



Draft Graduation Requirements

English/Language Arts

Prepared graduates in English/Language Arts:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing
- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

A student will demonstrate proficiency in these competencies through one of the following:

SAT/ACT	Adv Placement	Colorado Measures of Academic Success	Concurrent Enrollment	College Readiness Test	Common District Assessment	Capstone Project	ASVAB
470/18	3+	Score of 3 or higher (11 th Grade PARCC)	Grade of C or better	Corresponding score that represents readiness	Score of 80% or higher on all CDA's in Content Area	Compilation of Evidence that demonstrates mastery of competencies	Score of 50% or higher on WK and PC Sections

To achieve these competencies, students will be required to take **4 units of English**.

Mathematics

Prepared graduates in mathematics:

- Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities
- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error
- Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency
- Make both relative (multiplicative) and absolute (arithmetic) comparisons between quantities. Multiplicative thinking underlies proportional reasoning
- Recognize and make sense of the many ways that variability, chance, and randomness appear in a variety of contexts
- Solve problems and make decisions that depend on understanding, explaining, and quantifying the variability in data
- Understand that equivalence is a foundation of mathematics represented in numbers, shapes, measures, expressions, and equations
- Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data
- Apply transformation to numbers, shapes, functional representations, and data
- Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics
- Communicate effective logical arguments using mathematical justification and proof. Mathematical argumentation involves making and testing conjectures, drawing valid conclusions, and justifying thinking
- Use critical thinking to recognize problematic aspects of situations, create mathematical models, and present and defend solutions

A student will demonstrate proficiency in these competencies through one of the following:

SAT/ACT	Adv Placement	Concurrent Enrollment	Colorado Measures of Academic Success	College Readiness Test	Common District Assessment	Capstone Project	ASVAB
500/19	3+	Grade of C or better	Score of 3 or higher (11 th Grade PARCC)	Corresponding score that represents readiness	Score of 80% or higher on all CDA's in Content Area	Compilation of Evidence that demonstrates mastery of competencies	Score of 50 or higher on AR and MK Sections

To achieve these competencies, students will be required to take **4 units of math** through Algebra 2 standards which may include math electives (course titles may vary).

Science

Prepared Graduates in Science:

- Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects
- Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions
- Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable
- Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection
- Explain and illustrate with examples how living systems interact with the biotic and abiotic environment

- Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment
- Explain how biological evolution accounts for the unity and diversity of living organisms
- Describe and interpret how Earth's geologic history and place in space are relevant to our understanding of the processes that have shaped our planet
- Evaluate evidence that Earth's geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system
- Describe how humans are dependent on the diversity of resources provided by Earth and Sun

A student will demonstrate proficiency in these competencies through one of the following:

ACT	Advanced Placement	Concurrent Enrollment	Colorado Measures of Academic Success	Common District Assessment	Capstone Project	ASVAB
19	3+	Grade of C or better	Score of 4 or higher	Score of 80% or higher on all CDA's in Content Area	Compilation of Evidence that demonstrates mastery of competencies	Score of 50 or higher on GS or EI Sections

To achieve these competencies, students will be required to take **3 units** of science including 2 years of physical science and 1 year of life science.

Social Studies

Prepared graduates in social studies:

- Use the tools, thinking, and practices of history, geography, economics, and civics to:
 - Solve problems, make decisions and analyze issues from multiple perspectives as a responsible member of society
 - Read, write, and communicate ideas
- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures
- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them
- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)
- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

A student will demonstrate proficiency in these competencies through one of the following:

Advanced Placement	Concurrent Enrollment	Common District Assessment	Capstone Project
3+	Grade of C or better	Score of 80% or higher on all CDA's in Content Area	Compilation of Evidence that demonstrates mastery of competencies

To achieve these competencies, students will be required to take **3 units** of Social Studies including 1 year of U.S. History, 1 year of World History, 1 semester of US Government, and 1 semester or Economics that includes a focus on Personal Financial Literacy.

