

ALBUQUERQUE HIGH SCHOOL COURSE CATALOG



2025-2026

Albuquerque High School
Home of the Mighty Bulldogs



2025-2026
Course Catalog

Vision: Albuquerque High School is a premier example of an academic institution that produces and instills a sense of drive, growth, responsibility, and community within each student.

Illustration cover by: Adam D'Arco



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FROM THE SUPERINTENDENT

Dear APS Students,

You're in high school, which means the real world is around the corner.

Before you know it, you'll be headed off to college, the military, a job, or some other amazing pursuit. Whether you're a ninth grader or senior, now is the perfect time for you to begin figuring out where your interests lie, to think about the next chapter in your life, and to set yourself up for success.

There's no shortage of opportunities for you at APS. Whether your dream is to go to an Ivy League college, to become an auto mechanic or engineer, to pursue a career in health care, to enlist in the military, or to go straight into the workforce, we have options for you.

Best of all, the governor, state lawmakers and APS have taken steps to make high school graduation requirements more flexible so you have the ability to choose the path that's right for you and your future. It's part of a concerted effort to ensure that when you graduate from high school, you're ready for college or the career of your choice.

It's up to you to pick your adventure and to begin seizing opportunities available to you. This course catalog is a great place to start. It's been a few years since I attended Highland High School, but I still remember the excitement of selecting my classes for the upcoming school year!

The course catalog gives you a snapshot of available classes and outlines graduation requirements. If college is your chosen path, familiarize yourself with the classes admissions officers will want to see when they're reviewing your application and take a look at your options for earning college credits while in high school. If you prefer a career in the trades, explore the extraordinary programs we have available to give you a leg up in those fields. If your calling is the military, take a look at our JROTC and leadership programs.

So start exploring your many options. They include music, theater, art, languages, and career technical education courses. There are also dual credit, International Baccalaureate, honors, Advanced Placement courses, and many other classes through the Career Enrichment Center. Plus, you can earn credit in two or more related courses to help you prepare for college and career opportunities.

Yes, it can be intimidating, but you're not alone. Our wonderful counselors can help you make sense of your many options. Your teachers and families are also great resources.

You've got this!

Sincerely,

Gabriella Durán Blakey, Superintendent

FROM THE PRINCIPAL'S DESK:

Welcome to Albuquerque High School!

Thank you for choosing to be a Bulldog! No matter what the conditions; tradition, pride, and excellence await at Bulldog City, the oldest and proudest High School in the state of New Mexico!

Academically, we provide great opportunities that will seamlessly move your student into the 21st-century. Albuquerque High school offers AP level classes in English, mathematics, Spanish, French, US history, psychology, economics, government, world history, and studio art, among others.

With a heritage of diversity and community support, Albuquerque High School is proud to lead the way in Bilingual Multicultural Education Programs. The AHS Bilingual Program has been nationally recognized and is one of the leaders in Albuquerque Public Schools in the number of students who graduate by completing the rigorous pathway of the Bilingual Seal.

Dual Enrollment classes are offered on campus in partnership with The Career Enrichment Center (CEC)/Early College Academy (ECA), UNM, and CNM. Join the increasing number of students who feed or transfer to Bulldog City to take advantage of these lucrative enrichment opportunities.

The Bulldog Faculty and Staff stand ready and committed to support your path! Thank you for making us the premiere academic institution of APS!

With sincerity and gratitude,

César Hernández

Director/Principal

ALBUQUERQUE HIGH SCHOOL

“Rigor, Relevance, Relationship, Responsibility”

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Mission: At Albuquerque High School, we empower all students to achieve academic excellence, promote pride in ourselves, and encourage positive community involvement.

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GENERAL INFORMATION

SCHOOL INFORMATION

Albuquerque High School is a comprehensive public high school with approximately 1,800 students in grades nine through twelve. The AHS student body mirrors the multi-ethnic demographics that make up our state and encompasses a variety of educational and socio-economic backgrounds. Our largest feeder area near UNM is home to professors and other professionals; other feeder areas closer to downtown attract a more mobile population that includes skilled laborers and recent immigrants. Because the school is the oldest school in the district, it enjoys a strong heritage of tradition and community support. In 1974, the school moved into a new campus, which is centrally located just outside the downtown area. It is situated on the same campus as the district's Career Enrichment Center, which offers advanced courses in science, modern language, and computer technology, as well as skills training in selected areas. Albuquerque High School is also the closest comprehensive high school to CNM and UNM, offering students the opportunity to easily attend these campuses for dual credit.

