

# *New Futures School*



*Course Catalog 2022-2023*



## **Albuquerque Public Schools**

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## FROM THE SUPERINTENDENT

Dear APS Students,

We have reached that time of year when you get to select your classes for the coming year. For some of you this is your first time, and for others, you have been doing it for a few years. I want to express to you how important this activity can be for you and your future.

It is important to understand that you need a specific sequence of courses to graduate. You also need certain courses for college admission. I highly recommend you consider your future plans while selecting your courses. Do you think college is your path? Are you considering a career in the trades? Perhaps you are interested in leadership opportunities or you want to explore your interest in the arts or languages. These are all options for you.

Your counselors will assist you in this planning and course selection process. They can advise you as to what courses are required and what electives you may consider. APS offers a wide variety of options including music, theater, art, languages, or career technical education courses. Dual credit, International Baccalaureate, honors, and Advanced Placement courses are an option for many of our students, and we also offer unique electives through our Career Enrichment Center. Be sure to talk with your teachers, counselors, and your FAMILY throughout this process. These choices are important, and you want to be sure to involve people who care about you and your future. I hope you build a schedule that works for you and that it leads to a truly excellent school year. I wish you the absolute best!

Sincerely,

Scott Elder

New Futures School (NFS) is an APS school for pregnant and parenting students. We offer an environment that promotes rigorous learning as well as provides essential services to support and foster good parenting practices. We are committed to the needs of the whole student and believe we offer a learning environment that creates autonomous life-long learners who are prepared for post-secondary education and successful futures. Our curriculum is comprehensive, culminating in the acquisition of a high school diploma.

The curriculum at New Futures is aligned with District graduation requirements. Our students are able to meet the demanding expectations of the 21st Century. We offer opportunities for dual-credit and distance education. Our classes are small, so students have the opportunity to work closely with their teachers, receiving individual attention. NFS students receive a lot of direct support in their post-secondary planning. Over 90% of our students are accepted into post-secondary institutions and have completed the FAFSA. Additionally, all students participate in a well-defined advisory program that focuses on current and post-secondary educational goals. Students receive instruction from highly trained educators, including National Board-Certified teachers. Inherent to our school's mission is the commitment to serve the unique needs of pregnant and parenting teens. NFS has incorporated the expertise of early childhood developmental theorists into its design. Our curriculum has received national recognition for its innovative programming.

*Michelle Martinez*

### **New Futures School**

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### **MISSION STATEMENT**

**To guide pregnant and parenting students to become life-long learners who are prepared for post-secondary education and successful futures.**

### **VISION STATEMENT**

**We are committed to the needs of the whole student and offer a learning environment that creates autonomous lifelong learners prepared for post-secondary education and successful futures. Inherent in our school's mission is the commitment to serve the unique needs of pregnant and parenting students.**



School Information.



Daycare Tour



Follow us on TikTok

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## **GENERAL INFORMATION**

### **SCHOOL PROFILE**

New Futures School is a School of Choice in the Albuquerque Public School System specifically designed for pregnant and parenting teens in grades 6-12. We offer the entire curriculum necessary for a high school diploma. Many of our electives are focused on providing pre-natal, post-partum and parenting information so students can look forward to a healthy pregnancy and good parenting skills. New Futures was established in 1970 and has been in a variety of locations. Since 1988 we have been located at: 5400 Cutler NE. Our campus is shared with eCADEMY and Freedom High School.

All our students receive free transportation, meals and daycare. CYFD Focus rates our daycare 5 stars. This means children between the ages of 2 weeks and 3 years are provided not only physical care (diapering and feeding) but also activities appropriate for their age to help stimulate physical and mental development. WIC and an onsite store called Dime Time that is service-learning class with necessary items for parenting and pregnant students.

We have one full-time and 2 part-time counselors that includes a college career counselor. We also have social workers.

Many of our students are reclassified. We have a 4 x 4 schedule to better accommodate students who may be experiencing a difficult pregnancy or an ill child.

### **ENROLLMENT REQUIREMENTS**

New Futures accepts students who are pregnant for parenting.

- Proof of Pregnancy/Child's Birth Certificate
- Shot Records for Student and Child
- All students take all standardized tests.

### **STUDENTS WHO ENROLL FROM OTHER SCHOOL DISTRICTS OR OUT OF STATE**

Students entering from school situations other than APS must provide official documentation (an official transcript) of grades and credit earned. Students entering a new class after the first ten days of school may receive an "N" (no credit) grade for that class. Regardless of when students enter a new class, they are expected to make up work missed in that class. Students from a non-accredited school will receive credit on a pass/fail basis per APS policy. Students who have been home-schooled must provide a portfolio demonstrating work accomplished, a summary of courses taken, and credits earned, and supporting information (standardized test scores, textbooks, curriculum, etc.). Our staff will review the portfolio to determine appropriate credit in accordance with curriculum standards from the New Mexico Public Education Department.

### **COURSE SELECTION/PRE-REGISTRATION PROCESS**

We offer a comprehensive curriculum enriched by special offerings. Enthusiasm, positive attitude, classroom skills, professional activities, and academic preparation characterize staff members. The school's curriculum meets both college and career preparatory needs.

We build our schedule of classes based on the courses selected by our students. Therefore, once completed, student course selections will be considered final unless the selections fail to prepare the student for minimum graduation requirements. Course availability for non-required, elective courses is determined by sufficient student selection and staff availability. Insufficient pre-registration numbers or staffing constraints could cause a course to become unavailable after the initial scheduling selection process.

Once schedules are built, they cannot be changed except to meet a graduation requirement. Students are encouraged to seek assistance and advice from their parents or guardians, teachers, and

counselors. The students' actual schedules will be determined by pre-requisite requirements, sufficient student interest through course requests and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the 2023-2024 school year will be available in August. Information on August registration will be provided through a summer mailer or on the school's website.

### **SCHEDULE CORRECTIONS**

All students are expected to continue and complete the courses they select. Adequate schedule planning for students, teachers, and classroom space can be completed only when school officials can consider students' schedule requests to be final and binding. There will be times when a correction is necessary. The special circumstances that can precipitate a schedule correction review are: completion of summer school coursework, failed courses from previous semesters, changing to a course with a higher degree of difficulty in the same subject area, or fulfillment of a graduation requirement.

**Student course selections will be considered final unless the selections fail to prepare the student for minimum graduation requirements.** Review for schedule correction should be requested through your school counselor. All corrections must be made within the first ten days of the semester. A class dropped after that time results in a "W/F" (withdrawal with the grade of "F") for the course. Some schedule changes are generated due to over or under projection of student enrollment by the district.

### **SCHOOL SCHEDULE**

New Futures has a 4 X 4 schedule of four classes per day, five days each week for nine (9) weeks. There are four (4) nine-week quarters in one school year. Students can earn (2) credits each quarter, which is eight (8) credits per year.

| <b>Period</b>                     | <b>Quarter 1</b> | <b>Quarter 2</b> | <b>Quarter 3</b> | <b>Quarter 4</b> |
|-----------------------------------|------------------|------------------|------------------|------------------|
| <b>Period 1</b>                   | 8:10 - 9:40      | 8:10 - 9:40      | 8:10 - 9:40      | 8:10 - 9:40      |
| <b>Period 2</b>                   | 9:45 - 11:10     | 9:45 - 11:10     | 9:45 - 11:10     | 9:45 - 11:10     |
| <b>LUNCH</b>                      | 11:15 - 11:45    | 11:15 - 11:45    | 11:15 - 11:45    | 11:15 - 11:45    |
| <b>Period 3</b>                   | 11:55 - 1:25     | 11:55 - 1:25     | 11:55 - 1:25     | 11:55 - 1:25     |
| <b>Period 4</b>                   | 1:30 - 3:00      | 1:30 - 3:00      | 1:30 - 3:00      | 1:30 - 3:00      |
| <b>Credits Earned Per Quarter</b> | 2 Credits        | 2 Credits        | 2 Credits        | 2 Credits        |

### **GRADING POLICIES**

Report cards with progress grades are issued every six (6) weeks. A semester consists of four (4) 9-



week grading periods. Semester grades are posted on a student's permanent record (transcript). The final examination may count for no more than 20% of the final semester grade. The grading scale is:

| PERCENTAGE | LETTER GRADE |
|------------|--------------|
| 90% - 100% | A            |
| 80% - 89%  | B            |
| 70% - 79%  | C            |
| 60% - 69%  | D            |
| 0% - 59%   | F            |

Credit is granted for successful completion of each class at the end of the semester. Progress reports are issued every 6 weeks prior to the end of the semester and reflect the cumulative grades for each class. Credits are granted with passing grades: A, B, C, or D. Credit is not granted for grades of "F", "I" (Incomplete) or "W/F" (withdrawal with the grade of F). Course work must be completed by the end of the semester following the semester in which the "I" (Incomplete) is posted. If a grade is not assigned for the Incomplete within the next semester, a grade of F will be assigned. If a course is repeated, the higher grade will be recorded and computed in the student's grade point average (GPA); however, the F remains on the transcript. Duplicate credit will not be granted for a course that is repeated.

Dual credit (courses taken at Central New Mexico Community College/University of New Mexico grades are included on the transcript and calculated in the GPA. It is a state requirement that dual credit grades be posted on the high school transcript.

