

2015 2016

Middle School Pre-Registration Handbook for Students and Parents



**Chaparral Middle School
Gadsden Middle School
Santa Teresa Middle School**

Board Approved 2-12-15

REVISED: 7-24-15

**GADSDEN INDEPENDENT SCHOOL DISTRICT
PRE-REGISTRATION INFORMATION**

Dear Parents,

We encourage you to review this handbook, along with A Guide to Career Clusters and Pathways, and course descriptions with your son/daughter concerning the requirements and course offerings, and then assist your child in developing a schedule for next year.

Students who plan to enroll in the Gadsden Independent School District should check this handbook carefully before completing the pre-registration worksheet. This handbook contains information concerning registration and graduation requirements, and A Guide to Career Clusters and Pathways contains descriptions of each course and pathway taught in the high schools. Information regarding college requirements, college tests, financial aid, scholarships, and career objective plans may be acquired from your counselor.

Students should be very careful in their selection of courses. Choice of courses at this time will determine the master schedule to be devised for the next school year. Requests will determine what courses will be offered and the number of class sections for each course. Careful course selection helps the student obtain the courses wanted.

Parents are encouraged to use this pre-registration handbook and the Guide to discuss and assist your child in the selection of courses. Your involvement in this process of course selection will greatly aid your child in making appropriate choices for their academic program toward graduation. Please feel free to call the school if you desire further information.

Sincerely,

Efren Yturralde
Superintendent

Testing Calendar

Exact test dates are available in the Counseling Center.

PARCC	N/A (Performance Based Assessment)
	N/A (End of Year)
SBA	N/A (Spanish L/A and Science)
NMAPA (Science and Social Studies)	N/A
NCSC (Math and Reading)	N/A
ACCESS (ELL students only)	N/A
Alternative ACCESS (ELL students only w/severe cognitive disabilities)	N/A

Grading Policies

1. Grades will reflect academic performance skill levels and should be based upon mastery of the content area.
2. The weight of various assignments during the nine-week grading periods will be left to the discretion of the teacher. The weighing of assignments must be logical, fair, and described in the classroom procedures so that the students are aware of the systems being used.
3. The teacher will assess all students at least twice each week and record grades numerically. (Board Policy IKA-R, I-6711)
4. Each semester of the school year will have two nine-week periods.
5. Grades will be determined on the basis of possible points for the grading period. No curving of grades is allowed.
6. A percentage grade will be derived from the numerical grade and will be assigned a letter equivalent based upon the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

7. Grades will reflect academic performance skill levels. Grades will absolutely not be used as disciplinary censure.

The **Honor Roll** will be determined as follows:

“A” Honor Roll - To be on the “A” Honor roll, a student must receive **all A’s on the semester grading periods.**

“A” and “B” Honor Roll - To be on the “A” and “B” honor roll, a student must have **only A’s and B’s on the semester grading periods.**

Promotion and Retention

Gadsden Independent School District's policy, regulations, and forms for Promotion and Retention can be found at gisd.k12.nm.us. Insert Board Policy IKE-R, I-7211, Promotion and Retention of Students.

PROMOTION AND RETENTION OF STUDENTS

All Students grades kindergarten (K) through twelve (12) are expected to attain the *State Proficiency Levels of the State Content Standards and Benchmarks* to be promoted. Students who do not attain these levels will participate in the District's academic improvement and/or remediation programs.

The Student Assistance Team (SAT). The Campus SAT** will be responsible for referring students to these programs to avoid any child left behind (NCLB).

The District Programs. The academic improvement or remediation programs may include, interventions, summer school programs (extended weeks)*, and special daily courses in grades three (3) through twelve (12). (*To be promoted a student must pass all courses in summer school.)

Academic Improvement and Remediation Programs

Academic improvement programs, remediation programs, and promotion or retention will be based on achievement in the following:

- Statewide assessment results.
- Short Cycle Assessment and Curriculum-based measurement results.
- Student performance in school (grades).
 - In grades seven (7) through (8), a student must maintain an average of sixty (60) in three (3) of the core courses.
- Performance Standards of the State Content Standards and Benchmarks.

The academic improvement programs and remediation programs will provide special instructional assistance to students in grades one (1) through (8) who fails to attain the *State Proficiency Levels of Content Standards and Benchmarks* as determined by the statewide assessment results. These programs are incorporated into the school and District Educational Plan for Student Success (EPSS).

Assessment of Student Academic Gaps. The diagnosis of achievement gaps are identified by reading, writing, or mathematics performance assessment instruments and serve as criteria in assessing the need of students for an academic improvement program, a remediation program or retention.

Written Parent Notification. A parent or guardian will be notified no later than the end of the second grading period that the child is failing to attain appropriate grade level proficiency in content standards. (FORM 1)

A Parent-Teacher Conference. A conference consisting of the parent or guardian and the teacher will be held to discuss an academic improvement program or remediation program available to assist the student in attaining the required level of proficiency established by the required State Proficiency Levels of Content Standards and Benchmarks. (FORM 2)

- The student's specific academic deficiencies and improvement strategies will be explained to the student's parent or guardian.

The Student Academic Improvement Plan (AIP). A written plan will be developed for each student containing timelines, academic expectations and the measurements used to verify the academic deficiencies the student is expected to overcome. The student's academic deficiencies and improvement strategies will also be included in the plan. (FORM 3)

Promotion or Retention- Grades Kindergarten through Seven

In grades kindergarten (K) through seven (7) promotion and retention are based on student demonstration of progress toward proficiency of state and local standards in all subjects and the recommendations of the Student Assistance Team (SAT).

At the end of grades kindergarten (K) through seven (7) three (3) options are available, dependent of the student's attainment of the required *proficiency levels*. (FORM 5)

- The student attained the required *proficiency levels* and is promoted.
- The student did not attain the required proficiency level and will participate in an academic improvement program or remediation. Once the deficiencies are successfully overcome, that student will be promoted.
- The student did not attain the required proficiency level upon completion of the prescribed academic improvement program and with the recommendation of the certificated teacher and school principal shall either be:
 - Retained in the same grade for no more than one (1) school year with an academic improvement plan developed by the Student Assistance Team (SAT) in order to attain the Proficiency Level of Content Standards, at which time the student will be promoted; or
 - Promoted if the parent or guardian refuses to allow the student to be retained. In this case, the parent or guardian will sign a waiver indicating that the student will be promoted with an academic improvement plan designed to address the specific academic deficiencies.
 - Student failing to attain the proficiency level at the end of that year shall be retained in the same grade for no more than one (1) year in order to have additional time to master the required content standards.
- The AIP will be developed by the SAT outlining timelines and monitoring activities to ensure progress toward overcoming the academic deficiencies.

