

- 4.1.4 c. The extent of offerings for each student in each content area at each level shall be determined by the district. An interdisciplinary or nontraditional approach may be utilized in presenting content.

4.2 STUDENT ENTRY REQUIREMENTS

- 4.2.1 Upon satisfactory completion of requirements and attainment of competencies at the level determined appropriate by the district, a student may be admitted to the next higher grade.

4.3 GRADUATION REQUIREMENTS

- 4.3.1 a. To graduate, a student shall earn at least twenty-one (21) units in grades 9 through 12. Twelve units shall include at least the following content and competencies.*

(1) LANGUAGE ARTS. (Four units of credit.) The student shall:

- (a) Apply critical thinking skills in the context of reading, writing, listening, and speaking.
- (b) Decode and comprehend a variety of published literary genre, common material, and content specific print.
- (c) Correctly express thoughts on paper.
- (d) Receive and respond to auditory stimulus with understanding.
- (e) Vary the spoken language to meet the demands of each occasion.

*Graduation requirements become effective with the 1986-87 graduating class. Some of the competencies included within the content requirements may be acquired prior to grade 9.

- 4.3.1 (2) MATHEMATICS. (Two units of credit.) The student shall:
- (a) Compute with whole numbers, fractions, decimals and percent.
 - (b) Understand and use basic arithmetic number properties.
 - (c) Use and interpret graphs and tables.
 - (d) Demonstrate proficiency in measurement (SI and standard systems).
 - (e) Exhibit an understanding of formulas for perimeters, areas and volumes of common geometric figures.
 - (f) Apply approximation and numerical estimation skills.
 - (g) Appreciate the reasonableness of numerical answers.
 - (h) Use mathematics concepts and computational skills in managing consumer affairs, e.g., banking, consumer credit.
 - (i) Translate situations and verbal problems into mathematical statements.
 - (j) Apply the principles of mathematics to practical problems, e.g., personal finances.
 - (k) Apply abstract reasoning to the real number system and mathematical equations.
 - (l) Apply previously developed mathematics concepts and skills to the idea that mathematics is a unifying system.

- 4.3.1 (3) SCIENCE. (Two units of credit, one of which shall be a laboratory science.) The student shall:
- (a) Develop and use observation skills.
 - (b) Use space/time relationship skills.
 - (c) Develop and use classification skills.
 - (d) Demonstrate proficiency in measurement and utilization of measuring instruments.
 - (e) Demonstrate proficiency in using numbers in scientific processes.
 - (f) Communicate about scientific processes.
 - (g) Make scientific predictions.
 - (h) Develop skills of inference.
 - (i) Develop skill in controlling variables.
 - (j) Interpret data.
 - (k) Formulate hypotheses.
 - (l) Utilize operational definitions.
 - (m) Combine basic and integrated process skills to construct and carry out an experiment.
- (4) SOCIAL STUDIES. (Two units of credit, one of which shall be U.S. History and 1/2 of which shall be in Civics and/or Government.) The student shall:

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- (a) Understand the structures and functions of governments at the local, state, and national levels; acquire skills in participation and decision-making in civic affairs; and apply basic concepts of government to the analysis of public issues.
 - (b) Understand and emulate American legal principles, institutions, and processes through an examination of the law as an instrument of governance, the rights and responsibilities of individuals under the law, the impact of law on individuals and groups, and the dynamic nature of law.
 - (c) Locate, analyze, evaluate, and use consumer information necessary to become an intelligent decision-maker.
 - (d) Identify, interpret, and apply basic economic concepts (not technical abstractions) of the United States economic system.
 - (e) Identify, interpret, and evaluate contemporary economic issues and problems.
 - (f) Recognize the influence of geography in the development of nations and cultures.
 - (g) Apply information acquisition skills relevant to social studies.
- (5) PHYSICAL EDUCATION. (One unit of credit.)
The student shall:
- (a) Develop a repertoire of efficient and effective motor skills, understand the principles involved, and develop an appreciation for the aesthetic and creative qualities of movement.

