-skill jobs with high wages. The primary focus of CTE program offerings is to increase student exploration in Career and Technical Education, and to create a pipeline of students entering career pathways in emerging industries upon high school graduation.

Enrolling in CTE programs will help students:

- Attain Academic standards including reading, writing, math, and science which are embedded in CTE programs
- Industry-validated standards
- Complete technical assessment options identified for CTE programs
- Enroll in CTE programs with curricular flow articulation to postsecondary education

PIMA COUNTY JOINT TECHNOLOGICAL EDUCATION DISTRICT

The Pima County Joint Technological Education District will provide the delivery of premier, rigorous career and technology education programs for all eligible students. In conjunction with business and industry, these programs will be focused upon both the educational and employment needs of Pima County. Visit JTED Counselor in the Career Center for further information.

Easy Access...

**JTED
AHEAD**

to Tough Careers.

Finding a job can be difficult. Finding a meaningful career doesn't have to be. With JTED Career and Technical Education courses (CTE), it's easy to make the time you spend in high school work for you.

At some point in your life, you'll see someone getting paid to do a job that may be tough, but interests you. The good news is: JTED CTE courses can help you get onto a career path that will be fun, challenging, and rewarding.

Ask your counselor to help find the right CTE classes for you. While some programs such as, Fire Science, Cosmetology and Nursing Assistant Programs may not be on your campus, they are nearby. So, you can keep your friends and pursue your goals.

SPANISH I

Grades: 9, 10, 11, 12 (1 credit)

In this beginning Spanish course, students learn a basic, useful core vocabulary and language patterns. Emphasis is on developing speaking, listening, reading, and writing skills using this basic Spanish. Hispanic culture and geography of the Hispanic world are introduced.

SPANISH II

Grades: 10, 11, 12 (1 credit)

Prerequisites: Spanish I

Ability to speak and understand Spanish is increased while students improve reading and writing skills. Grammar essentials for practical use provide firm background for further study. The study of the Hispanic world is continued.

TOHONO O'ODHAM LANGUAGE AND CULTURE I

Grades: 9, 10, 11 (1 credit)

In this course students will be introduced to the official orthography (Alvarez) sounds and words both written and oral. Students will learn to write basic sentence structure and develop reading and comprehension skills in the O'odham language while learning about the Tohono O'odham history and traditions. Additionally, students will learn the art of making rattles and learn to sing traditional songs.

TOHONO O'ODHAM LANGUAGE AND CULTURE II

Grades: 10, 11, 12 (1 credit)

Prerequisite: TO Language I

This course is an extension of first semester. In this course students will deepen their knowledge of the Tohono O'odham language and culture. Students will gain the ability to expand their writing skills and converse in the language as well as write short stories. The traditional art of basket weaving will be introduced second semester.

ELECTIVE CREDIT OFFERINGS

Year 1:AUTO MAINTENANCE

Lecture/Standard Lab

Grades: 9, 10, 11, 12 (1 credit)

This course is a comprehensive study of today's automobiles and the various facets of automotive servicing and maintenance. In this course the students can expect to learn: shop safety, how to read vehicle identification number, and other fundamental automotive services such as; perform all under hood fluid checks, identify and explain various automotive systems along with associated parts, operate automotive tools and equipment, perform oil changes, change and repair a flat tire, and learn internal combustion engine theory and related math.

Year 2: BRAKES AND SUSPENSION

Grades: 10, 11, 12 (1 credit)

Prerequisites: Auto Maintenance

This course follows the Auto Maintenance course. In this course, students can expect to learn the basics of brake, power steering and Suspension and steering and tire service. topics covered during the school year are: the use precision measurement devices, use of the brake lathe, fastener identification and thread repair, identify brakes system components of both disc and drum systems, remove and replacement of components of both systems. Determine proper power steering fluid type; inspect fluid levels and condition; flush, fill, and bleed power steering system; identify and interpret suspension and steering system concerns; determine necessary action; inspect, remove, and replace shock absorbers; inspect, remove, and install strut cartridge or assembly, strut coil spring, insulators (silencers), and upper strut bearing mount; perform pre-alignment inspection and measure vehicle ride height; determine necessary action, inspect tires; identify abnormal tire wear patterns; determine necessary action; rotate tires according to manufacturer's recommendations; balance wheel and tire assembly inspect and replace wheel studs and lug nuts, inspect constant velocity (CV) joint boots

Year3: THEORY ENGINE AND REPAIR

Grades: 10, 11, 12 (1 credit)

Prerequisites: Brakes and Suspension

This is an extension of the Lecture/ Standard Lab course. In this course the students Identify sources of service information (electronic and paper), determine fluid type requirements and identify fluid, check and adjust differential/transfer case fluid level, Check and adjust transmission fluid level, Perform basic engine repair, and Use hand held scanner to diagnose vehicle drivability concerns. Inspect, replace, and adjust drive belts, tensioners, and pulleys; check pulley and belt alignment.

Inspect exhaust system components, demonstrate knowledge of four-cycle engine operation, remove and replace radiator; replace radiator hoses, Water pump removal and replacement.

Year 4: AUTO ELECTRONICS

Grades: 10, 11, 12 (1 credit)

Prerequisites: Engine and Repair

This course covers the basics of electrical theory. Students will learn to repair connectors and terminal ends; perform solder repair of electrical wiring; demonstrate knowledge of the operation of series, parallel and series-parallel circuits using principles of electricity (Ohm's Law); demonstrate the proper use of a digital multi-meter (DMM) during diagnosis of electrical circuit problems, including source voltage, voltage drop, current flow and resistance; demonstrate knowledge of the causes and effects of shorts, grounds, opens, and resistance problems in electrical/electronic circuits; inspect and test switches, connectors, relays, and wires of electrical/electronic circuits; use wiring diagrams during diagnosis of electrical circuit problems; perform battery state-of-charge test; determine necessary action. Use hand held scanner to diagnose vehicle concerns.