Promotion or Retention- Grade Eight

In grade eight (8), promotion and retention are based on student demonstration of progress toward proficiency of state and local standards in all subjects and the recommendations of the Student Assistance Team (SAT).

At the end of grade eight (8), a student who fails to attain the Proficiency Level of Content Standards will be retained in grade eight (8) for no more than one (1) school year in order to attain the Proficiency Level of Content Standards; or:

- *A High School Graduation Plan:* If the SAT determines that retention of the student in grade eight (8) will not assist the student to attain the appropriate level of academic achievement and proficiency of standards, the SAT will design a high school graduation plan to meet the student's needs for entry into the workforce or a post-secondary educational institution.
- *The Student Academic Improvement Plan:* If the student is retained in grade eight (8), the SAT will develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific academic improvement or remediation plan to address the academic deficiencies.
- *Referral for an Alternative Program:* A student who fails to attain the *State Proficiency Levels of Content Standards and Benchmarks* for two (2) successive school years shall be referred by the SAT for placement in an alternative program designed by the School District.

Información sobre exámenes

Fechas fijadas para exámenes son disponibles en el centro de consejería.

Calendario de exámenes

SBA	N/A
PARCC	N/A
NMAPA	N/A
ACCESS	N/A (solamente para Aprendiz del inglés)

Reglas para calificaciones

1. Las calificaciones reflejarán el nivel de progreso académico.
2. El peso de varios trabajos durante el período de nueve semanas de calificaciones será determinado por el maestro. El peso de trabajos tiene que ser lógico, justo, y descrito en el conducto de la clase para que los estudiantes conozcan el sistema que se usa.
3. El maestro evaluará todos los estudiantes por lo menos una vez en la semana y registrará las calificaciones numéricamente.
4. Las calificaciones serán determinadas en base de todos puntos para el período de calificaciones; no se permite encorvar las calificaciones.
5. Cada semestre del año escolar tendrá dos períodos de nueve semanas.
6. Una calificación de porcentaje se sacará de la calificación numérica y se le asignará una calificación de letra, basado en la siguiente escala:

90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

7. Las calificaciones reflejarán los niveles de cumplimiento académico. Las calificaciones jamás se deben utilizar como censura del comportamiento del estudiante.

La **Lista de Honor** se determina así:

“A” Lista de Honor—Para calificar para la Lista de Honor “A,” un estudiante tiene que recibir solamente A’s para las calificaciones del semestre.

Lista de Honor “A y B”—Para calificar para la Lista de Honor “A y B,” un estudiante tiene que recibir solamente A’s y B’s para las calificaciones del semestre.

Promoción y Reprobación

Las decisiones tocante promoción y reprobación serán basadas en los siguientes criterios:

- Resultados de pruebas estatales—“Standards-Based Assessment”
 - Resultados de pruebas del distrito
 - Cumplimiento estudiantil en la escuela (calificaciones académicas)
1. Los estudiantes que son proficientes en sus estudios calificarán para promoción al siguiente grado.
 2. Si se determina que un estudiante de **octavo** grado **no** es proficiente en sus estudios, no será pasado al siguiente grado. El distrito escolar puede reprobado al estudiante sin permiso del padre.
 3. Si se determina que un estudiante de **séptimo** grado **no** es proficiente en sus estudios, no será pasado al siguiente grado. El padre/guardián puede negar la reprobación por un año. Si el estudiante no es proficiente el siguiente año, el distrito escolar puede reprobado el estudiante sin permiso del padre.

Se puede encontrar las reglas y formas para Promoción y Reprobación en gisd.k12.nm.us.

Schedule Changes

During the first week, students will attend the designated classes on their schedule cards. Schedule changes will be made during this time. **Schedule changes are granted ONLY for the following reasons:**

1. The student is misplaced in a class and does not have the necessary skills or prerequisite.
2. The student has taken the course previously and passed it.

Any other reason will require input from an administrator or counselor before a decision is made. Grades, absences and tardiness will be transferred with schedule changes.

There will be NO schedule changes after the 10th day of school.

CREDIT FOR HIGH SCHOOL COURSES AT THE MIDDLE SCHOOL

At the present time, Gadsden ISD offers the following courses that students can take at the Middle School level that will earn them High School graduation credit. High school credit classes which are offered in middle school day as electives, are Algebra I and Spanish I. Geometry and English I may also be offered in Eighth grade during a “zero” hour period. Algebra I shall be offered in addition to Eighth Grade Math and English I may also be offered in addition to Eighth Grade Language Arts. (As per GISD Board Policy, IKEB-R, I-7300)

Those courses are:

- English 1 (1.0 credit)
- Algebra 1 (1.0 credit)
- Geometry (1.0 credit)
- Spanish 1 (1.0 credit)

Qualifying Steps for Placement into Various Courses

When circumstances indicate that subject-based acceleration and/or acceleration in grade placement is in the best interest of the student, the student will be referred to the campus Student Assistance Team (SAT), or to the IEP team for students in special education. (As per GISD Board Policy, IKEB, I-7300 and IKEB-R, I-7300)

- Subject-based acceleration in middle school refers to an eighth grade student participating in a high school credit course while attending middle school.
- Access to subject-based acceleration is open to all students, regardless of ELL, disability, socio-economic, or gifted status.
- Grades earned in courses taken in middle school for high school credit count toward a student's high school Grade Point Average (GPA). These courses are not Advanced Placement (AP) or Honors courses.
- High school courses offered for middle school credit shall adhere to the same protocol and guidelines for the course when it is offered in the high school. For example, once enrolled in a high school course, a student may not drop the course.
- All considerations for subject-based acceleration shall take place within either the Student Assistance Team (SAT) process, or the IEP team process for students in special education.