### **WITHDRAWAL FROM COURSES**

Students taking courses will have a "no fault" withdrawal when:

- This process has started within the first 10 (ten) school days.
- A student/parent/teacher/counselor conference is held within the 2<sup>nd</sup> to 3<sup>rd</sup> week of the school year. The goal of the conference is to develop a *Support Plan for Student Success* in the course.
- A minimum of two weeks is allowed for implementation of the support plan.
- A student/parent/teacher/counselor conference is held at the end of the support plan for student success timeframe. The goal of the conference is to determine if the plan has been successful and what further actions need to be taken. In addition, schedule change implications are discussed (changes in instructors, changes in class periods, appropriate course level changes, options for a substitute class, open periods, and class load limits).

**If the student is not successful after implementation of a support plan, the student or teacher may make a request to the curriculum assistant, no later than the end of the first six weeks, for withdrawal (without penalty) from the course.**

- The transfer process occurs no later than the first seven (7) weeks of the semester, but no sooner than the 4<sup>th</sup> week of the semester.
- The student will be transferred to the level of the course that is appropriate for his/her academic skill level\* or courses that fulfill a graduation requirement (e.g., Algebra I will replace Honors Algebra I, English 9 will replace Honors English 9, Chemistry I will replace AP Chemistry).

- When examining transfer options, class load maximums cannot be violated.
- The grade that the student earned in the course at the time of withdrawal will transfer to the new course. The transfer grade will not be weighted if the grade was from an AP or honors course.

**Students who withdraw from a course after the first 10 days of each semester, and do not enroll in a comparable\* course (same content) will receive a WF (Withdraw Fail) on their transcript.**

\*When a course does not exist in the same content area (e.g., There is not an Environmental Science course to replace an AP Environmental course or the student requests withdrawal from AP Chemistry and has already taken Chemistry I), the student will either remain in the class with a revised support plan or be withdrawn from the class with a "W".

### **TRANSCRIPTS**

APS uses Parchment to send official and unofficial copies of transcripts. For information about processing transcripts, go to: <http://www.aps.edu/students-parents/transcripts> or go directly to <http://www.parchment.com/> to create a profile.

Official transcripts will be sent electronically, securely, and confidentially to the colleges, universities, or organizations you designate. Students can track the status of their request online and immediately see if it is "Pending," "Sent" or "Delivered." Official transcripts are primarily for college applications and the military. Currently enrolled students can print unofficial transcripts from Parchment for personal use. Unofficial transcripts can be used for job applications and as useful information in educational planning.

### **TEXTBOOKS**

All general textbooks are issued through the Book Room. A current student identification card (ID) is required for check-out of textbooks. Dual Credit textbook processes may change from semester to semester. Current process can be found on the Dual Credit Instructional Materials website: <https://www.aps.edu/libraries/textbooks/dual-credit-textbooks-for-high-school-students>.

Textbooks, including textbooks used for dual credit coursework, are the property of the State of New Mexico and are loaned to students with the expectation that they will be used appropriately, treated with care, and returned in good condition. Charges will be assessed for lost or damaged books. All general textbooks must be returned to the Book Room by the end of the last day of school, unless prior arrangements have been made with the Administration. Students who do not return textbooks will be charged the replacement cost of the book. Students will be informed of the materials they have checked out and of any fines, fees, or other charges they have incurred. Students will be expected to pay their fines and fees prior to the registration process.

### **SCHOOL COUNSELING SERVICES**

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The American School Counseling Association (ASCA) National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12

- comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a master's level, state-licensed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents, and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

### ***Delivery of School Counseling Services***

Professional School Counselors, College and Career Readiness Counselors, and Crossroads Counselors deliver services in the following ways:

#### ***Direct Student Services.***

Direct services are in-person interactions between school counselors and students to facilitate academic success, college and career readiness, and personal/social development and can include the following:

- Classroom guidance lessons: Structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental levels.
- Individual student planning: Counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive services: Responsive services are short-term, solution-focused individual counseling interventions to resolve immediate conflicts or problems, respond to crisis events, and intervene in school-specific situations that disrupt learning.

#### ***Indirect Student Services.***

Professional School Counselors work in partnership with administrators, teachers, and school/community mental health professionals to provide services to help support student academic, career and personal/social development.

### ***How to Schedule an Appointment***

Our goal is to assist students and families in a timely fashion. A parent who wishes to meet with a Professional School Counselor, College and Career Readiness Counselor or a Crossroads Counselor may schedule an appointment by calling the counselor. Students can make appointments by visiting the offices of the Counseling Department at their school site. For more information on how to see your counselor, visit the counseling page on your student's high school website.

### **LIBRARY MEDIA CENTER SERVICES**

The Library Media Center provides students with areas for research, study, and reading. The Library Media Center is open from 7:25 am – 2:25 pm. If the library is not going to be open during our regular hours, there will be a notice posted on the library doors and an announcement will be made during the daily announcements prior to the closing. A student identification card (ID) is required to check out any library materials. Fines are charged for items that have been damaged or lost.

The Library Media Center has a growing collection of books in all subject areas for students. The reference collection, both online and in paper, is continually updated to provide students with

authoritative research. All library materials are selected to support the school curriculum. The selection of material is based on individual needs, varied interests, and the maturity levels of students.

Computers may be available in the Library Media Center for student use, or students may use their Chromebooks. Student use of computers must comply with the Computer Use Contract signed at the beginning of the year and the APS Student Technology Acceptable Use Policy.

### **GRADUATION INFORMATION**

#### **GRADUATION REQUIREMENTS**

2013 Graduates and later - 25 Credit Plan (entered high school in 2009 or thereafter)

##### ***Course Credits Required***

Required courses and credits are based on the year a student entered high school as a 9th grader for the first time. Ninth grade starting year determines the student's Graduation Standard Year (GSY). Students entering high school as freshmen in 2009 and later must have 25 units to include:

| <b>Subject</b>                               | <b>Credits</b> |
|--|----------------|
| English                                      | 4.0            |
| Math - One unit must be Algebra II or higher | 4.0            |
| Science (Biology, Chemistry, Physics)        | 3.0            |
| New Mexico History                           | 0.5            |
| World History and Geography                  | 1.0            |
| United States History & Geography            | 1.0            |
| Government                                   | 0.5            |
| Economics                                    | 0.5            |
| Health                                       | 0.5            |
| Physical Education                           | 1.0            |
| Electives*                                   | 9.0            |
| Total  | 25.0           |

Students must successfully complete:

- One credit of an Advanced Placement **or** honors **or** dual credit **or** distance learning course
- One unit of a career cluster course **or** workplace readiness course, **or** a language other than English. (Most colleges and universities require 4-6 credits of the same modern, classical, or native language.)

### ***DUAL CREDIT (Courses taken at CNM or UNM)***

Dual Credit is one of the options for meeting a state graduation requirement. Dual credit provides students with the opportunity to experience a college course and earn both college and high school credit.

The Dual Credit Program at Central New Mexico Community College (CNM) allows high school sophomores, juniors, and seniors the opportunity to earn college credit and, at the same time, high school credit. The University of New Mexico (UNM) offers the same dual enrollment advantages to qualified juniors and seniors. ***Students must be officially enrolled in APS at least half-time to qualify for dual credit enrollment.*** APS pays for required textbooks (which MUST be returned to the high school bookroom upon completion of the course).

**NOT ALL CNM UNM COURSES QUALIFY AS DUAL CREDIT COURSES. Check with your Professional School Counselor or College and Career Readiness Counselor. Remedial and non-APS approved courses are not tuition-free, textbooks are not provided for these classes, and they do not count for dual credit.**

For more information about Dual Credit:

- **Talk to your Professional School Counselor or College and Career Readiness Counselor**
- Call CNM's School Relations Department at (505) 224-4238 or visit the CNM website, Steps to Becoming a Dual Credit Student: <https://www.cnm.edu/depts/outreach/dual-credit/dual-credit-register>
- Call UNM's Admission Office at (505) 277-3430 or visit the UNM Dual Credit website at: <http://www.unm.edu/~ucac/dual-credit/index.html>

### ***DISTANCE LEARNING***

Online course instruction is delivered in both face-to-face and online settings. Students are required to complete assignments and take exams as described in the course syllabus. Computer labs are available on site for students who do not have access to technology at home. Space is limited in all classes, with priority given to seniors who are lacking the distance learning graduation requirement. Students wishing to enroll in one or more classes must meet with their counselor to obtain a permission form prior to the registration period. Registration is the same process for online courses as face-to-face courses at each school. Online courses are also available through eCADEMY, an APS School of Choice. eCADEMY registration is held in August and January.

See your Professional School Counselor or College and Career Readiness Counselor for more information and before registering for any courses. It is important to remember that some distance learning courses may not meet NCAA requirements. If you are a high school athlete, check with your school counselor for more information.

### ***HONORS AND ADVANCED PLACEMENT PROGRAMS***

The Honors and Advanced Placement Program is the most academically challenging curriculum that our district offers. These courses are available to all students. Honors courses in the freshman and sophomore years prepare students for Advanced Placement (AP) classes, most of which are offered at the junior and senior levels. AP courses are based on guidelines from the College Board and have been approved by the College Board. These courses expose students to college-level curriculum, emphasize critical thinking skills, and provide preparation for the Advanced Placement examination.

Students who earn a qualifying AP score on the Advanced Placement examination may earn college credit (credit varies among colleges). Advanced Placement examinations are administered in May of each year.

Taking the Advanced Placement examination is highly recommended. Most AP courses require an average of 1-2 hours of homework every night. Students should carefully consider their overall academic load when making course selections.

The schedule of classes is based on student requests. Advanced Placement courses will be offered based on sufficient enrollment. All Honors and Advanced Placement courses will be awarded a weighted grade. An extra .025 will be added to the cumulative GPA for each semester of an Honors or Advanced Placement class successfully completed. There is no limit to the number of Advanced Placement courses a student may take.

