

A.4.3 Graduation Requirements

A.4.3.1 a. For students who entered ninth grade prior to 1986-87, a student shall earn at least twenty-one (21) units in grades nine through twelve. These units shall be as follows:

- (1) Four units in language arts;
- (2) Two units in mathematics;
- (3) Two units in science, one of which shall be laboratory science;
- (4) Two units in social science, one of which shall be United States history and one-half of which shall be civics and/or government;
- (5) One unit in physical education;
- (6) One unit in fine arts or practical arts (or a combination of both; and
- (7) Nine elective units.

b. Beginning with students entering the ninth grade in the 1986-87 school year, successful completion of a minimum of twenty-three (23) units in grades nine through twelve shall be required for graduation. These units shall be as follows:

- (1) Four units in English, with major emphasis on grammar and literature;
- (2) Three units in mathematics;
- (3) Two units in science, one of which shall be laboratory science;
- (4) Three units in social science, which shall include United States history and geography, world history and geography, and government and economics;
- (5) One unit in physical education;
- (6) One unit in communication skills, with major emphasis on writing and speaking, which may include a language other than English; and
- (7) Nine elective units. Only the following elective units shall be counted toward meeting the requirements for graduation: fine arts, i.e., music, band, chorus, and art; practical arts; health education; physical education; languages other than English; speech; drama; vocational education; mathematics; science; English; R.O.T.C.; social science; computer science; and other electives approved by the State Board.

A.4.3.1 b. (7) Continued

With written approval of the State Superintendent, required high school units for graduation may be earned by a student taking advanced courses in grade eight, provided the district documents why it is in the student's best interest to do so. These students must still complete a minimum of 23 units while in grades nine through twelve.

c. These units shall address the following competencies, as appropriate:

(1) Language Arts.

(a) Reading. The student shall:

1) Respond to written material by:

- Comparing (looking at similarities)
- Contrasting (looking at differences)
- Observing (using the senses to collect data)
- Classifying (sorting into categories and naming categories)
- Visualizing (forming mental images)
- Summarizing (condensing to core messages)
- Perceiving (deriving meaning from both stated and implied messages)
- Analyzing (looking at parts of a whole)
- Synthesizing (using known data to generate a new idea)
- Hypothesizing (proposing possible explanations)
- Critiquing (evaluating, making judgments)
- Making inferences (differentiating between assumed truth and observable fact, identifying anticipated outcomes)
- Imagining (creating freely/exercising the mind).

2) Read, with understanding and appreciation, a range of literature rich in quality and representative of different literary forms and various cultures.

3) Understand and use written informational materials such as textbooks, magazines, newspapers, directions, schedules, maps, graphs, etc.

4) Vary reading rate and strategy according to the purpose and type of material.

5) Read independently for personal pleasure and growth.

(b) Writing. The student shall:

- 1) Write in the appropriate mode for a variety of purposes.
 - To express original thoughts
 - To discover and clarify ideas
 - To communicate complete ideas through written messages and letters
 - To write papers, reports, and business letters
 - To fill out forms and maintain records and for a variety of audiences:
 - Self
 - Teachers
 - Peers
 - Relatives
 - Business and public organizations
 - Others
- 2) Use writing as a process of communication involving:
 - Formulating ideas
 - Using reasoning strategies
 - Collecting and organizing information
 - Determining the relationships
 - Drafting
 - Using vivid and precise language
 - Arranging paragraphs in an appropriate order and building transitions between them
 - Revising
- 3) Write sentences and paragraphs using standard grammatical construction, spelling, and mechanics.

(c) Listening. The student shall:

- 1) Receive and interpret verbal and nonverbal messages and respond with understanding by using active learning techniques and including:
 - Remembering
 - Visualizing
 - Summarizing
 - Classifying
 - Critiquing
 - Predicting
 - Imagining
 - Synthesizing
- 2) Understand and appreciate a range of aural presentations.

(d) Speaking. The student shall:

- 1) Use oral and body language to communicate with designated audiences by:
 - Identifying purpose
 - Selecting appropriate language

2) Use speaking as a process of communication by:

- Organizing content
- Clarifying thoughts
- Speaking clearly and fluently
- Selecting effective vocal skills

(e) Studying. The student shall:

- 1) Select appropriate sources of information for a specific purpose.
 - 2) Organize materials for study by:
 - Classifying
 - Note taking/outlining
 - Summarizing
 - Synthesizing
 - 3) Use effective study strategies such as
 - Formulas (SQ3R)*
 - Memorization
 - Test-taking
 - Building vocabulary
- *Study, question, read, review, recite.
- 4) Produce materials in a legible form.