- The final decision to participate in subject-based acceleration must be made no later than the spring semester of the student's seventh grade year.
- Preliminary screening criteria to be used by a SAT or IEP team for determining participation in subject-based acceleration during the eighth grade year shall include, but are not limited to, grades, seventh grade MAP scores and sixth and seventh grade SBA or PARCC scores.
- Written parent consent is required before taking any action involving a student that is not taken for all students. Accordingly, the SAT or IEP team must obtain prior written consent in order to conduct additional screenings or assessments that are not administered to all students.
- Only students who scored at least "Proficient," but preferably "Advanced," on the seventh grade SBA or PARCC in Math will be considered by the SAT or IEP team for participation in high school Algebra I, or Geometry in the eighth grade.
- Only students who scored at least "Proficient," but preferably "Advanced," on the seventh grade SBA or PARCC in Reading will be considered by the SAT or IEP team for participation in high school English I in the eighth grade.
- If a parent refuses the SAT or IEP team recommendation/offer of subject-based acceleration, the parent should notify the school in writing, and the school should maintain that notification in the student's cumulative file or IEP permanent file at the district special education office.

Credit for High School Classes will be awarded as follows:

1. In order to receive High School credit; the student must pass with a 60% or above for Algebra 1, English 1, Geometry, Spanish I.

**Note: A mid-term and a final exam will be administered for all high school credit courses. Results will be sent to the High School.*

STUDENTS MAY NOT TAKE THESE COURSES AGAIN AT THE HIGH SCHOOL LEVEL IF THEY HAVE ALREADY PASSED THEM AT THE MIDDLE SCHOOL LEVEL (As per NMAC 6.29.1.9 J (9), "A student cannot take the same course twice for credit.")

Notice of Credit for these courses will be transmitted by an official letter/transcript from the middle school and sent to the Office of Superintendent, and the corresponding High School Principal and Counseling Department Chair.

Cambios de clases

Durante la primera semana, los estudiantes tienen que asistir a las clases designadas en su horario. Cambios de clases serán hechos durante este tiempo. **Se cambian clases SOLAMENTE por las siguientes razones:**

1. El estudiante fue mal puesto en una clase y no tiene las destrezas o pre-requisitos necesarios.
2. El estudiante ha tomado y pasado el curso anteriormente.

Cualquier otra razón requerirá una conferencia con el padre y un administrador y el consejero antes de que decidan. Calificaciones, ausencias y tardes se transfieren con los cambios de clases.

No habra cambios de horarios despues del decimo dia de escuela.

Curso de Estudios Avanzados: Crédito para cursos de preparatoria en secundaria

Actualmente, el distrito de Gadsden ofrece cursos que los estudiantes pueden tomar en secundaria para ganar crédito preparatorio hacia graduación. Estos cursos son:

- Inglés 1 (1.0 credito)
- Álgebra 1(1.0 credito)
- Geometría (1.0 credito)
- Español1 (1.0 credito)

Los pasos para calificarse en varios cursos

Para ser elegible a matricularse en Inglés 1 y Álgebra 1, los estudiantes tienen que satisfacer los siguientes criterios:

- Paso 1: Estudiantes calificarán automáticamente si cumplen un nivel de Avanzado en la prueba New Mexico Standards-based Assessment (NMSBA) en artes del lenguaje y/o matemáticas.
- Paso 2: El principal de la escuela determina si el estudiante califica para tomar cursos de nivel high School.

Si el estudiante es referido al SAT, el comité considerará las calificaciones del estudiante y la recomendación del maestro y otros resultados de pruebas. Estos estudiantes calificarán con la recomendación del comité después de considerar esta información: Si el estudiante aún no califica, la prueba al final del libro de Pre-Álgebra o la prueba del Departamento de Artes del Lenguaje puede ser agregado al perfil del estudiante y el SAT puede considerar de nuevo la aprobación del estudiante.

Crédito para Inglés 1 y/o Álgebra 1 será determinado así:

1. Para recibir crédito a nivel de preparatoria, el estudiante tiene que pasar con un promedio de 60% o mejor. Inglés 1, Álgebra 1, Geometría, Español 1

Course Fees

A general fee of \$10.00 per student will be collected yearly to cover the costs of consumable materials for the following courses:

- Fine and Performing Arts
- Business/Technology
- Family and Consumer Sciences
- Career/Technical

Individualized Career Advisement Teams (I-CAT) and Career Clusters

It is important for you to think about the future **now**, while you are in middle school, a perfect time for you to begin to explore your career interests and begin to develop the knowledge and skills that you will need for future education and the world of work.

This is the perfect time, you have finished your elementary education, where everyone studied and learned the same subjects together. Now you have the opportunity to select elective classes, to make choices that you could not make in elementary school. How are you going to make those choices? Can you make them with the future in mind?

Yes, you can, because the Individualized Career Advisement Teams (I-CAT) are in place to assist you in exploring "Career Clusters": The world of work is divided into clusters (see pg. 14 for descriptions of each cluster). Within each cluster there are pathways, or different categories of related occupations.

Recompensa de cursos

Una recompensa general de \$10.00 será cobrada anualmente para cubrir el costo de materiales para los siguientes cursos:

- Bellas del arte y drama
- Negocios/Tecnología
- Servicios de familia y consumidor
- Ciencia
- Carreras/Técnico

Equipos de Consejo Individualizado para Carreras ("I-CAT") y Grupos de Carreras

¿Dónde se encontrará dentro de 6 o 7 años, cuando haya graduado de la preparatoria? ¿En un colegio o una universidad? ¿En una escuela técnica? Crea o no, es importante para Ud. pensar en su futuro ahora, mientras esté en la secundaria, un tiempo perfecto para empezar a explorar sus intereses en carreras y desarrollar las destrezas y el conocimiento que le sean necesarios para la educación futura y para el mundo del empleo.

¿Por qué es un tiempo perfecto? Ha terminado la educación primaria, donde todos estudiaban y aprendieron juntos las mismas materias. Ahora tiene la oportunidad de seleccionar clases electivas, de tomar decisiones que no eran posibles en la primaria. ¿Cómo va a tomar estas decisiones? ¿Se puede tomarlas pensando en el futuro?

Sí, se puede, porque los Equipos de consejo individualizado para carreras ("I-CAT") están precisamente para asistirle a explorar "Grupos de carreras": El mundo del empleo está dividido en 16 grupos, llamados grupos de carreras ("Career Clusters"—vea las siguientes 2 páginas para leer descripciones de cada grupo). Dentro de cada grupo hay varias "veredas," o diferentes categorías de profesiones relacionadas. Por ejemplo, en el grupo de carrera llamado Educación y Entrenamiento, hay 3 veredas: Administración y Apoyo Administrativo, Servicios de Apoyo Profesional, y Enseñanza/Entrenamiento. Dentro de la vereda Enseñanza/Entrenamiento hay carreras como maestría de primaria, maestría particular, y maestría de guardería infantil. Esta organización de carreras sirve para guiarle a Ud. y darle muchas, pero muchas opciones entre las cuales puede escoger.