### ***CAREER CLUSTER AND WORKPLACE READINESS COURSES***

A career cluster course, a workplace readiness course, or a modern, classical, or native language course meets one of the high school graduation requirements.

A career cluster course is an identified career-technical education course. These courses are part of an aligned, sequential series of classes within a related grouping of occupations in a given industry sector. Completing a series of career cluster courses may result in an industry-recognized certification or a post-secondary degree and add relevance to the high school curriculum.

A workplace readiness course is designed specifically to address entry-level career skill requirements, standards, and benchmarks as identified under Career-Technical Education in the “Standards of Excellence”.

### ***THE NEXT STEP PLAN***

Completion and annual revision of a Next Step Plan (NSP) is a New Mexico Public Education Department graduation requirement. The purpose of the Next Step Plan is to involve pertinent people in each student’s life (the student, the student’s parent(s) or guardian(s), school counselor, school advisor, and others as appropriate) who work collaboratively with the student in developing goals and plans that prepare the student for a prospective career and personal future. The NSP is a living, working document, reviewed, and updated annually, culminating during the 12<sup>th</sup>-grade year in a transition plan for a post-secondary or career related future.

### ***SPECIAL EDUCATION PATHWAYS FOR GRADUATION***

There are three pathways by which Special Education students may earn a diploma: the Standard, Modified, and Ability pathways. The pathway selected for each student is based on his or her Individual Education Plan (IEP) and decided upon by the IEP team.

- **Standard Pathway** – Students must meet the standard graduation requirements and pass the graduation assessments.
- **Modified Pathway** –
  - Earn at least the district’s required number of credits (the IEP team determines the standard and alternate courses that will make up the student’s program of study and ensure the student meets requirements identified in the Standard for Excellence.
  - Achieve competency in all areas of the Employability and Career Development Standards with Benchmarks and Performance Standards; and take current graduation exit exam and

achieve a level of proficiency determined by the student's IEP team. The IEP team should document the classes, courses, and/or experiences which will be used to assure that the student achieves standards as identified in the Employability and Career Development Standards with Benchmarks and Performance Standards in the Program of Study section of the student's IEP.

- **Ability Pathway –**

- The majority of goals and objectives relate to functional life skills and community skills.
- A student has been consistently working toward identified goals, objective, and benchmarks, developed by the IEP team; and
- Achieved a level of success that the IEP team agrees is commensurate with the student's abilities.
- Complete requirements of the ability graduation option, a student must complete the requirements through community-based instruction, transportation, work experience, community participation, recreation, and leisure, accessing adult services, and independent living skills.
- The student must take either the current state graduation examination or the state-approved alternate assessment, achieving a level of proficiency to be determined by the student's IEP team, and meet all other graduation requirements established by the IEP team.

## **GRADE LEVEL CLASSIFICATION**

Students must earn a set number of credits before they are classified at the next grade level. The following table illustrates the number of credits required for classification at each grade level. 2016 Graduates and later (entered high school in 2010 or thereafter)

| <b>To Be Classified</b> | <b>Credits Needed</b> |
|-------------------------|-----------------------|
| 9th Grade               | <6                    |
| 10th Grade              | 6                     |
| 11th Grade              | 13                    |
| 12th Grade              | 19                    |
| Graduate                | 25                    |

Every semester, the district reclassifies or promotes students who have not earned/earned enough credits to move to the next grade.

## **WAIVERS OF PE GRADUATION REQUIREMENT FOR MARCHING BAND AND J.R.O.T.C.**

This waiver applies only to students enrolling as freshmen in 2017-2018 or later. Students completing two years of JROTC, or two consecutive fall semesters of Marching Band may apply for a waiver for PE. All eighth-grade students who wish to fulfill the Physical Education graduation requirement through Band or ROTC will need to obtain and sign the "PE Graduation Requirement Waiver for Marching Band and JROTC" form no later than the first week of May during their eighth-grade year. If a student chooses to participate in PE at the time of pre-registration and later decides to waive the PE credit, the student and parent will need to schedule an appointment with their

counselor within the first ten days of the school year to fill out the form and obtain a schedule change. Students will be scheduled into elective classes based on availability. If a student decides to withdraw from the Band or JROTC program before the completion of two years, they will need to arrange to take PE prior to graduation.

### **EARLY GRADUATES**

Students who wish to graduate before their graduating class should be aware of the following requirements:

1. Students must declare their plans to their school counselor during the period of time between the beginning of their sophomore year and before the start of the second semester of their junior year.
2. Students must enroll in senior classes (English 12, a fourth math course, government, and economics) during their graduating (3rd) year. Failure to do so will jeopardize their plans for early graduation.
3. Early graduates must take all high school assessments, as required by the Public Education Department, to earn a diploma. Early graduates will be classified as juniors until the diploma is granted.
4. Students completing graduation requirements at mid-year may participate in the spring commencement and receive their diplomas at that time. Diplomas are not issued mid-year.

### **CLASS RANKING**

After grade point averages (GPAs) are calculated for all students, the students in each graduating class are ranked in order and assigned their class rank. The student with the highest GPA in a class is ranked number one in the class, the student with the next highest GPA is ranked number two, and so on. Students with the same GPA receive the same rank. The preliminary ranking for seniors is usually available shortly after October 1st. The official ranking occurs after the 8th semester. If you are applying for early college admission, simply indicate that official ranking will be available at a later date.

### **DIPLOMAS**

Your registration name should appear on your school records and your diploma. If your name is incorrect or misspelled, please notify the registrar. A graduation list will be available in mid-spring before diplomas are ordered. Students are responsible for verifying that their names are on the list and spelled the way they want them to be printed on the diploma.

### **TESTING INFORMATION**

To graduate from a New Mexico public high school, students must meet both coursework and assessment requirements. Currently, New Mexico Administrative Code (NMAC) establishes the standards-based assessment in mathematics, language arts, and science as the primary demonstration of competency for graduation. Students who do not demonstrate competency through the primary assessment requirements, may demonstrate postsecondary and/or workforce readiness from a menu of options provided by the NM Public Education Department or district designated demonstrations. For the most complete and up-to-date information on Assessment and Graduation requirements, please visit the APS Assessment website at: <http://www.aps.edu/assessment>.

### **ACCESS**



If your child is learning English, he/she will take the ACCESS test once a year, which takes about an hour. This assessment is required by the federal government and is used to determine your child's progress in English.

**Other Assessments**

All students are expected to participate in Final Exams for each course. The final examination may count for no more than 20% of the final semester grade. Other assessments of scholastic aptitude and vocational interests are available through the counseling office.

**Special Education IEP/504**

Students with an IEP or who have a 504 Accommodations Plan have many testing accommodations available to them. Graduation requirements, including passing scores on the exit exams, may vary for students with an Individualized Education Plan. Contact your school's Special Education department chair for more information. Parents and teachers should discuss what is best for each student.

**COLLEGE INFORMATION**

**COLLEGE PREPARATORY PROGRAMS**

Admission requirements vary widely among colleges and universities; consequently, students and their parents are urged to research entrance requirements for specific institutions. For example, some universities require a fine arts credit for admission; some colleges and universities calculate grade point average (GPA) for core courses only. School counselors are helpful in providing college information. Students and parents are encouraged to visit the counseling link on the school website for more information.

| <b>Courses.....Credits</b>                   |  |
|--|--|
| <i>English:</i>                              | English or Honors/Advanced Placement..... 4  |
| <i>Mathematics:</i>                          | Algebra I or Honors Algebra I, Geometry or Honors Geometry,<br>Algebra II or Honors Algebra II, a fourth credit of math..... 4   |
| <i>Social Studies:</i>                       | US History and Geography or Advanced Placement US History,<br>World History and Geography or Advanced Placement World History,<br>Economics or Advanced Placement Microeconomics or Macroeconomics,<br>Government or Advanced Placement US Government and Politics,<br>New Mexico History..... 3.5 |
| <i>Science:</i>                              | Biology, Chemistry, Physics, Advanced Placement Biology, Advanced<br>Placement Chemistry, Advanced Placement Physics.....minimum 3/preferred 4   |
| <i>Modern, Classical or Native Language:</i> | Most colleges require multiple years of the same language..... minimum 2/ preferred 4  |

Advanced Placement (AP) courses are recommended for college preparedness. See the Advanced Placement course offerings in this catalog for options.

**COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES**

Students should obtain information from their prospective college to determine whether the school participates in and awards credit through the Advanced Placement (AP) and/or the College Level Examination Program (CLEP) examinations. Professional School Counselors and College and Career Readiness Counselors have more information on both programs. Please note, the CLEP option is for colleges and universities, not high schools.

Many colleges and universities participate in the College Board Advanced Placement Program. The program grants advanced standing in courses and credit for college courses through AP examinations administered at our school in May of each year. Students may receive advanced placement or credit from a participating college or university based on their examination performance.

### **NEW MEXICO FIRST SEMESTER\* AND LOTTERY SCHOLARSHIPS**

*\*Based on 9/2014 information from post-secondary institutions; post-secondary schools have different titles for this first semester scholarship (e.g., Bridge Scholarship, NM Lottery Success Scholarship and NM Legislative Lottery Scholarship).*

IMPORTANT NOTE: New Mexico post-secondary institutions have different criteria for accessing this scholarship money (different admission deadlines for receiving these awards, semesters in which these awards can be used, exams that must be taken prior to receiving the awards, financial aid applications that must be completed prior to receiving the awards, etc.). Students should check with the post-secondary institution to which they are applying for scholarship criteria. More information can be found at: <http://www.hed.state.nm.us/students/lotteryscholarship.aspx>

Students have an opportunity to earn a first semester scholarship to New Mexico public post-secondary institutions of higher education. Priority consideration for the scholarship is given based on application completion deadlines that vary by institution.