(2) Mathematics. The student shall:

- (a) Compute with whole numbers, fractions, and decimals.
- (b) Use rounding and approximation to estimate computation results.
- (c) Determine whether the answer to a given problem is reasonable.
- (d) Compare two numbers, such as a decimal and a fraction, or a percent and a decimal for equivalence and order.
- (e) Apply such basic properties of numbers as odd/even, prime/composite, factors, multiples and place value.
- (f) Construct and interpret graphs and tables.
- (g) Use appropriate units in the Standard and S.I. (Metric) measurement systems to solve practical measurement problems.
- (h) Find perimeters, areas and volumes.
 - (i) Find the value of a specified variable in a simple linear equation and/or in a given formula after substituting values for the other variables.
 - (j) Interpret a word problem and compute the answer. (The solution shall require at least three operational steps.)

A.4.3.1 c. (2) Continued

- (k) Apply the principles of percentage to problem-solving.
- (l) Apply the principles of ratio and proportion to problem-solving.
- (m) Use mathematical concepts and skills in everyday problems relating to consumer affairs.

(3) Science.

(a) Observing. The student shall:

- 1) Describe objects and events on the basis of observable characteristics.
- 2) Use indirect methods if direct sense experience is insufficient to describe objects or events.
- 3) Describe and report data quantitatively.
- 4) Distinguish between observations and inference.

(b) Classifying. The student shall:

- 1) Classify objects and events based on observable similarities and differences of selected properties.
- 2) Use classification keys to place items within a scheme or to retrieve information from a scheme.
- 3) Construct two or more classification schemes for the same set of objects and develop a classification system.

(c) Inferring. The student shall:

- 1) Draw logical conclusions or interpretations of events based on given data or premises.

(d) Predicting. The student shall:

- 1) Suggest the outcome of an event based upon previously observed conditions.
- 2) Suggest cause and effect relationships within a scientific problem solving situation.

(e) Measuring. The student shall:

- 1) Measure properties of objects or events by direct comparison with standardized units of measurement.
- 2) State the parameters of a designated measurement.

A.4.3.1 c. (3) Continued

(f) Communicating. The student shall:

- 1) Keep accurate records of observations.
- 2) Construct a simple data table containing two variables, and label columns, rows, and accurately enter data.
- 3) Make graphic representations of accumulated records of observation and communicate this information clearly and meaningfully.
- 4) Construct a simple bar graph properly labeled and scaled.
- 5) Demonstrate technical writing skills.

(g) Interpreting Data. The student shall:

- 1) Use processes such as classifying, predicting, inferring, and communicating to interpret data.
- 2) Revise interpretations of data based on new information or revised data.
- 3) Formulate conclusions when given appropriate data, tables, and graphs.
- 4) Abstract important ideas from reading, listening or watching a presentation.

(h) Making Operational Definitions. The student shall:

- 1) Describe a variable or event in observable and measurable terms to differentiate information from other phenomena.

(i) Formulating Questions and Hypotheses. The student shall:

- 1) State questions on the basis of observations.
- 2) Devise a statement which can be tested by experiment.
- 3) Construct hypotheses from information given in a data table, graph, or picture.
- 4) Revise hypotheses based on new information.

(j) Experimenting. The student shall:

- 1) Design data-gathering procedures as well as test a hypothesis.
- 2) Conduct simple experiments to make observations or to confirm a prediction.

A.4.3.1 c. (3) (j) Continued

- 3) Be able to identify variables and the control aspects of an experiment.
 - 4) Consider limitations of methods and apparatus of experimentation.
 - 5) Demonstrate laboratory safety procedures.
 - 6) Demonstrate error analysis and information analysis.
- (k) Modeling. The student shall:
- 1) Devise models on the basis of an acceptable hypothesis or hypotheses that have yet to be tested.
 - 2) Use models to describe and explain interrelationships of ideas.
 - 3) Use a model to visualize the solution to a problem.
- (l) Using Quantitative Applications. The student shall:
- 1) Represent scientific principles using mathematical format.
 - 2) Record measurement using appropriate scientific notation.
 - 3) Identify and demonstrate a relationship between two variables that can be used to make a prediction.
 - 4) Read and interpret numerical values from charts, tables or graphs, and apply results to answering questions.
- (m) Recognizing Impact. The student shall:
- 1) Identify, describe, and discuss contemporary issues in science, such as family planning, patterns of socially transmitted disease, genetic engineering, pesticides, nuclear energy, and pollution as they relate to humans.
 - 2) Recognize the role of the political process in the advancement of science.
 - 3) Describe the effects of science in: consumerism, safety, careers, computers, solar energy, synthetic fuels, and fossil fuels.
 - 4) Recognize the limitations of science.