New Mexico Career Clusters



English Language and Literature

10004153	English Language Arts (EngLangArts7) Grade 7	CMS, GMS, STMS
10004154	English Language Arts (EngLangArts8) Grade 8	CMS, GMS, STMS

Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.

10014144	*English 1 (English1) Grade 8	CMS, STMS
-----------------	--	------------------

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.

Life/Physical Sciences

17054113	Integrated General Science 7(IntegSciGen7) Grade 7	CMS, GMS, STMS
-----------------	---	-----------------------

Course introduces students to topics from earth and space science, life science, and physical science, when possible in an integrated manner. The materials may be organized around thematic units that use inquiry and help put the topics into familiar contexts

17054116	Integrated General Science 8 (IntegSciGen8) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

Course introduces students to topics from earth and space science, life science, and physical science, when possible in an integrated manner. The materials may be organized around thematic units that use inquiry and help put the topics into familiar contexts

Mathematics

2006	Seventh Grade Mathematics, Intervention (Ramp-Up) Grade 7	NEW
-------------	--	------------

This class will be offered in conjunction with a regular seventh grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

2007	Eighth Grade Mathematics, Intervention (Ramp-Up) Grade 8	NEW
-------------	---	------------

This class will be offered in conjunction with a regular eighth grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

20264113	Seventh Grade Math (Math7) Grade 7	CMS, GMS, STMS
-----------------	---	-----------------------

This courses focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20274110	Eighth Grade Math (Math8) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20314131	*Algebra 1 (Algebra1) Grade 8	CMS, STMS
-----------------	--	------------------

This course aligns to the high school standards for Algebra 1 and formalizes and extends the mathematical concepts. The critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20344130	*Geometry (Geometry) Grade 8	CMS, STMS
-----------------	---	------------------

This course formalizes and extends geometric concepts by exploring more complex geometric situations and deepening explanations of geometric relationships, moving towards formal mathematical arguments. The six critical areas include: (1) congruence, proof, and constructions; (2) similarity, proof, and trigonometry; (3) extending to three dimensions; (4) connecting algebra and geometry through coordinates; (5) circles with and without coordinates; and (6) applications of probability. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

Physical Education

23043100	Physical Education (PhysicalEd7) Grade 7	CMS, GMS, STMS
-----------------	---	-----------------------

23043020	Physical Education (PhysicalEd8) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course that provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with 8th grade benchmarks and must be taken to meet the 7th grade physical education requirement.

Social Studies

27004142	New Mexico History (NMHistory7) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

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

27234142	Early US History (EarlyUSHist8) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

Program for the Acquisition of Language

10623952	English as a Second Language 1 (ESL1) Grades 7, 8 (PAL Students)	CMS, GMS, STMS
10623953	English as a Second Language 2 (ESL2) Grades 7, 8 (PAL Students)	CMS, GMS, STMS
10623954	English as a Second Language 3 (ESL3) Grades 7, 8 (PAL Students)	CMS, GMS, STMS

This course satisfies ESEA, Title III English Language Acquisition and Office of Civil Rights requirements for English Language Learner students. This course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL/ELD courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move to reading and writing. Basic structures of the English language are explained, and student's progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles, enabling the student to advance to "regular" English courses. An orientation to the customs and culture of people in the United States may be included in ESL classes. This course must follow the New Mexico Common Core State Standards for English Language Arts, current English Language Development (ELD) Standards, and appropriate instructional strategies for ELLs. This course code may be repeated. This course may be used for both ELLs either participating in a state-funded bilingual program and ELLs receiving similar instructional support not in bilingual programs.

10633153	English/Language Arts ELD7 (ELDLangA7) Grades 7 (PAL Students)	CMS, GMS, STMS
10633154	English/Language Arts ELD8 (ELDLangA8) Grades 8 (PAL Students)	CMS, GMS, STMS

This course aligns with grade-level New Mexico Common Core State Standards for English Language Arts and the current English Language Development (ELD) Standards. This course integrates grade-level ELA content, uses ELD standards, and instructional strategies to appropriately scaffold for the English language development of English Language Learner (ELL) students. Teachers must have received specialized training in serving the needs of ELLs (a TESOL endorsement) in addition to secondary licensure for English Language Arts.

20263113	Seventh Grade Math 7 (Math7) Grade 7 (PAL Students)	CMS, GMS, STMS
-----------------	--	-----------------------

This courses focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20273110	Eighth Grade Math 8 (Math8) Grade 8 (PAL Students)	CMS, GMS, STMS
-----------------	---	-----------------------

This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

17053113	Integrated General Science 7 (IntegSciGen7) Grade 7 (PAL Students)	CMS, GMS, STMS
17053116	Integrated General Science 8 (IntegSciGen8) Grade 8 (PAL Students)	CMS, GMS, STMS

Course that provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with 8th grade benchmarks and must be taken to meet the 7th grade physical education requirement.

27003142	New Mexico History (NMHistory7) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

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

27233142	Early US History (EarlyUSHist8) Grade 8 (PAL Students)	CMS, GMS, STMS
-----------------	---	-----------------------

Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

Special Education

RESOURCE

Language Arts-Resource

10002152	English/Language Arts-Resource (EngLangArt7-22) Grade 7	CMS, GMS, STMS
10002153	English/Language Arts-Resource(EngLangArt8-22) Grade 8	CMS, GMS, STMS

Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.

Math-Resource

20262113	Math 7- Resource (Math7-22) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

This courses focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20272133	Math 8- Resource (Math8-22) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

INCLUSION

Language Arts-Inclusion

10002053	English/Language Arts-Inclusion (EngLangArt7-20) Grade 7	CMS, GMS, STMS
10002054	English/Language Arts-Inclusion (EngLangArt8-20) Grade 8	CMS, GMS, STMS

Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.

Math –Inclusion

20262013	Seventh Grade Math-Inclusion (Math7-20) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

This courses focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20272010	Eighth Grade Math-Inclusion (Math8-20) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

Social Studies-Inclusion

27002042	*New Mexico History-Inclusion (NMHistory7-20) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

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

27232042	Early US History-Inclusion (USHist8-20) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

Science-Inclusion

17052013	Integrated General Science 7-Inclusion(IntegSciGen7-20) Grade 7	CMS, GMS, STMS
17052016	Integrated General Science 8-Inclusion (IntegSciGen8-20) Grade 8	CMS, GMS, STMS

Course introduces students to topics from earth and space science, life science, and physical science, when possible in an integrated manner. The materials may be organized around thematic units that use inquiry and help put the topics into familiar contexts.