To earn this scholarship, students must (at minimum):

- be a New Mexico resident,
- be a New Mexico high school graduate,
- have a high school GPA as determined by the post-secondary institution,
- complete admission requirements and be admitted to a New Mexico public post-secondary institution of higher education and
- enroll in a degree granting program with at least 12 credit hours for CNM or a NM
- enroll in a two-year college OR 15 credit hours for UNM or other NM four-year institutions.

The New Mexico State Lottery Scholarship is a tuition scholarship for New Mexico high school graduates attending a New Mexico public post-secondary institution of higher education. The scholarship covers tuition and may or may not include fees. It is available for up to seven consecutive semesters or until the student graduates, whichever comes first. Only four semesters may be used at a two-year institution. To qualify for the Lottery Scholarship. Eligibility

- Student must have completed high school at a public or accredited private New Mexico high school, graduated from a public or accredited private New Mexico high school or received a high school equivalency credential while maintaining residency in New Mexico.
- Student must enroll at a public post-secondary educational institution in New Mexico within sixteen months of graduation or receipt of a high equivalency credential.
- Student must enroll in and earn 15 credit hours per semester at a four-year New Mexico public university.
- Student must enroll in and earn 12 credit hours per semester at a two- year New Mexico public community college.
- Student must maintain a 2.5 or greater cumulative grade point average (GPA) each semester of enrollment.
- Student with disabilities may qualify for reduced credit hour requirements and additional semesters of the scholarship.

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA**

National Collegiate Athletic Association (NCAA) requirements apply to students who plan to participate in athletics at the college level. The NCAA was established in 1906 and serves as the athletics governing body for more than 1,300 colleges, universities, conferences, and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions: Division I, Division II, and Division III. One of the differences among the three divisions is that colleges and universities in Division I and II may offer athletic scholarships, while Division III colleges and universities may not. NCAA guidelines specify which courses qualify as NCAA core courses and what college entrance scores and grade-point averages are required to participate in college athletics. **Not all Math, online, virtual, software-based credit recovery, independent study and correspondence courses meet NCAA guidelines to qualify as NCAA core credit. Students are responsible for adherence to NCAA course guidelines.** Athletes should consult with the Athletic Director and/or school counselor for assistance. For more information, visit the NCAA Eligibility Center website at <https://web3.ncaa.org/ecwr3/>

## **ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES**

### **CAREER ACADEMIES**

Many APS high schools have established career academies. See the course offering section to determine if academies are available at your high school.

#### *Introduction and Definitions*

A career academy is a small learning community inclusive of all students. Each academy has a broad-based career theme with programs of study that meet graduation requirements and post-secondary education entry requirements. Academies offer integrated sequences of courses based on “National Career Clusters,” provide work-based experiences, and have strong community partnerships with businesses and post-secondary institutions. Students select an academy based on their potential career interests.

### **WORK EXPERIENCES**

To prepare students for work after high school, our school offers work programs through our service-learning course offerings and ACE credits.

## **PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND ATHLETICS**

Student participation in interscholastic activities plays a significant role in personal and educational development. It is used as a means of developing wholesome attitudes and well-rounded citizens, who are better prepared to face the challenges of adult life as a result of their interscholastic experiences. **Participation is a privilege, not a right.** Students earn the privilege to participate by adhering to high standards of personal conduct and academic performance. Personal conduct and attitude of student participants must reflect high standards of respect, integrity, and responsibility.

Participation in extracurricular activities is governed by the New Mexico Activities Association (NMAA) which specifies that students meet and maintain the following requirements:

A student shall have a 2.0 grade point average with no F's, based on a 4.0 grading scale, or its equivalent, for the semester grading period immediately preceding participation. For students not eligible at the semester, the next six weeks grading period can be used to regain eligibility by they may

also lose eligibility at the next six weeks if grades do not meet the 2.0 GPS with no F's.

## **SUMMER PROGRAMS**

Albuquerque Public Schools offers summer programs to meet the academic needs of students. Students are provided with academic intervention, remediation, or academic advancement.

The emphasis of the summer intervention program in high school is to keep students on target for their original graduation date. Tuition is charged. However, students who qualify for the Free and Reduced Lunch Program are eligible for tuition and fee discounts. A Free and Reduced Lunch Program (FRLP) application must be completed during the school year. Please visit <http://www.aps.edu/food-and-nutrition-services> for more information.

Summer programs are held at several centrally located high school campuses in the city. They begin within two weeks after the close of the regular school year. For face-to-face courses, there are two 4.5-hour periods daily, each period consisting of a three-week period during which a one-half credit can be earned per course. Registration for summer school begins in May by district high school counselors and continues the first week of June at City Center.

Visit the APS website, [www.aps.edu](http://www.aps.edu) (On the APS home page, in the red rectangle entitled "Students," click on "Summer Programs" and follow the links.) or contact the Summer Program staff for more information: (505) 855-9870.

## **APS MAGNET SCHOOLS**

APS provides multiple magnet schools and programs, small high schools that deliver programs of study, which by definition are in some way different from the traditional comprehensive high school. Specific questions about course offerings and programs available at each magnet school can be answered at the school site. Contact the school for additional information.

### **Career Enrichment Center (CEC)**

**807 Mountain Rd. NE, Albuquerque, NM 87102 (505) 247-3658**

The Career Enrichment Center (CEC) offers APS-approved classes to students enrolled in other APS traditional and charter schools. Students take their core classes at their home high school and may take elective classes at CEC. CEC is not a diploma-granting institution, however courses completed are posted directly on the student transcript.

**Program Features:** As an APS magnet school, CEC provides students with many opportunities, from beginning to advanced-level work, for in-depth career focused learning. Students can choose unique courses from a wide range of career areas, many of which include hands-on experiences working in one of CEC's specialized laboratories. Students may select courses in Medicine, Media Arts, Computer Science, Science, Engineering, Business, Languages, and Trades. CEC also offers internship opportunities and is the only APS high school that offers Chinese, Japanese, German, French, Zuni, Arabic and Navajo language classes, Cosmetology, nationally accredited LPN Program, and a certifying basic EMT class. Additionally, CEC offers many CNM and UNM dual-credit courses, some of which are integrated into CEC course offerings. Please contact CEC for a list of these classes or view current catalog course options at [cec.aps.edu](http://cec.aps.edu).

**Student Profile:** CEC's programs attract a wide variety of students from all geographic areas and

socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. Meeting the needs of a diverse student body in college readiness, career exploration, career preparation, internships, dual enrollment, and leadership development is an integral component of CEC's curriculum and course offerings.

**Enrollment Information:** Enrollment in CEC courses varies by program. Applicants must have a strong academic background and specific skills related to course requirements. Students are selected based on their grades, attendance, and previous course selection. Some courses (LPN, EMT, and Advanced Pre Med) require letters of recommendation. Applications for the fall semester may be submitted as early as January. Early application allows time for the instructors to interview applicants when necessary. Applying to CEC occurs at pre-registration. During pre-registration at the home high school, a representative from CEC will present information about course offerings and will assist students in the application process. Students may also download an application from CEC's website: [cec.aps.edu](http://cec.aps.edu). Prerequisites and recommendations for specific courses can also be found on the website.

### **College and Career High School (CCHS)**

**Building, 525 Buena Vista Dr. SE, Albuquerque, NM 87106 (505) 224-4880**

College and Career High School (CCHS) is an APS high school on the CNM campus. Students at CCHS are dual enrolled in APS and CNM, which allows students to complete their high school diploma while also earning a two-year college degree, a college certificate, or credits towards a bachelor's degree. The goal at CCHS is dual graduation.

**Program Features:** This dual-credit school offers a college readiness, rigorous curriculum that allows students to get a head start on their college and career path. Students build their schedule of high school and college classes each semester much like college students build their schedules. The school day for a CCHS student will look like a college student's school day, with classes taking place at various times of the day or evening. CCHS does not follow the traditional APS calendar, and CCHS students are required to take classes during the summer. There are no tuition or textbook fees for college classes.

**Student Profile:** CCHS students must be enrolled in APS and CNM classes. With the help of the CNM Academic Coach, students explore their interests in programs of study and enroll in CNM classes. These CNM classes fulfill credit requirements for high school graduation and for the college program of study they have selected. Because dual credit courses concurrently earn college credit and high school credit, it is possible to complete both APS and CNM requirements simultaneously.

**Enrollment Information:** High school sophomores, juniors, and seniors who have successfully completed the traditional core academic requirements of all previous high school years are eligible to apply for the school. For example, an 11th grader must have successfully completed all core academic requirements for both 9th and 10th grades. Official transcripts must be provided at time of application. Students must take the ACCUPLACER to assess their skills in reading, sentence skills, and math to determine which college-level dual credit classes they are prepared to take. CNM has established the minimum scores needed to enroll in classes. Students who need to improve their ACCUPLACER scores have access to various supportive programs, such as skills boot camps and tutoring. However, as a magnet school, CCHS does not offer specialized classes or services offered at

comprehensive high schools.

### **Early College Academy (ECA)**

**807 Mountain Rd. NE, Albuquerque, NM 87102 (505) 247-3658**

The Early College Academy (ECA) is the sister high school of the Career Enrichment Center (CEC). ECA is a diploma granting college-preparation institution.