MARKETING

Grades: 9,10,11,12 (1 credit)

The Marketing program exposes students to skills and processes that are used in sells to promote products and potential employees. Students will complete a career planning plan by completing a self-assessment of aptitudes and interests. Students will develop effective communication skills. The main goal of the course is for students to investigate and demonstrate retail sales techniques, analyze factors that influence consumer behavior and to develop and implement a marketing plan. Students look at

how businesses analyze pricing strategies and price products in the markets, as well as how consumers can influence pricing. Students look at personal finance including searching for housing that is affordable to their income and choice of career. Advertising, public relations, and visual merchandising strategies are also investigated.

STUDENT GOVERNMENT

Grades: 9, 10, 11, 12 (1 credit)

Prerequisite: Election or selection to student government office

This is a practical workshop in student government. The course will provide the student with an atmosphere conducive to the development of skills and attitudes necessary for effective democratic leadership. The students will provide practical applications in planning, management, and production of student centered activities that will be conducted throughout the school year.

YEARBOOK

Grades: 9, 10, 11, 12 (1 credit)

Students enrolled in the yearbook publication course must be self-motivated individuals who maintain good grades and excellent attendance. Students will be required to design layouts, shoot photos, conduct interviews and write copy. Yearbook sales and promotions are also required. Computer experience is helpful. Participation beyond class time is required. Homework assignments will include interviewing, attending athletic and extracurricular activities, and writing.

FINE ARTS

Arts education cultivates the whole person. These high school courses in fine arts enable students to build visual/spatial literacy while developing curiosity, intuition, reasoning, dexterity, perception and the creative skills needed to succeed in a complex and competitive society. As students produce their own unique forms of expression and communication they also gain understanding of past and present human experiences and come to respect the uniqueness of others' expressions. **One unit of fine arts credit is required for admission to Arizona universities and many out of state universities.**

BEGINNING ART I & II

Grades: 9, 10, 11, 12 (1 credit)

The course will cover the Arizona State Standards for the Visual Arts Strands; Create, Relate, and Evaluate. In each strand there are five concepts: Concept 1: Creative Process, Artworlds, Art Issues & Values; Concept 2: Materials, Tools, Techniques; Concept 3: Elements and Principles of Art; Concept 4: Meaning and Purposes; Concept 5: Quality. Additionally, this course will also cover the **Tohono O'odham Education Standard A.9.3 – Fine Arts Curriculum**: Based on the Tohono O'odham Himgdag include understanding, appreciating, and respecting traditional and contemporary various Tohono O'odham arts and crafts as well as pottery, basketry, weaving, and drawing.

BEGINNING BAND

Grades: 9, 10, 11, 12 (1 credit)

This semester course is an introduction to playing instruments. All students will learn to read rhythms and notes on the musical staff. Students will work in small groups to select and prepare songs for public performance. Possible instruments include flute, clarinet, saxophone, trumpet, trombone, baritone, guitar, drums, accordion, and piano. Instruments will be provided for students at no charge.

ADVANCED BAND

Grades: 9, 10, 11, 12 (1 credit)

Prerequisite: One semester or more of music instruction on a musical instrument

Students will work as a group to prepare music for performance at evening and daytime concerts, assemblies, sporting events, and other events outside the school. Songs for performance will include all music types, including rock and waila. All students will continue to improve their music reading and performance, with an emphasis on major scales and progressive rhythm instruction. Instruments will be provided for students at no charge.

PHYSICAL EDUCATION

Classes in Physical Education help students develop personal fitness skills and wellness habits to last a lifetime. One credit in Beginning Physical Education and one half credit in Health are required for high school graduation.

HEALTH

Grades: 9, 10, 11, 12 (.5 credit)

This course provides current and accurate information about nutrition, mental health, substance abuse, human development/sexuality, disease, and related topics. The physical, emotional, mental, and social aspects of health are integrated throughout the curriculum in order to assist students in making decisions that lead to a positive, healthy lifestyle.

TEAM SPORTS

Grades: 9, 10, 11, 12 (1 credit)

This course is designed for the student who wants to improve his/her skill and team strategies involved in basketball, volleyball, flag football, and other team sports. Emphasis will be placed on teamwork and conditioning as well as skills development. Team sports are a fun and great way to improve agility, coordination, and fitness.

WEIGHT TRAINING

Grades: 9, 10, 11, 12 (1 credit)

This course focuses on strengthening and conditioning both upper and lower body muscle groups. Use of dumbbells, barbells, Mechanical System Equipment will be alternated with aerobic activities.

FITNESS

Grades: 9,10,11,12 (1 credit)

The purpose of this course is to motivate students to achieve lifetime personal fitness with an emphasis on walking, aerobics and goal setting.

DRIVERS EDUCATION

Grades: 9, 10, 11, 12 (.5 credit)

Understand the importance of a mature, responsible driving attitude. Become 100% safety belt users understand the dangers and costs of impaired driving. Begin learning basic driving skills .Learn and obey the rules of the road. Prepare to pass the state written driver license exam and the state road test. Driver Education is merely a *“beginning”* for students. While we cannot provide them with every driving experience and all-encompassing driving wisdom, we do believe that focusing on basic fundamentals of attitude and skill can help a driver education student begin to develop safe and sound driving habits that become lifetime skills