BEHAVIOR SKILLS

Language Arts- Behavior Skills

10002853	English Language Arts- Behavior Skills (EngLangArts7-18) Grade 7	CMS, GMS, STMS
10002854	English Language Arts- Behavior Skills (EngLangArts7-18) Grade 8	CMS, GMS, STMS

Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.

Math- Behavior Skills

20262813	Seventh Grade Math- Behavior Skills (Math7-18) Grade 7	CMS, GMS, STMS
-----------------	---	-----------------------

This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20272810	Eighth Grade Math- Behavior Skills(Math8-18) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

History- Behavior Skills

27002842	New Mexico History-Behavior Skills (NMHist7-18) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

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

27232842	Early U.S. History-Behavior Skills- (USHist8-18) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

Science- Behavior Skills

17052813	Life Science-Behavior Skills (Science7-18) Grade 7	CMS, GMS, STMS
-----------------	---	-----------------------

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

17082816	Physical Science-Behavior Skills(Science8-18) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

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.

ACADEMIC SKILLS

Language Arts- Academic Skills

10002112	Academic Skills Language Arts (AcadSkills LA-7) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

10002122	Academic Skills Language Arts (AcadSkills LA-8) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.

Math- Academic Skills

20262111	Seventh Grade Math-Academic Skills Math (AcadSkillsMath 1-7) Grade 7	CMS, GMS, STMS
-----------------	---	-----------------------

This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

20272121	Eighth Grade Math-Academic Skills Math (AcadSkillsMath 2-8) Grade 8	CMS, GMS, STMS
-----------------	--	-----------------------

This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

History- Academic Skills

27002140	New Mexico History-Academic Skills (AcadSkillsNMHist-7) Grade 7	CMS, GMS, STMS
-----------------	--	-----------------------

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

27232140	Early U.S. History-Academic Skills- (AcadSkillsUSHist-8) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.

Science- Academic Skills

17072110	Life Science-Academic Skills (AcadSkillsSci-7) Grade 7	CMS, GMS, STMS
-----------------	---	-----------------------

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.

17032110	Physical Science-Academic Skills(AcadSkillsPhySci-8) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

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.

LIFE SKILLS

Language Arts- Life Skills

28052515	Life Skills Language Arts (LfeSkillsLA1-7) Grade 7	CMS, GMS, STMS
28052525	Life Skills Language Arts (LfeSkillsLA2-8) Grade 8	CMS, GMS, STMS

Math- Life Skills

28022515	Life Skills Math (LfeSkillsMath1-7) Grade 7	CMS, GMS, STMS
28022525	Life Skills Math (LfeSkills Math2-8) Grade 8	CMS, GMS, STMS

Social Studies- Life Skills

28062515	Life Skills Social Studies (LfeSkillsSocStud1-7) Grade 7	CMS, GMS, STMS
28062525	Life Skills Social Studies (LfeSkillsSocStud2-8) Grade 8	CMS, GMS, STMS

Science- Life Skills

28032515	Life Skills Science (LfeSkillsSci1-7) Grade 7	CMS, GMS, STMS
28032525	Life Skills Science (LfeSkillsSci2-8) Grade 8	CMS, GMS, STMS

DEVELOPMENTAL SKILLS

Language Arts- Developmental Skills

28052615	Developmental Skills Language Arts (DevCommLA1-7) Grade 7	CMS, GMS, STMS
28052625	Developmental Language Arts (DevCommLA2-8) Grade 8	CMS, GMS, STMS

Math- Developmental Skills

28022615	Developmental Skills Math (DevMath1-7) Grade 7	CMS, GMS, STMS
28022625	Developmental Skills Math (DevMath2-8) Grade 8	CMS, GMS, STMS

Social Studies- Developmental Skills

28062615	Developmental Skills Social Studies (DevSocStud1-7) Grade 7	CMS, GMS, STMS
28062625	Developmental Skills Social Studies (DevSocStud2-8) Grade 8	CMS, GMS, STMS

Science- Developmental Skills

28032615	Developmental Skills Science (DevSci1-7) Grade 7	CMS, GMS, STMS
28032625	Developmental Skills Science (DevSci2-8) Grade 8	CMS, GMS, STMS

Special Education Electives

20112813	Resource Center Math (ResCnMath7) Lab Services needed to meet IEP	Grade 7	SPED only
20112833	Resource Center Math (ResCnMath8) Lab Services needed to meet IEP	Grade 8	SPED only

Course taught in a resource center or laboratory setting where the emphasis is on individual student progress, Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations. This course is intended for students who have disabilities in the area of math and it is intended to provide them the individual services needed to meet their individualized education program (IEP). Topics are determined by individual student need and grade level.

08626200	Seminar (SemGiftTal)	Grade 7, 8	CMS, GMS, STMS
-----------------	-----------------------------	-------------------	-----------------------

Courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigative skills, presentation skills, interpersonal skills, group process skills, and problem solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

28022010	Special Resources (SpecResour)	Grade 7, 8	SPED only
-----------------	---------------------------------------	-------------------	------------------

11612928	Creative Art (CreatArtComp)	Grade 7, 8	CMS, GMS, STMS
-----------------	------------------------------------	-------------------	-----------------------

Course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although the focus of creative art courses is creation, the study of major artists, art movements, and styles may also be included.

28032010	Community Living (CommLiving) SPED Only	Grade 7, 8	CMS, GMS, STMS
-----------------	--	-------------------	-----------------------

Course places a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEP's; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies.

Business

02043153	Keyboarding (Keyboarding) Grades 7, 8	CMS, GMS
-----------------	--	-----------------

This middle-school level course provides an introduction to the keyboard (letter, numbers, and symbols), basic machine operation, and proper keyboarding technique. As students progress through the course and into advanced courses, they improve their speed and accuracy. Initial courses typically focus on producing business letters and reports that incorporate column typing. Advanced courses continue to emphasize developing speed and accuracy in producing a variety of increasingly complex business documents. Such courses develop proficiency, production skills, and problem solving skills. Keyboarding skills may be developed on typewriters or computers.

03024100	General Computer Applications (GenCompApp) Grades 7, 8	CMS, GMS
-----------------	---	-----------------

Designed for students with an interest in exploring the uses of the personal computer, General Computer Applications courses provide 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).