Health Education/Physical Education

Prepared Graduates in Health and Physical Education:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities
- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance
- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

To achieve these competencies, students will be required to take 1 semester (0.5 credits) of physical education and 1 semester (0.5 credits) of health.

World Language

Prepared Graduates in World Languages:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)
- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
- Reinforce and further their knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

To achieve these competencies, students will be required to take 1 credit of a world language or world culture.

Individual Career and Academic Plan (ICAP)

During the middle and high school years, students will continue to build upon and complete their ICAP that will help them assess their interests and build a plan to ensure that they are ready to pursue a pathway of their choice once they finish high school. Pathways include:

- Agriculture, Food and Natural Resources
- Architecture and Construction

- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

This ICAP will assist counselors and academic advisors in guiding students to the appropriate classes in addition to the Core areas of English, Math, Science, Social Studies, and Health/Physical Education.

Electives

Students will take a minimum of **7 credits** to include **at least 2 credits** connected to their identified pathway in their ICAP.

Real World Experience

To ensure that students graduate high school with real life experience in their career pathway, community, or post-secondary focus, students must complete one of the following:

- Internship (60 hour min)
- Community Service Project (60 hour min)
- Post-secondary class (related to ICAP** pathway)
- **Employment with positive employer evaluation (60 hour min)**

Guidance for Students Focused on a Four Year College

Students who plan to attend a four year college are required to also take the following:

- Minimum 2 years of a lab science in the three required credits in science
- Minimum of 2 years of World Language in a single language (Part of the 7 credit of electives)

Student athletes who intend to participate in college athletics will need to work with their academic advisor to ensure course selections meet NCAA academic eligibility requirements.

Students interested in specific universities should explore any specific requirements they may have for acceptance.

*Durango Big Picture High School has some additional requirements unique to the Big Picture Learning Model, which include an Autobiography, Senior Thesis Project and post-secondary requirements.

Credit Earning Options:

1. Credit from other high schools. New students who wish to register at Durango High School or Durango Big Picture High School must provide an official transcript from the previous school attended.
2. Online courses or alternative crediting options will be allowed with prior approval of the principal or his/her designee. Seniors taking online courses or completing alternative crediting options must complete them by May 1st of their senior year in order to receive the appropriate

credit. Students graduating early must complete online courses or alternative crediting options by the end of the semester in which they plan to fulfill their graduation requirements.

3. Credit from participation in interscholastic sports will be 0.5 credits in physical education credit when they complete 2 complete seasons of a sport.
4. Credit from participation in Marching Band will be 0.5 credits in physical education credit when they complete four complete years.

Menu of Options for Demonstration of Competency

SAT				
	English	Math	Science	Social Studies
	470	500	N/A	N/A
ACT				
	English	Math	Science	Social Studies
	18	19	19	N/A
Advanced Placement (AP)				
	English	Math	Science	Social Studies
	3+	3+	3+	3+
Colorado Measures of Academic Success (CMAS) including 11th grade PARCC				
	English	Math	Science	Social Studies
	3+	3+	3+	N/A
Concurrent Enrollment				
	English	Math	Science	Social Studies
	C or better	C or better	C or better	C or better
College Readiness Test (Accuplacer, Compass, etc)				
	English	Math	Science	Social Studies
Corresponding Score for Proficiency	Corresponding Score for Proficiency			
<u>Accuplacer:</u> Sentence Skills: 95 Reading Comprehension: 80	<u>Accuplacer:</u> Elementary Algebra: 85		N/A	N/A
Common District Assessment *				
	English	Math	Science	Social Studies
	80% or above	80% or above	80% or above	80% or above
Capstone Project**				
	English	Math	Science	Social Studies
	TBD	TBD	TBD	TBD
ASVAB				
	English	Math	Science	Social Studies
	50+ (WK & PC)	50+ (AR & MK)	50+ (GS & EI)	N/A

* Common District Assessments should include all semester exams administered in the required courses for this subject area.

**The Capstone Project will include a body of evidence from all four years of high school that demonstrate competency in the subject area.