A.4.3.1 c. (3) (m) Continued

- 5) Recognize the impact of the accumulation of new evidence on scientific thought.
 - 6) Recognize how the contributions of science lead to the development of new ideas.
 - 7) Recognize the truth seeking nature of science.
- (4) Social Studies. The student shall:
- (a) Demonstrate knowledge of United States history and the ability to analyze that history relative to economic, political, social, and cultural developments.
 - (b) Demonstrate knowledge of world history and the ability to analyze that history relative to economic, political, social, and cultural development.
 - (c) Demonstrate knowledge and understanding of the United States political system and the individual rights and responsibilities within that system.
 - (d) Demonstrate knowledge of the United States economic system, the individual's role in that system, and the interaction of the American system with other economic systems.
 - (e) Demonstrate knowledge of and recognize the influence of geography (physical, economic, political and cultural) in the development of societies.
 - (f) Demonstrate knowledge of New Mexico history and the ability to analyze that history relative to cultural, economic, political and social developments.
 - (g) Develop and apply critical thinking, decision-making, research, and communication skills.
- (5) Physical Education. The student shall:
- (a) Refine specific skills in order to effectively participate in a variety of lifetime, sports and activities.
 - (b) Demonstrate an acceptable age group level of physical and motor fitness.
 - (c) Assess knowledge of skill performance, rules, strategy, and terminology for at least three lifetime sports and activities.
 - (d) Understand and apply biomechanical principles of physical skills necessary to produce skilled movement.

A.4.3.1 c. (5) Continued

- (e) Evaluate the concepts of physical fitness and develop an acceptable individual program to maintain physical fitness throughout life.
- (f) Know and use rules and safety measures for all physical activities performed.
- (g) Compare and contrast the proper roles of participants and spectators.
- (h) Exhibit socially desirable and acceptable behaviors in the areas of respect for others, assuming responsibility, leadership, and contributing to the group.
- (i) Set a level of appropriate aspiration for physical performance and be motivated to seek that level.
- (j) Integrate the value of fitness and physical activity through an observed commitment to a healthy lifestyle.

(6) Fine Arts or Practical Arts.

(a) Fine Arts - Dance. The student shall:

- 1) Recognize individual abilities and adjust to limitations through dance movement.
- 2) Discriminate between rhythmical patterns when responding to, participating in, and/or performing dance movement.
- 3) Demonstrate an appropriate use of space during a variety of dance experiences.
- 4) Create and perform dance combining locomotor and non-locomotor movements.
- 5) Improvise in response to specific instructions both individually and in groups.
- 6) Develop an original dance using elements of choreography.
- 7) Display desirable interpersonal relationships in dance activities.
- 8) Exhibit dance related skills in order to experience lifetime dance participation as a means of fitness.
- 9) Develop self and group evaluation skills related to dance.
- 10) Appreciate dance as a performer and as a spectator.

A.4.3.1 c. (6) (a) Continued

- 11) Identify the role of dance in contemporary culture for leisure time pursuits, health, and social activities.

(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.
- 6) Understand the vocational and avocational possibilities in music.

(d) Fine Arts - Visual Arts. The student shall:

- 1) Create art.
- 2) Exhibit sensory awareness and problem-solving abilities through art.
- 3) Respond to art and make aesthetic judgments.
- 4) Experience historical and cultural art.
- 5) Appreciate and practice visual arts independently.

(e) Practical Arts. The student shall:

- 1) Select an occupational cluster and identify the occupational/ career opportunities, the career levels available and the training requisites for the cluster.

A.4.3.1 c. (6) (e) Continued

- 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 including the skills of completing a job application, applying for a job, and properly dressing for an interview.
- d. One unit of credit shall be awarded to a student for satisfactory completion of local requirements and attainment of state and district competencies in each course designed for one unit of credit. Final examinations shall be administered to all students in all classes offered for credit. (Public School Code 22-2-8.4)
- e. Credits shall be transferable with no loss of value between schools that are accredited by a state board of education.
- f. 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.
- g. 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.
- h. All students graduating from a public high school and receiving a high school diploma must take the High School Proficiency Examination. Students who successfully complete the requirements of the New Mexico High School Proficiency Examination shall receive an endorsement so stating on their diplomas. (For students who entered ninth grade prior to the 1986-87 school year.)
- i. Beginning with students entering the ninth grade in the 1986-87 school year, no public student shall receive a high school diploma who has not passed a state competency examination (New Mexico High School Competency Examination) in the subject areas of reading, English, math, science, and social science. Other than as provided below, if a student exits from the school system at the end of grade twelve without having passed a state competency examination, he/she shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. (Public School Code 22-2-8.4)

A.4.3.1 Continued

- j. With the approval of the local school board, the local superintendent may request written approval from the State Superintendent to award a diploma to a student who had not passed the competency examination. The district must document student attainment of required competencies through an alternative assessment procedure.
- k. Special education student shall be considered by the Educational Appraisal and Review Committee for participation in the New Mexico High School Competency Examination (Educational Standard A.9.1.3.a). The Committee shall make recommendations regarding:
- (1) Participation or exemption from participation in the examination.
 - (2) Modification in administration of the examination, provided such modification does not change the meaning of the test score. If modifications are recommended, prior approval of the State Superintendent is required.
- l. A special education student's Educational Appraisal and Review Committee is responsible for recommending to the local superintendent the appropriateness of whether a student receives a high school diploma or a certificate of completion. Upon the recommendation of the local school board and upon approval of the State Superintendent of Public Instruction, a diploma may be awarded to a student in a special education program upon completion of a planned course of study based on individualized educational program objectives in lieu of required criteria for New Mexico high school diplomas.