Computer and Information Sciences

03013153	Basic Computer (BasicComputer) Grades 7, 8	CMS, GMS
-----------------	---	-----------------

Courses introduce the computer and peripheral devices, the functions and uses of computers, the language of the computer industry, possible applications, and occupations related to computer hardware and software. Legal and ethical issues may be explored, as well as the effect of the computer on modern society. Performance of some computer operations may be required.

Family and Consumer Sciences

05013152	Family and Consumer Science Exploratory (FACSExplore) Grades 7, 8	CMS, GMS, STMS
-----------------	--	-----------------------

Exploratory courses are introductory courses offered in middle school into the study of all areas in Family and Consumer Sciences. Scheduling practices in districts may impact on the scope of the content, but these courses are usually at the middle school level. Areas of study are foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions; and interpersonal relationships. They may also include self-awareness and self-management, components of a positive life-style and career-exploration.

English Language and Literature / Fine and Performing Arts

English Language and Literature

10214954	Creative Writing (Newspaper/Journalism) (CreativeWrtg) Grades 7, 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the class is on writing, although exemplary representations and authors may be studied to provide a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others may concentrate exclusively on one particular form (such as poetry or playwriting).

Fine and Performing Arts

11614928	Creative Art – Comprehensive (CreatArtComp) Grade 7, 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although the focus of creative art courses is creation, the study of major artists, art movements, and styles may also be included.

11204928	General Band (GenBand) Grade 7, 8	CMS, GMS, STMS
-----------------	--	-----------------------

Courses develops technique for playing brass, woodwind, and percussion instruments, and covers a variety of non specified band literature styles (concert, marching, orchestral, and modern styles).

11214921	Concert/Marching Band (ConcertBand) Grade 7, 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course is designed to develop skill and technique for playing brass, woodwind, and percussion instruments, and cover band literature styles for both concert and marching performances.

11293923	Guitar 1 (Guitar1) Grade 7, 8	CMS, GMS, STMS
-----------------	--	-----------------------

11294928	Guitar 2 (Guitar2) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course presents fundamentals of music and guitar playing techniques, such as strumming and chords; the courses may include more advanced guitar playing techniques.

11303921	Chorus 1 (Chorus1) Grade 7, 8	CMS, GMS, STMS
-----------------	--	-----------------------

11304922	Chorus 2 (Chorus2) Grade 8	CMS, GMS, STMS
-----------------	---	-----------------------

Course provides the opportunity to sing a variety of choral literature styles for men and/or women's voices, and is designed to develop vocal techniques and the ability to sing parts.

11254912	Contemporary Band (ContempoBand) Grade 7, 8	CMS, GMS, STMS
-----------------	--	-----------------------

Course develops technique for playing brass, woodwind, percussion, and string instruments, as well as guitar and keyboard, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock.

11194020	Drama (Drama) Grade 7, 8	CMS, GMS, STMS
-----------------	---	-----------------------

Technology Education

17817924	Science Technology/Engineering * (SciTech/Engr)	N/A as of 2014-2015
-----------------	---	----------------------------

17814207	ScienceTechnology/Engineering7 (SciTech/Engin7)	Grade 7	STMS
-----------------	--	----------------	-------------

Course offers the opportunity to approach practical, technological problems and to use scientific, experimental skills and processes to reach solutions. Students may use a theoretical framework, or may develop prototypes and working models.

17814208	ScienceTechnology/Engineering8 (SciTech/Engin8)	Grade 8	STMS
-----------------	--	----------------	-------------

Course offers the opportunity to approach practical, technological problems and to use scientific, experimental skills and processes to reach solutions. Students may use a theoretical framework, or may develop prototypes and working models.

03024100	General Computer Applications (GenCompApp)	Grade 8	CMS, GMS, STMS
-----------------	---	----------------	-----------------------

Designed for students with an interest in exploring the uses of the personal computer, General Computer Applications courses provide 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).

Foreign Language and Literature

Although foreign language courses do not come under a specific career cluster, they can support any career that could take you to work in a foreign country.

12714101	*Spanish 1 for Native Spanish Speakers (LangNativeSpeak1)	Grade 7, 8	CMS, GMS, STMS
-----------------	--	-------------------	-----------------------

Course supports, reinforces, and expands students' knowledge of home language. Because students have already been exposed to their home/heritage language, they understand at least the rudiments and structure of the language, and have a working vocabulary (to a greater or lesser degree). Courses in Language for Native Speakers often move faster than do Foreign Language courses, and may be structured similar to an English Language Arts course (Reading, Writing, Listening and Speaking, with the study of literature and composition). This course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target language.

12724101	*Spanish 2 for Native Spanish Speakers (LangNativeSpeak2)	Grade 8	CMS, GMS, STMS
-----------------	--	----------------	-----------------------

Course further reinforces and expands students' knowledge of their home/heritage language. This course emphasizes deeper development of skills (Reading, Writing, Listening and Speaking) with a study of short stories, novels, plays, poet

12734001	Spanish 3 for Native Spanish Speakers (SpanNatiSpk3)	Grade 7, 8	CMS, GMS, STMS
-----------------	---	-------------------	-----------------------

This course develops advanced home/heritage language skills (Reading, Writing, Listening and Speaking) with a study of literature, composition, public speaking, performance, and presentation. Extensive study of the cultures and traditions related to the target language at the regional, national and international levels must be included. This course must be entirely taught in the target language. No high school credit.

****Upon successful completion of any of the above listed courses (1271, 1272, 1273), PAL students can be recommended to take a credit by exam via Edgenuity for high school credit with an 85% or above.***

12524101	*Spanish 1 (Spanish1 NonNat1)	Grade 8	CMS, GMS, STMS
-----------------	--------------------------------------	----------------	-----------------------

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.

12534101	*Spanish 2 (Spanish2)	Grade 8	N/A
-----------------	------------------------------	----------------	------------

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.

Other Elective Activities

08213200	Student Aide (StudentAide)	Grades 7, 8	CMS, GMS, STMS
-----------------	-----------------------------------	--------------------	-----------------------

Course provides students with the opportunity to work in one of several campus offices (front, attendance, guidance, athletic offices, in the library or audio visual center, or with individual teachers), assisting the appropriate professionals with their duties. Note: if the particular area (office or subject) is known, use the codes below or within the particular subject area.