**Program Features:** The Early College Academy (ECA) is a magnet high school focused on college preparation. Core academic classes are offered in the morning so that students may take a full load of CEC, UNM, or CNM classes in the afternoon. UNM and CNM classes may apply toward an associate's or university degree. ECA's small-school environment offers students an intimate and personalized and rigorous college-readiness learning experience. We believe in an academic focus, paralleling a college level curriculum, and we encourage our students to start their post-secondary work while still in high school.

**Student Profile:** ECA attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students of exceptional ability, motivation, and potential have the opportunity to earn college credit while working toward a high school diploma. Due to the school's structure, ECA does not offer specialized classes or other services traditionally offered at comprehensive high schools such as ESL, Gifted, or Special Education classes. ECA graduation requirements exceed those required by most APS comprehensive high schools. ECA students have access to the CEC bus, therefore transportation is provided to and from students' neighborhood high schools. Students can still participate in activities and/or sports at their neighborhood school while attending ECA.

**Enrollment Information:** Students who are interested in a challenging curriculum with a rigorous workload and small class sizes should apply for admission to ECA. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA. Residency documentation must be provided during the registration process. Due to space limitations, student enrollment is limited to 50 students per grade level for a maximum enrollment of 200. The school maintains a "waiting list" if interest exceeds space and holds a public lottery in January for all applications received before the end of the calendar year. Students may apply for admission to ECA by contacting the school's counselor or administrative staff. Applications may also be downloaded and filled out on the school website: [cec.aps.edu](http://cec.aps.edu).

### **eCADEMY High School**

**Main/East Campus 5300 Cutler NE, Albuquerque, NM 87110, (505) 247-4209**

**West Campus 6440 Western Trail NW, Albuquerque, NM 87121, (505) 247-4209**

**Website:** [ecademy.aps.edu](http://ecademy.aps.edu)

**eCADEMY High School** is an APS magnet school of choice, offering four different programs to meet individual student needs, both in-person and online. eCademy High School supports students grades 9-12 in completing coursework that meets New Mexico high school graduation requirements. Includes four different programs, see below for descriptions:

*Part-Time/Concurrent Program Features:* All of these courses at eCADEMY High School are offered online using Edgenuity. eCADEMY teachers are available on site at each traditional high school for students needing additional help from a highly qualified eCADEMY teacher during 5th, 6th, and 7th periods. Courses can be taken as credit recovery, credit enhancement or credit advancement with priority given to seniors.

Students enroll through their counselor at their high school in up to 2 classes at a time. There is a non-refundable registration fee of \$25 per semester if the student takes the class outside of the school day. Students may be enrolled in eCADEMY lab during their school day at their home high school and will not be charged the \$25 fee.

*Full-Time/BlendED Program Features:*

eCADEMY High School provides a full-time, blended, online and face-to-face learning components in which students attend four days a week working on collaborative, inquiry-based learning projects. This program, BlendED Learning Studio, requires students to attend face-to-face, 9:00am to 12:00pm, Monday through Thursday for elective classes. Students are required to complete core classes using Edgenuity online to fulfill graduation requirements. There are no fees for the BlendED program.

*Full-Time/Independent Program Features:*

eCADEMY High School provides a full-time online learning option for students and families who need more flexibility in their educational schedule. All courses, core, and elective are taught through Edgenuity. Students complete their courses asynchronously, with support from qualified teachers in each subject. There is a \$50 fee for the school year to attend the independent program.

*Full-Time/TradeED Program Features:*

eCADEMY High School provides a program in partnership with CNM utilizing the Dual Enrollment opportunity with APS called [TradeED](#). Students will have the ability to earn certifications in one of these four major areas:

For more information please call 505-247-4209

- [Automotive](#) (3 CNM terms to complete)
- [Welding](#) (3 CNM terms to complete)
- [Electrical](#) (3 CNM terms to complete)
- [Carpentry/Construction](#) (2 CNM terms to complete)

## **Freedom High School**

**5200 Cutler Ave. NE, Albuquerque, NM 87110 (505) 884-6012 or (505) 816-9500**

Freedom High School is a diploma-granting magnet school in the Albuquerque Public Schools. The school is accredited, and students must fulfill all the graduation requirements set forth for high schools by the Albuquerque Board of Education and the State of New Mexico.

**Program Features:** Freedom High is an AVID school that requires all students to participate in an AVID elective and utilizes an advisement system where students meet daily with AVID teachers/advisors. Advisors work closely with parents from enrollment to graduation to support students in graduating from high school with a plan for their future.

**Student Profile:** Freedom's academic program provides educational services for students in grades 9-12 who have determined they may benefit from a personalized, small school setting. Students come to Freedom having faced a variety of barriers to earning their high school diploma, but all have a determination to graduate. The program allows students to recover credits, move forward, and in many cases, graduate on time or early.

**Enrollment Information:** process and to determine if there is a need for support in these two areas. After taking the placement exam, students are expected to provide FHS with a current transcript and to call the school every school day to express their interest in attending FHS. Interviews are then scheduled with an advisor, the student and his or her parents/guardians. At the interview, the Counselor develops a graduation plan and an initial schedule.

## **NEX+Gen Academy**

**5325 Montgomery NE, Albuquerque, New Mexico 87109, (505) 883-7222**

The NEX+Gen Academy offers a diploma-granting program that fulfills all the requirements set for high schools by the state of New Mexico and by Albuquerque Public Schools.

**Program Features:** The magnet school opened in the fall of 2010 on the Del Norte High School campus. A public high school with a capacity of 350 students, NEX+Gen provides a personalized educational experience that supports student success in a rigorous program of studies that prepares students for college and career.

**Student Profile:** NEX+Gen Academy offers a unique teaching and learning system based on the proven national model established by the New Tech Learning Network. Students work together collaboratively to solve complex, real-world problems. Classes are integrated, allowing students to make authentic connections among subject matter disciplines. Learning at NEX+Gen Academy is rigorous, standards-driven, and project-based. Utilizing cutting-edge technology in a one-to-one environment, students develop a wide range of critical thinking skills that prepare them for success in college and the workplace.

**Enrollment Information:** Enrollment is determined by self-selection by families that are committed to the unique features and expectations of the school. A typical and successful NEX+Gen student is self-directed and excited in learning; interested in taking ownership for their learning; able to enjoy a small school community; willing to benefit from learning that is rigorous, standards-driven, and project-based.



### **School on Wheels High School**

**129 Hartline SW, Albuquerque, NM 87105, (505) 243-2395**

**6440 Western Trails NW, Albuquerque, NM, 87120-0201**

**Program Features:** School on Wheels High School is a magnet school where students can recover, remediate, or enrich learning opportunities through career internships, work-study programs, and after-school online credit recovery classes. Students are required to take core courses during the school day with elective credits coming from career exploration (Wednesdays) and work hours. Our mission is to create a learning community that motivates each student to graduate from high school ready for college and careers.

**Enrollment Information:** School on Wheels enrolls students from 15 to 18 years old, after an interview with the principal and staff members. We enroll students throughout the school year, on a case-by-case basis.

### **Sandia International Baccalaureate Diploma Program**

**Sandia High School, 7801 Candelaria NE, Albuquerque, NM 87110, (505) 294-1511**

The International Baccalaureate Diploma Program (IB) is designed as an academically challenging and balanced program of education with final examinations that prepare students for success at the university level and beyond. The program is taught over two years (junior and senior year) and has gained recognition and respect from the world's leading universities. The IB Program is unique in that it provides a liberal art, interdisciplinary education leading to a diploma, which is recognized throughout the world.

**Program Features:** IB Diploma students pursue studies in English, foreign language, experimental sciences, mathematics, social studies, and the arts or an elective over two years. Additionally, students will take a course in the Theory of Knowledge, perform community service, and write a 3000-word research paper as part of the program. IB also requires that students' complete assessment tasks in the classroom, which are scored by their teachers, and then moderated by IB. Finally, students take written examinations at the end of the program, which are marked by external IB examiners to earn their IB Diploma.

**Enrollment information:** Sandia's IB program is open to all high school students in the area as well as surrounding private school students. Students will be required to provide PSAT scores and teacher recommendations and participate in a personal interview prior to admittance.

**IB Preparatory Program:** To succeed in IB, students must be dedicated learners. To facilitate this, we encourage students to enroll in our IB Preparatory Program during the freshman and sophomore years. Students who have completed that program successfully will advance to the Diploma Program in their junior year. To apply for the IB Preparatory Program students will submit a transcript and three teacher recommendations.

\*Students living outside the Sandia attendance area may be granted a transfer to Sandia based on their admittance to the IB program. **Any student who receives such a transfer and fails to enroll in the IB Program will not be allowed to enroll at Sandia High School**

## **SPECIAL PROGRAMS**

### **New Futures School**

**5400 Cutler NE, Albuquerque, NM 87110, (505) 883-5680**

New Futures School (NFS) is an APS school for pregnant and parenting students. We offer an environment that promotes rigorous learning as well as provides essential services to support and foster good parenting practices. We are committed to the needs of the whole student and believe we offer a learning environment that creates autonomous life-long learners who are prepared for post-secondary education and successful futures. Our curriculum is comprehensive, culminating in the acquisition of a high school diploma.

**Program Features:** New Futures offers an online credit recovery program, dual-credit, English Language Development (ELD) classes after school tutoring in all content areas, college, and career counseling. A variety of elective classes are offered. Some of the elective classes focus on child development, parenting and health. These electives are designed to help pregnant and parenting teens have a healthier pregnancy and acquire good parenting skills. In addition, New Futures houses a non-profit store with affordable clothing, furniture, and other necessities for our students and it is run by the Service-Learning class.