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- (b) Participate in lifetime sports and successfully master at least one participation sport.
 - (c) Exhibit physical fitness (health related and skill related) and develop an acceptable individualized program to maintain physical fitness throughout life.
 - (d) Develop a positive self-image, which includes awareness and understanding of the performance of one's body, the use of the body as an important means of expression and as an instrument for self-realization.
 - (e) Develop socially desirable behavior involving movement in interactions with others, including being a good spectator and exhibiting sportsmanship.
 - (f) Apply safety precautions in sports participation and understand the fundamentals of sports safety including water safety.
 - (g) Understand and appreciate the cultural diversity of sport within the context of a pluralistic society.
- (6) FINE ARTS OR PRACTICAL ARTS. (One unit of credit to be earned in one or a combination of the following.)
- (a) FINE ARTS - DANCE. The student shall:
 - 1) Develop kinesthetic awareness, body strength, flexibility, coordination, agility, and balance thereby increasing his/her ability to perform fundamental movement skills in dance.

- 2) Experience axial movements and apply the eight (8) basic locomotor movements in dance.
 - 3) Develop expressive skills and a sense of space, time, rhythm, design, quality, and style.
 - 4) Explore new ways of communicating through improvisation and composition, using the body as an instrument of expression.
 - 5) Increase his/her knowledge and appreciation of dance through use of a basic vocabulary and study of the history of dance.
- (b) FINE ARTS - DRAMA. The student shall:
- 1) Develop self-confidence in front of a group.
 - 2) Develop performance techniques through voice and body.
 - 3) Become aware of and familiar with theater facilities and terminology.
 - 4) Develop and sharpen memory and imagination.
 - 5) Work cooperatively with others toward a common goal.
- (c) FINE ARTS - MUSIC. The student shall:
- 1) Make music, alone and with others.
 - 2) Use the vocabulary and notation of music.

- 3) Acquire a familiarity with a wide variety of music.
 - 4) Improvise and create music.
 - 5) Respond to music in various ways and make aesthetic judgments.
- (d) FINE ARTS - VISUAL ARTS. The student shall:
- 1) Express thoughts, ideas, and understandings through two-dimensional design, drawing, painting, print-making/lettering, three-dimensional form, film, or photography.
 - 2) Develop intellectual abilities through creative and imaginative problem-solving.
 - 3) Exhibit understanding and awareness of art history through enjoyment and use of aesthetic criteria.
 - 4) Use a visual vocabulary.
 - 5) Respond to art in the visual environment and make aesthetic judgments.
 - 6) Gain enriched concepts and skills in other subject areas through integrated arts processes in school. These concepts and skills should stimulate the student to create and appreciate the arts throughout his/her lifetime.
- (e) PRACTICAL ARTS. The student shall:
- 1) Select an occupational cluster and identify the occupational/career

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opportunities, the career levels available and the training requisites for the cluster.

- 2) Compare occupational/career requirements, traits, and characteristics to personal aptitudes, abilities, and preferences.
 - 3) Demonstrate basic academic and technical knowledge and skills of the occupational/career area.
 - 4) Demonstrate both job-seeking and job-keeping skills.
- b. One unit of credit shall be awarded to a student for satisfactory completion of local requirements and attainment of state and district competencies.
 - c. Credits shall be transferable with no loss of value between schools that are accredited by a state board of education.
 - d. Credits earned through correspondence or extension study may be accepted if such credits are from schools approved or accredited by the National Home Study Council, the state board of education of the state in which they are located, or by a college or university which is regionally accredited for such purposes.
 - e. The State Board of Education shall issue a high school diploma to New Mexico residents who meet state GED certification requirements defined in State Board of Education Regulation 80-12.
 - f. Students who successfully complete the requirements of the New Mexico High School Proficiency Examination shall receive an endorsement so stating on their diplomas.