08323000	Tutorial (Tutorial)	Grades 7, 8	CMS, GMS, STMS
-----------------	----------------------------	--------------------	-----------------------

Course provides students with the assistance they need to successfully complete their coursework. Tutors may be teachers or other students. Students may receive help in one or several subjects, according to their individual needs.

10333050	Reading Intervention Course	Grades 7	CMS, GMS, STMS
-----------------	------------------------------------	-----------------	-----------------------

Focus Reading Intervention-This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student's reading intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.

10333060	Reading Intervention Course	Grades 8	CMS, GMS, STMS
-----------------	------------------------------------	-----------------	-----------------------

Focus Reading Intervention- This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student's reading intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.

10310175	AssistedReading	Grades 7, 8	CMS, GMS, STMS
-----------------	------------------------	--------------------	-----------------------

Course offers students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses, and is designed to bring poor readers' reading comprehension up to the desired level, or to develop strategies to read more efficiently in order to progress through school.

20114113	Resource Center Math (Ramp-Up)	Grade 7	CMS, GMS, STMS
-----------------	---------------------------------------	----------------	-----------------------

Course taught in a resource center or laboratory setting where the emphasis is on individual student progress, Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations. This course is intended for students who have disabilities in the area of math and it is intended to provide them the individual services needed to meet their individualized education program (IEP). Topics are determined by individual student need and grade level.

08330123	Study Hall-ISS (Study Hall-ISS)	Grade 7,8	CMS, GMS, STMS
-----------------	--	------------------	-----------------------

Course provides students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.

08030052	Study Skills-Tutorial (StudyHall-Tut)	Grade 7,8	CMS, GMS, STMS
-----------------	--	------------------	-----------------------

Courses prepare students for success in high school or for post secondary education. Course topics may vary according to the audience, but may include reading improvement skills, such as scanning, note taking, and outlining; library and research skills; listening, note taking, and vocabulary skills; and test taking skills. The course may also include exercises to generate organized and logical thinking and writing.

20060007	Math Intervention-Navigator (Math Intervent-Nav)	Grade 7,8	CMS, GMS, STMS
-----------------	---	------------------	-----------------------

This class will be offered in conjunction with a regular seventh grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

GADSDEN INDEPENDENT SCHOOL DISTRICT
Special Education Course Descriptions

The following list of courses replaces the “*Student Resource Courses – Open via a Student’s IEP*” chart in the district’s Course Descriptions handbooks. *There is no Pre-requisite / Grade* for any course listed.

High School

ALL – XXXX – 2 – 0 – XX
ASC – XXXX – 2 – 1 – XX
LSC – 28XX – 2 – 2 – XX
DSC – 28XX – 2 – 3 – XX
SCC – 28XX – 2 – 4 – XX

Middle School

ALL – XXXX – 2 – 0 – XX
ASC – XXXX – 2 – 1 – XX
LSC – 28XX – 2 – 5 – XX
DSC – 28XX – 2 – 6 – XX
SCC – 28XX – 2 – 7 – XX

GADSDEN INDEPENDENT SCHOOL DISTRICT
Special Education Course Codes
Explanation by Digits

*SPED Program	1st	2nd	3rd	4th	5th	6th	7th	8th
ASC	See General Ed Course Codes HQ in Core Area Required				2 = Sped License Required	1 = ASC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
LSC	2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	5 = LSC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
DSC	2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	6 = DSC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
SCC	2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	7 = SCC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
ALL SPED programs	See Special Education Course Descriptions HQ required 2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	0 = All	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS

*All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the special education program or programs in which an individual student may be currently placed.

Self Contained Courses Language Arts

Title	Course #	Associated Program(s)*	Course Description
Language Arts			
Seventh Grade English /Language Arts Academic Skills	10002112	ASC <i>HQ in Core Area required (Language Arts)</i>	Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing. Other topics are dependent on individual abilities. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Eighth Grade English /Language Arts Academic Skills	10002122		
Communication Instruction – Language Arts			
Life Skills LA 1 (7 th Grade)	28052515	LSC	Study of basic <u>functional</u> language skills, integrating reading, writing, speaking, and listening. Other topics are dependent on individual abilities. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Life Skills LA 2 (8 th Grade)	28052525		
<i>Life Skills LA 3 (if necessary)</i>	28052535		
<i>Life Skills LA 4 (if necessary)</i>	28052545		
Developmental Communication LA 1 (7 th Grade)	28052615	DSC	Focus is on increasing the student's communication skills – oral expression, listening comprehension, reading, and writing- through the use of visual symbols, activities, and classroom environment. Communication techniques in several areas (educational, social, and/or vocational) may be explored. <i>The course is individualized according to each student's condition and needs.</i>
Developmental Communication LA 2 (8 th Grade)	28052625		
<i>Developmental Communication LA 3 (if necessary)</i>	28052635		
<i>Developmental Communication LA 4 (if necessary)</i>	28052645		
Structured Communication LA 1 (7 th Grade)	28052715	SCC	Focus is on increasing the student's communication skills – oral expression, listening comprehension, reading, and writing- through the use of visual symbols, activities, and classroom environment. Communication techniques in several areas (educational, social, and vocational) may be explored with the use of task analysis strategies for functional sequential use within an activity to help have a physical representation of visual boundaries and physical organization for the student. <i>The course is individualized according to each student's condition and needs.</i>
Structured Communication LA 2 (8 th Grade)	28052725		
<i>Structured Communication LA 3 (if necessary)</i>	28052735		
<i>Structured Communication LA 4 (if necessary)</i>	28052745		