**Student Profile:** New Futures School is open to all pregnant and parenting students (male and female) in grades 6- 12 who live in the Albuquerque Public School District. New Futures provides transportation, small classes, a full day staffed health office, an on-campus WIC office and a 5-Star childcare center.

**Enrollment Information:** The schedule at New Futures consists of four classes a day, 5 days a week for 9 weeks. There are four 9-week terms in the school year. Students can earn up to 2 credits each term for a total of 8 credits each year. Students can transfer in at the beginning of each 9-week term. Online credit recovery is available for late enrollment.

### **Transition Outcomes**

**1100 Cardenas Dr. SE, Albuquerque, NM 87108, (505) 872-6800**

Transition Services serves students 18-22 years old who have completed the high school portion of their programs yet continue to have transition needs in the areas of employment, post-secondary education/training, independent living, and community connections.

### **Juvenile Detention Center Educational Unit and Continuation School**

**5100 2<sup>nd</sup> St. NW, Albuquerque, NM 87107, (505) 468-7223**

The JDC school staff, as advocates for children, provide a safe and healthy environment where students have the opportunity for education, personal growth, and development of life skills; thus, building positive bridges to the community.

Continuation School is an alternative school that offers continued educational opportunities to general education high school students who have been suspended or expelled for major infractions of the disciplinary code. Students attend for the period of their school suspension. APS hearing officers, juvenile court judges, probation or truancy officers, or high school administrators may refer students to Continuation School.

# General Electives

**Class Name:** Academic Career Experience (ACE) I

**Course Number:** 53061  
**Prerequisite:** None  
**Length of Course:** 2 Quarters

**Course Description:**

Through work experiences as supported by portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course.

**Class Name:** Academic Career Experience (ACE) II

**Course Number:** 53063  
**Prerequisite:** Successful Completion of ACE I

**Length of Course:** 2 Quarters

**Course Description:**

The student develops career decision-making and employability skills to gain an understanding of workplace cultures and expectations. The student develops an understanding of the competing demands and responsibilities that are part of the world of work and learn how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelationships; work with a variety of technologies; acquire and use information; Organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio. Literacy strategies are integrated throughout the course.

**Class Name:** Academic Career Experience (ACE) III

**Course Number:** 53066 1/2  
**Prerequisite:** Successful Completion of ACE II

**Length of Course:** 2 Quarters

**Course Description:**

In ACE III, the student continues to develop career decision-making and employability skills to further expand and gain an in depth understanding of workplace cultures and expectations. The student demonstrates an understanding of the competing demands responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelationships; work with a variety of technologies; acquire and use information; organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio. Literacy strategies are integrated throughout the course.

**Class Name:** Newspaper I  
**Course Number:** 24001  
**Prerequisite:** Successful completion of Journalism

**Length of Course:** 1 Quarter

**Course Description:**

In Newspaper I, the student applies entry-level journalistic skills introduced in Journalism/Mass communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and "dead lining" with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/adviser. The student generates authentic work by producing series variety of contests, awards and scholarships. Much of the work is done outside of class. This course grants elective credit.

**Class Name:** Art I  
**Course Number:** 70030  
**Prerequisite:** None

**Length of Course:**

**Course Description:**

Art I is an entry level course recommended as a prerequisite for all art/crafts courses. Art I is a design and visual fundamental class which exposes the student to a variety of methods, techniques and media. Literacy is integrated throughout the course.

**Class Name:** Art II  
**Course Number:** 72070  
**Prerequisite:** Successful  
Completion of Art  
I

**Length of Course:**

**Course Description:**

In Art II the student demonstrates progress in the acquired skills. He/She individually demonstrates problem-solving and decision-making skills when applying the principles and elements of art. Emphasis is on underlying concepts and/or ideas on the student's work based on informed choices and personal aesthetics. He/she is taught to show the relationships between 2-D design, 3-D design and drawing and painting exercises as a strategy to move students towards upper-level classes. Literacy is integrated throughout the course.

**Class Name:** Drawing &  
Painting I/II/III  
**Course Number:** 71010  
**Prerequisite:** Art I  
**Length of Course:** 1 Year

**Course Description:** Drawing and Painting I is a studio course and requires the student to have an understanding of the basic design and visual art fundamentals acquired in Art I. The student works in various drawing and painting media (e.g., pencil, colored pencil, charcoal, conte crayon, gouache, oil painting, watercolor, acrylic, pastels, dyes, inks). He/she studies the making of art and directs his/her awareness and growth through art history, aesthetics, and art criticism. The student prepares work for the

market and uses this venue to pursue career possibilities.

**Course Description: Drawing and Painting II** is a studio course for the student who has completed Art I and Drawing and Painting I. The student reviews painting and drawing and painting and explores advanced painting and drawing techniques in a variety of media. He/she has an opportunity to focus on projects of choice while developing more in-depth painting and drawing skills. The student pursues career possibilities and explores art history. Literacy strategies are integrated throughout the curriculum.

**Course Description: Drawing and Painting III** is a continuation of Drawing and Painting II. The student continues to explore a variety of media and techniques and gain experience in the exploration of mixed media as he/she develops his/her individual style of image making. He/she again has the opportunity to focus on projects of his/her choice. The student visits art galleries and museums to gain an understanding of contemporary art and the role of the artist in society. He/she pursues career possibilities and explores art history. Literacy strategies are integrated throughout the curriculum.

**Class Name:** Community  
Service

**Course Number:** 53010  
**Prerequisite:** None  
**Length of Course:** 2 Quarters

**Course Description:**

Community Service is a course that emphasizes responsibility, what youths can contribute to the needs of society, how to make a difference to others, and to experience being needed. Areas of study include, but are not limited to, life skills employability skills, career exploration, and community involvement. The student

experiences can also be used to enhance problem-solving, decision-making, and communication skills (e.g., reading, writing, and speaking).

**Important Notes:** This course is designed to give the student the opportunity to receive school credit for volunteering his/her time, energy, and talents in a community service organization and/or public schools. This course is for the special education student who, because of supervision requirements, does his/her community service within the school or the regular education student who does his/her

community service outside of the school setting after school hours.

**Class Name:** Ceramics I

**Course Number:** 70511

**Prerequisite:** None

**Length of Course:** 2 Quarters

**Course Description:**

Ceramics I is a beginning course in ceramics design which includes wheel throwing, hand building, glazing and the firing of sculptural and functional objects made of clay. The student examines and develops skills and proficiency in basic ceramic processes. Literacy is integrated throughout the course.

**Class Name:** Ceramics II

**Course Number:** 70512

**Prerequisite:** Ceramics I

**Length of Course:** 2 Quarters

**Course Description:**

In Ceramics II the student demonstrates progress in the acquired skills. He/she individually demonstrates problem-solving and decision-making skills when applying the principles of design. Emphasis is on underlying concepts and/or ideas on the student's work based on informed choices and personal aesthetics. Literacy is integrated throughout the course.

**Class Name:** Creative Writing

**Course Number:** 24540

**Course Description:**

In Creative Writing I, the student reads, analyzes, and discusses selected models of various American authors to gain a background for extensive original thought and writing. The student experiments with and creates working and showcase portfolios (traditional and/or electronic) representing the best work in various genres (e.g., short stories, one-act plays, poetry, fiction, and nonfiction). As a part of the creative process, the student identifies and concentrates on individual needs for vocabulary development, spelling, sentence structure and revision, and prepares freelance work for submission to publishers. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print and online literary magazines. Weekly writing assignments and a journal

are required. The Literary Magazine provides an opportunity for students to work closely with creative students and to generate, edit, and produce a magazine of significant literary and artistic merit. Students should be prepared to devote time to the magazine both in and out of school.

**Class Name:** Defensive Driving

**Course Number:** 53020

**Prerequisite:** ages 15-17

**Length of Course:** 1 Quarter

**Course Description:**

Defensive Driving is designed for students who have not yet applied for a New Mexico driver's license. The course is classroom experience only and provides students with the knowledge to become safe drivers on America's roadways. The student examines the topics of legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Successful completion of the course qualifies the student for a certificate required by the state for all first-time applicants for a New Mexico driver's license.

**Class Name:** Ethnic Studies

**Course Number:** 512111

**Prerequisite:** None

**Length of Course:** 2 Quarters

**Course Description:**

This course explores the social, political, historical, and cultural experiences of ethnicities, genders, classes and/or ability groups. As it impacts self-identity, the student will engage in self-discovery while gaining an understanding of the multi-faceted world around them. (each School can add an additional description, based on the school's focus).

**Class Name:** Math Strategies I

**Course Number:** 31001

**Prerequisite:** None

**Length of Course:** 2 Quarters

**Course Description:**

Math Strategies I is for the student who needs support with Algebra I skills and concepts (e.g., operations with integers, solving equations, graphing). The student receives personalized instruction and progress

monitoring assessment in his/her area of need and learns through a variety of strategies, techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

**Class Name:** Math Strategies II

**Course Number:** 31002

**Prerequisite:** Successful Completion of Algebra I or Equivalent

**Length of Course:** 2 Quarters

**Course Description:**

Math Strategies II is for the student who needs support with geometry skills and concepts (e.g., lines, planes, polygons, circles, three-dimensional figures, and their measurements). The student learns through a variety of strategies, techniques (e.g., graphic organizers, teaching and learning with text), technology (e.g., Geometers Sketchpad, calculators), and the use of construction tools (e.g., compass, protractor, straight edge). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

**Class Name:** Math Strategies II

**Course Number:** 31003

**Prerequisite:** Successful Completion of Algebra I and/or Geometry or Equivalent

**Length of Course:** 2 Quarters

**Course Description:**

Math Strategies III is for the student who needs support with Algebra II skills and concepts (e.g., systems of equations, quadratics, functions, probability, and statistics). The student learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), and technology (e.g., graphing calculators,

computers) designed to improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations.

**Class Name:** Personal Finance

**Course Number:** 15017

**Prerequisite:** None

**Length of Course:** 1 Quarter

**Course Description:**

Course provides an understanding of the concepts and principals involved in managing one's personal finances. Topics may include, but are not limited to, saving, and investing, banking/financial services, credit and debt, predatory lending practices, insurance, taxes, and social security, spending patterns, setting goals and budget planning, contracts, mortgages and home ownership, rental agreements, planning for retirement, consumer protection, cultural, social, and emotional influences on financial behavior, and rights and responsibilities of buyers and sellers. An overview of the American economy may be provided.

**Class Name:** READ180A/B

**Course Number:** 21042

**Prerequisite:** Recommendation of Data Analysis

**Length of Course:** 2 Quarters

**Course Description:**

READ180 A supports the emergent adolescent reader. An emergent adolescent reader often exhibits many of the following characteristics needs teacher direction to make connections between text and background knowledge, has difficulty summarizing what is read, possesses a limited vocabulary, and needs strategies for word study, does not read fluently and is hesitant to read independently. This course is designed to provide both individual and small group instruction to meet each student's individual and small group instruction to meet each student needs in reading components. Instruction is guided by ongoing assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure and comprehension. The student uses several strategies for increasing comprehension of diverse text such as summarizing, questioning, predicting, and previewing, using text structure, visualizing, and

inferring. The student has a variety of opportunities to learn, practice and internalize these learning behaviors and strategies. The reading process, reading application and personal engagement with reading are major areas of focus.

**Class Name:** READ180 A/B  
**Course Number:** 21043  
**Prerequisite:** Recommendation of Data Analysis  
**Length of Course:** 2 Quarters

**Course Description:**

READ180B supports the adolescent reader. An adolescent reader often exhibits many of the following characteristics needs teacher direction to make connections between text and background knowledge, has difficulty summarizing what is read, possesses a limited vocabulary and needs strategies for word study, does not read instruction in order to meet each student's needs in reading components. Instruction is guided by ongoing assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure and comprehension. The student uses several strategies for increasing comprehension of diverse text such as summarizing, questioning, predicting, and previewing, using text structure, visualizing and inferring. The student has a variety of opportunities to learn, practice, and internalize these learning behaviors and strategies. The reading process, reading application, and personal engagement with reading are major areas of focus.

**Class Name:** Service Learning  
**Course Number:** 53012  
**Prerequisite:** None  
**Length of Course:** 2 Quarters

**Course Description:**

Service Learning is designed to provide the student with opportunities to use academic lessons in a real-world context. This course develops skills and abilities in problem solving, decision making, critical analysis, collaboration, and team building. The goal is for the student to design one or more service projects that engages him/her in action research and that identifies a community need. Through this process, he/she enhances his/her social, personal, and career development and gains a sense of civic

responsibility and understanding of diversity and mutual respect among all participants. Areas of study include, but are not limited to, preparation and planning, research, action, celebration, and evaluation. Literacy strategies are integrated throughout the course.

**Class Name:** Nutrition  
**Course Number:** 83359  
**Prerequisite:** None  
**Length of Course:** 1 Year

**Course Description:**

Nutrition covers the major components of what a student needs to know to maintain a healthy wellbeing. The main focus areas are, but not limited to, factors that influence nutrition and wellness, categories and functions of nutrients, wellness needs of families and individuals, preparation/safety and sanitation, and science and technology. Careers in nutrition are explored. Nutrition labs help facilitate learning throughout the course. Literacy strategies are integrated throughout the curriculum.

**Class Name:** Lifetime Sports  
**Course Number:** 90100  
**Prerequisite:** Must pass two semesters of required Physical Education I

**Length of Course:** 1 Year

**Course Description:** Emphasis is placed on learning and improving techniques, skills, and strategies in lifetime sports: bowling, golf, badminton, angling, racquet handball, archery, table tennis, tennis as well as some team activities. This class uses a variety of trips to expose the student to a number of lifetime activities. Trips to the golf course, archery lanes, rock climbing gym, and bowling alley allow the students to improve their skills and strategies, in those activities. Units in mountaineering, fishing, and orienteering expose the students to several non-traditional physical education activities they can utilize after they have graduated.

**Class Name:** Yoga/Pilates I  
**Course Number:** 90450  
**Prerequisite:** Must pass two semesters of required Physical Education I

**Length of Course:** 1 Year

**Special Requirements:** The student may be required to provide his/her own individual mat and proper athletic gear. Some schools may require a physical education uniform.

**Course Description:** This course combines movements from yoga and Pilates. The focus of this class is on motor learning strategies, body awareness, stress reduction, breath work, balance, and functional movement. The student gains muscular strength, endurance, and flexibility. Areas of study include, but are not limited to movement forms, movement concepts and principles, physically active lifestyle, physical fitness, personal and social behaviors, cultural awareness, and personal enjoyment. Reading, writing, speaking, and research strategies are integrated throughout the course.

**Class Name:** Weight Training I  
**Course Number:** 90421  
**Prerequisite:** Must pass two semesters of required Physical Education I

**Length of Course:** 1 Year

**Special requirements:** Lifting belts are recommended. Suitable workout clothing and shoes are required.

**Course Description:** Weight Training I is a basic weight training course. Topics the students will investigate are strength training principles, routines, and fundamental techniques and methods of lifting for the development of major muscle groups, nutrition, and diet information including the use of supplements.

**Class Name:** Ethnic Studies  
**Course Number:** 512111  
**Prerequisite:** None  
**Length of Course:** 2 Quarters

**Course Description:**

This course explores the social, political, historical, and cultural experiences of ethnicities, genders, classes and/or ability groups. As it impacts self-identity, the student will engage in self-discovery while gaining an understanding of the multi-faceted world around them. (each School can add an additional description, based on the school's focus)

**Class Name:** Yearbook I  
**Course Number:** 24036  
**Length of Course:** Quarter

**Course Description:**

In Yearbook I, the student applies journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and "dead lining" with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.

**Class Name:** Yearbook II  
**Course Number:** 24037  
**Length of Course:** 1 Quarter

**Course Description:**

In Yearbook II, the student applies journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and "dead lining" with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor. The student generates authentic work by producing a yearbook for the school.



**Class Name:** Yearbook III  
**Course Number:** 24038  
**Length of Course:** 1 Quarter

**Course Description:**

In Yearbook III, the student applies journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and “dead lining” with the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community

## Health

**Class Name:** Personal and Infant Health  
**Course Number:** 48015  
**Prerequisite:** Pregnant or Parenting  
**Length of Course:** 1 Quarter

**Course Description:**

The student addresses the conceptual aspects related to health and wellness during pregnancy as well as experiencing opportunities to apply health concepts. By the End of the course, the student has an increased awareness of health behaviors and decision-making skills required to maintain personal health as well as that of her/his family and is able to apply the information acquired. Literacy strategies are integrated throughout the curriculum

**Class Name:** Personal and Toddler Health  
**Course Number:** 48016  
**Prerequisite:** Suggested for Parents of a child one to three years old  
**Length of Course:** 1 Quarter  
**Course Description:**

Personal and Toddler Health is a half credit course for mothers at New Futures whose children range in age from one to three years. The curriculum is designed to address the conceptual aspects related to health and wellness during the toddler years. The physical, cognitive, social, and emotional growth and development of the toddler are covered as are related subjects that deal with physical and mental health issues, such as appropriate interaction between parent and child during play, learning, safety, discipline, teething, illness, toileting, nutrition, immunization, language acquisition, violence, abuse, and neglect. At the end of the course, you will be able to apply this information to the decision-making skills required to maintain and promote a “healthy family”. This course satisfies the health requirement for graduation.

**Class Name:** Foundations of Physical Education  
**Course Number:** 90000  
**Prerequisite:** None  
**Length of Course:** 2 Quarters  
**Course Description:**

Foundations of Physical Education is a requirement for graduation and is a prerequisite for all elective physical education courses. The course focuses on physical education with an emphasis on human movement, physical activities, and physical fitness that contribute to a lifetime commitment to activity and fitness. Literacy strategies are integrated throughout the course.

## Language Arts

**Class Name:** English 9  
**Course Number:** 25031  
**Prerequisite:** None  
**Length of Course:** 2 Quarters  
**Course Description:**

In English 9, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands

the concept of theme, explores various genre and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous selections by a wide variety of authors. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, Viewing, and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

**Class Name:** English 10  
**Course Number:** 25041  
**Prerequisite:** Successful Completion of English 9 (or substitute)

**Length of Course:** 2 Quarters

**Course Description:**

In English 10, the student surveys and samples a wide variety of multi-cultural literature of the world from diverse authors, various time periods, and various genres. The student studies and considers a broad spectrum of themes and perspectives from around the globe and makes connections to his or her own ancestry and to the ancestry of other peoples of the world. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing, and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

**Class Name:** English 11  
**Course Number:** 25051  
**Prerequisite:** Successful Completion of English 10

**Length of Course:** 2 Quarters

**Course Description:**

In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970-Present) including

political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes, (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time periods and themes in American literature through selected genre across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approaches used, the student applies critical thinking skills through reading, speaking, viewing, and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

**Class Name:** English 12  
**Course Number:** 25061  
**Prerequisite:** Successful Completion of English 11 (or substitute)

**Length of Course:** 2 Quarters

**Course Description:**

In English 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C.-A.D. 428 to the present including political and social history and literary movements within each period, (e.g., Celtic, and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected genre across time periods (e.g., mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). With a humanities or

interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of World History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing, and listening strands of language arts, through writing and research (50%) of the course), and through the use of technology as a learning tool.