**All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the program in which an individual student is placed.*

Self Contained Courses Mathematics

Title	Course #	Associated Program(s)*	Course Description
Seventh Grade Math Academic Skills 1	20262111	ASC <i>HQ in Core Area required (Math)</i>	Study of general math topics, based on Benchmarks and Performance Standards, such as arithmetic using rational numbers, numeration systems, place value, basic geometry, and the application of these skills to real world problems and situations. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Eighth Grade Math Academic Skills 2	20272121		
Special Resources – Mathematics			
Life Skills Math 1 (7 th Grade)	28022515	LSC	Study of general <u>functional</u> math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, basic statistics, and apply these skills to real world problems and situations. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Life Skills Math 2 (8 th Grade)	28022525		
Life Skills Math 3 (if necessary)	28022535		
Life Skills Math 4 (if necessary)	28022545		
Developmental Math 1 (7 th Grade)	28022615	DSC	Focus is on increasing the student's functioning in and awareness of math and numeration skills with or without support– number identification, basic math skills. Educational & social applications may be explored. <i>The course is individualized according to each student's condition and needs.</i>
Developmental Math 2 (8 th Grade)	28022625		
Developmental Math 3 (if necessary)	28022635		
Developmental Math 4 (if necessary)	28022645		
Structured Communication Math 1 (7 th Grade)	28022715	SCC	Focus is on increasing the student's communication skills – oral expression, listening comprehension, reading, and writing- through the use of visual symbols, activities, and classroom environment. Communication techniques in several areas (educational, social, and vocational) may be explored with the use of task analysis strategies for functional sequential use within an activity to help have a physical representation of visual boundaries and physical organization for the student. <i>The course is individualized according to each student's condition and needs</i>
Structured Communication Math 2 (8 th Grade)	28022725		
Structured Communication Math 3 (if necessary)	28022735		
Structured Communication Math 4 (if necessary)	28022745		

**All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the program in which an individual student is placed.*

Self Contained Courses Science

Title	Course #	Associated Program(s)*	Course Description
Seventh Grade Life Science Academic Skills	17072110		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. <i>Topics dependent on individual abilities.</i>
Eighth Grade Physical Science Academic Skills	17032110		Course <i>addresses</i> 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. <i>Topics dependent on individual abilities.</i>
Community Living – Science			
Life Skills General Science 1 (7 th Grade)	28032515	LSC	Course introduces students to general topics including but not limited to earth science, space science, physical science, life science, oceanography, geology, astronomy, meteorology, geography, earthquakes, volcanoes, erosion, the solar system, stars, and galaxies. Topics dependent on individual abilities.
Life Skills General Science 2 (8 th Grade)	28032525		
Life Skills General Science 3 (if necessary)	28032535		Emphasizes appropriate situational behavior, how to interact with others, and maintain relationships.
Life Skills General Science 4 (if necessary)	28032545		
Developmental General Science 1 (7 th Grade)	28032615	DSC	Instruction provides the skills necessary for independent functioning in and awareness of the surrounding community and environment with or without support. Topics may also include, but are not limited to, exploring the world of plants, animals, weather, oceans, and health.
Developmental General Science 2 (8 th Grade)	28032625		
Developmental General Science 3 (if necessary)	28032635		
Developmental General Science 4 (if necessary)	28032645		
Structured Communication General Science 1 (7 th Grade)	28032715	SCC	Course introduces students to general topics including but not limited to earth science, space science, physical science, life science, oceanography, geology, astronomy, meteorology, geography, earthquakes, volcanoes, erosion, the solar system, stars, and galaxies - through the use of visual symbols, visual activities, and the structured classroom environment.. Topics dependent on individual abilities. Emphasizes the use of visual symbols to appropriately communicate and behave in several areas (educational, social, and vocational).
Structured Communication General Science 2 (8 th Grade)	28032725		
Structured Communication General Science 3 (if necessary)	28032735		
Structured Communication General Science 4 (if necessary)	28032745		

**All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the program in which an individual student is placed.*

Self Contained Courses Social Studies

Title	Course #	Associated Program(s)*	Course Description
Seventh Grade New Mexico History Academic Skills	27002140	ASC <i>HQ in Core Area is required (Social Studies)</i>	Study of the pre-history, history, cultural, economic, and political history of New Mexico. Includes New Mexico geography. Topics dependent on individual abilities.
Eighth Grade Early US History Academic Skills	27232140		Study of the basics of United States history from the periods of exploration and colonization through the Civil War and Reconstruction. Includes U.S. Geography. Topics dependent on individual abilities.
Social Development – Social Studies			
Life Skills Social Studies 1 (7 th Grade)	28062515	LSC	Course teaches students the social skills needed for independent functioning within the community. Topics include aspects of NM History, World History, US Government, and US History.
Life Skills Social Studies 2 (8 th Grade)	28062525		
Life Skills Social Studies 3 (if necessary)	28062535		
Life Skills Social Studies 4 (if necessary)	28062545		
Developmental Social Studies 1 (7 th Grade)	28062615	DSC	Course teaches students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, and decision-making. Emphasizes appropriate situational behavior, how to interact with others, and maintain relationships. Students may develop independence, self-confidence, and self-reliance.
Developmental Social Studies 2 (8 th Grade)	28062625		
Developmental Social Studies 3 (if necessary)	28062635		
Developmental Social Studies 4 (if necessary)	28062645		
Structured Communication Social Studies 1 (7 th Grade)	28062715	SCC	Course teaches students the social skills needed for independent functioning within the community-through various teaching strategies which may include but are not limited to visual symbols, social stories, visual activities, and a structured classroom environment. Topics may include self-control, self-expression, obeying rules, and decision-making.
Structured Communication Social Studies 2 (8 th Grade)	28062725		
Structured Communication Social Studies 3 (if necessary)	28062735		
Structured Communication Social Studies 4 (if necessary)	28062745		

**All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the program in which an individual student is placed.*

Self Contained Courses Mobility Instruction

Title	Course #	Associated Program(s)*	Course Description
Mobility Instruction			
Mobility Instruction 1	28042010	All Programs (<i>Recommended for DSC</i>)	Course designed to improve a student's ability to move about and communicate within the surrounding community (school, neighborhood, workplace, and city or town). Student may be exposed to and assisted in several types of situations to improve mobility and increase the available response options.
Mobility Instruction 2	28042020		
Mobility Instruction 3	28042030		
Mobility Instruction 4	28042040		

**All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the program in which an individual student is placed.*

Self Contained Courses PE (Adaptive)

Title	Course #	Associated Program(s)	Course Description
Adaptive PE 1	23172010	All Programs HQ in Core Area is required (PE)	Physical activities adapted to meet specific physical fitness needs. May be taken to meet the high school PE graduation requirement.
Adaptive PE 2	23172020		
Adaptive PE 3	23172030		
Adaptive PE 4	23172040		

~~**All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the program in which an individual student is placed*~~

Pre-Registration Handbook was Reviewed and revised by:

Yvonne Casillas, Director of Data Analysis and State Testing

Rosa Hood, Director of Secondary Instructional Support

Marti Muela, CMS

Veronica Quinonez, GMS

Rosa E. Lovelace, STMS Principal

Archangelo Pokluda, STMS AP

Soledad Murillo, STMS Counselor

Rhonda Alden, CMS Teacher

Approved by Superintendent Yturralde