**Class Name:** English Language Development  
**Grade 9-12:** 2055A  
**Prerequisite:** ACCESS for ELD's or Wida Access Placement Test – Overall Score 1.0-1.9

**Length of Course:** 2 Quarters

**Course Description:**

This course fulfills the requirement for English. The teacher will access the language arts standards in order for students to receive English credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves 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.

used to represent and solve a variety of real-world situations. The student uses tables, models, and graphs to interpret algebraic expressions, equations, and inequalities to analyze functions. In addition, the student uses calculators, computers, and graphing utilities in problem solving. Other areas of study are global processes, geometry, and data analysis and probability.

**Class Name:** Algebra II  
**Course Number:** 36040  
**Prerequisite:** Algebra I and/or Geometry

**Length of Course:** 2 Quarters

**Course Description:**

In Algebra II the student learns to extend and develop the concepts studied in Algebra I and Geometry and is introduced to more advanced topics such as relations, functions, conic sections, and exponential and logarithmic functions. Also, he/she pays more attention to the study of systems of equations, including logarithmic functions. Also, he/she pays more attention to the study of systems of equations, including quadratic systems, inequalities, and absolute value relations. Other areas of study are geometry and data analysis and probability. The student applies problem-solving techniques and literacy strategies throughout the course as an integral part of the subject. This course exceeds state standards.

**Class Name:** Geometry  
**Course Number:** 35040  
**Prerequisite:** Successful Completion of Algebra I

**Length of Course:** 2 Quarters

**Course Description:**

In geometry, the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, computers, and software programs (e.g., compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebra, functions, and graphs; and data analysis and probability.

## Mathematics

**Class Name:** Algebra I  
**Course Number:** 33040  
**Prerequisite:** 8<sup>th</sup> grade teacher recommendation

**Length of Course:** 2 Quarters

**Course Description:**

In Algebra I the student develops an understanding of the basic structure and language of Algebra, a tool

Literacy strategies are integrated throughout the curriculum.

**Class Name:** Financial Literacy  
**Course Number:** 38111  
**Prerequisite:** Successful  
Completion of  
Algebra I or  
Geometry  
**Length of Course:** 1 Quarter

**Course Description:**

Financial Literacy as a mathematics course satisfies the fourth-year mathematics requirement and is designed to apply algebra, geometry, and consumer topics to real life. The student gains an understanding of finance in mathematical terms and gains confidence in his/her ability to manage money as it pertains to his/her personal life. Topics include, but are not limited to, saving and investing, banking and other financial services, credit and debt, income taxes, insurance and risk management, money management, and planning for retirement. The student acquires the consumer skills necessary to function productively and responsibly as he/she embarks on a new life that prepares him/her for a career, post graduate studies, the world of work, and independent living. Literacy and technology skills are integrated throughout the course. The skills and knowledge gained through this course can be applied to any career cluster as they are life skills that can ensure a student's success in daily activities that require crucial decisions.

**Class Name:** Transitions to  
College Math  
**Course Number:** 3801  
**Prerequisite:** Algebra II  
**Length of Course:** 2 Quarters

**Course Description:**

In Transition to College Math the student approaches the basic concepts and techniques from Algebra I and Geometry through numerical computation in concrete problem settings. Graphing is used to strengthen numerical intuition and to give concrete representation of functional relationships. The goal is to increase the readiness of the student to do college-level work in mathematics, and therefore, to

open career options to him/her that might otherwise remain closed.

## Modern & Classical Languages

**Class Name:** Spanish I  
**Course Number:** 61010  
**Prerequisite:** None  
**Length of Course:** 2 Quarters

**Course Description:**

Language acquisition is a developmental process. Over time these learners develop the ability to write and speak in a meaningful and appropriate manner. Spanish I introduces students to the basic skills listening, speaking, reading, and writing and to the basic structures of Spanish taught within the cultural context. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on oral, written, communication skills, and cultural activities.

**Class Name:** Spanish II  
**Course Number:** 61011  
**Prerequisite:** Successful  
Completion of  
Spanish I  
**Length of Course:** 2 Quarters

**Course Description:**

Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the students develop the ability to write and speak in a meaningful and appropriate manner. Spanish II continues the focus on the basic language skills; listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture and language. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral, written, communication skills to personal, academic, and cultural activities.

# Science

**Class Name:** Biology I

**Course Number:** 41111

**Prerequisite:** None

**Length of Course:** 2 Quarters

**Course Description:**

This laboratory course is designed to provide information regarding the fundamental concepts of life and life processes. Topics covered include, but are not restricted to cell structure and function, biochemistry, genetics, ecology, evolution, taxonomy, and certain aspects of earth science. Reading, writing, and speaking strategies are inculcated in the course.

**Class Name:** Chemistry I

**Course Number:** 42111

**Prerequisite:** Successful  
Completion of  
Algebra I

**Length of Course:** 2 Quarters

**Course Description:**

This laboratory course is designed so the student studies chemistry and its application, especially as applied to the impact on society. He/she investigates substances and how they react with one another. Concepts of study include, but are not limited to, scientific measurement, properties and structure of matter, atomic theory, classification and periodic trends, ionic and covalent bonding, chemical reactions, energy, nuclear chemistry, acids and bases, and solutions. In addition, the student studies how chemistry and Earth and space science are related. Concepts include but are not limited to, electromagnetic radiation, radioactivity, the structure of the Earth, and groundwater. Scientific thinking and practice (e.g., extensive laboratory activities, critical thinking, and problem solving), science and society, and literacy are integrated throughout all science courses.

**Class Name:** Physics I  
(Analytical)

**Course Number:** 43121

**Prerequisite:**

Successful  
Completion of  
Algebra I,  
Geometry, and  
Biology.  
Completion of  
Chemistry is also  
recommended but  
not required.

**Length of Course:** 2 Quarters

**Course Description:**

This laboratory course is designed to exceed state standards and offer extended opportunities for students. It provides preparation for all subsequent science courses including Advanced Placement classes. The student investigates topics of study that include, but are not restricted to principles of motion, gravitation, heat, light, sound, electricity & magnetism, forces of nature, plate tectonics, and cosmology. As appropriate, these topics are examined at scales ranging from atomic to astronomical. The focus is on conceptual understanding and mathematical relationships and applications. Literacy strategies are integrated throughout the curriculum.

# Social Studies

**Class Name:** New Mexico  
History

**Course Number:** 10043

**Prerequisite:** None

**Length of Course:** 1 Quarter

**Course Description:**

New Mexico History is a semester-long survey course of the political, economic, social, cultural, and geographical features of New Mexico with an emphasis on the 20<sup>th</sup> century to the present. The student analyzes the role that New Mexico plays in national and international arenas. He/she applies and reconstructs his/her knowledge of the past to develop a historical perspective and uses that perspective when examining relationships of the political, economic, social, and cultural issues of today

**Class Name:** World  
History/Geography  
**Course Number:** 12019  
**Prerequisite:** None  
**Length of Course:** 2 Quarters

**Course Description:**

World History encompasses the study of diverse regions, cultures, communities, religions, institutions, and their development, growth, and interactions since the Renaissance. This course emphasizes continuity, as well as changes over time, and the outcomes produced by these processes. Themes include the development of economic, social, technological, and political trends, culminating in our present world. Reading, writing, speaking, and research strategies are integrated throughout the course.

**Class Name:** US  
History/Geography  
**Course Number:** 11011  
**Prerequisite:** None  
**Length of Course:** 2 Quarters

**Course Description:**

United States History and Geography is a survey course with a focus on post-Reconstruction United States (1877-Present). Major emphasis is placed on American society, culture, and politics. The student uses critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

**Class Name:** Economics  
**Course Number:** 15011  
**Prerequisite:** None  
**Length of Course:** 1 Quarter

**Course Description:**

Economics is a semester course with an emphasis on the allocation of scarce resources and the economic reasoning used by government agencies and by people in various economic roles. The student examines topics such as scarcity, supply and demand, market structures, the role of government money, the role of financial institutions, and international trade.

**Class Name:** Government  
**Course Number:** 13011  
**Prerequisite:** None  
**Length of Course:** 1 Quarter

**Course Description:**

Government is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States constitution. The student analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. In addition, he/she examines his/her rights and responsibilities as a citizen and how to exercise them—as well as experience the political process at local, state, and national levels of government.

**Edgenuity/Credit Recovery Class Procedures**

Edgenuity is a perfect way for you to earn credits toward graduation requirements. You are supposed to attend the class and you should also be doing work at home to stay on target so that you will finish the class. You will not get credit if the course is not 100% complete! If you cannot attend class, you should work from home to keep up BUT if you are out for three days, you will be “disabled” from working at home. This is not an “on-line” school and you are expected to attend. If you do not have access to a computer or the internet at home, you can stay after school for tutoring on Tuesdays and Wednesdays with daycare provided. All unit tests will require a teacher review and will only be unlocked for students taking them in the classroom. You will not be able to access tests from home!!!

If you have an emergency or if you have been disabled from the course, email me:  
[elizabeth.gayumba@aps.edu](mailto:elizabeth.gayumba@aps.edu).