ENROLLMENT REQUIREMENTS

You must live in our attendance area to enroll in classes. Students who apply for and receive an approved enrollment form (transfer) to attend our school need to contact school and bring transfer form approval to be able to enroll in classes. Contact the Student Services Open Enrollment Office at 855-9049 to get more information and apply for a transfer.

- Underclassmen (9th, 10th, and 11th graders) are required to enroll in seven classes per semester.
- Seniors (12th graders) must enroll in a minimum of four (4) classes per semester and are encouraged to enroll in seven (7).
- Students must be enrolled in four classes, per New Mexico Activities Association regulations, to participate in athletics or activities.
- All students, full time or part time, are required to take all standardized tests. More information regarding testing requirements can be found on pages 15.

TRANSFER STUDENTS

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 for the 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.

Students should choose course selections carefully. 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.

All students will submit their course requests through the spring pre-registration process. 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 2025-2026 school year will be available in August at a “back-to-school” registration event. 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. All course requests will be considered final and binding. There may 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 “F”) for the course. Some schedule changes are generated due to over or under projection of student enrollment by the district.

Selecting the Right Elective

Schedule changes will **ONLY** be made for the following reasons:

- You do not have a schedule
- There is a class period(s) missing from your schedule
- You have a repeat course on your schedule
- You passed a class in summer school that is on your schedule

Schedule changes **WILL NOT** be made for the following reasons:

- Request to change a teacher(s)
- Request to drop an elective and add another elective
- Request to switch an “Off Campus Period” to another period

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 “F”) for the course.** Some schedule changes are generated due to over or under projection of student enrollment by the district.

Requests for level changes (AP/Honors class to regular or regular to AP/Honors) must be completed by the end of the first grading period. If a level change from an AP/Honors course into a regular course is being considered, the student will be asked to meet with the AP or Honors teacher, his or her parent, and the counselor to consider strategies for helping the student succeed in the class. If the student is still struggling after implementing the strategies, the student may request a transfer to a regular class if space is available. If a student’s schedule is changed, the grades earned in his or her original class will be averaged with the grades earned in the new class.

AP teachers will inform students about the process for changing levels as well as review the AP contract.

SCHOOL SCHEDULE

Our school has a seven (7) period schedule that provides additional instructional time for academic standards and requirements and offers varied electives that support career pathways and academic rigor. Two semesters divide the school year of 182 instructional days.

Monday	Tuesday	Wednesday	Thursday	Friday
Zero Hour 7:40-8:30	Zero Hour 7:40-8:30	Zero Hour 7:40-8:30	Zero Hour 7:40-8:30	Zero Hour 7:40-8:30
1 8:40-9:29	1 8:40-9:32	1 8:40-9:32	1 8:40-9:32	1 8:40-9:32
2 9:36-10:25	2 9:39-11:23	3 9:39-11:23	2 9:39-11:23	3 9:39-11:23
3 10:32-11:21				
4 11:28-12:17	4 11:30-1:14	5 11:30-1:14	4 11:30-1:14	5 11:30-1:14
5 12:24-1:13				
Lunch (Monday 1:20-1:50; Tues-Fri 1:20-1:50) 30 min.				
6 1:55-2:44	6 1:56-3:40	7 1:56-3:40	6 1:56-3:40	7 1:56-3:40
7 2:51-3:40				

GRADING POLICIES

Report cards with progress grades are issued every nine (9) weeks. A semester consists of two (2) 9-week grading periods. Semester grades are posted on a student's permanent record (transcript). 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 9 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 2nd to 3rd 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 nine 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 4th 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. Authority is granted to the principal to make an exception when, in the principal's judgment, it is warranted.

*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”.

WITHDRAWAL FROM AP/HONORS COURSES

Students taking courses will have a “no fault” withdrawal when:

- A. This process has started within the first 10 (ten) school days.

- B. A student/parent/teacher/counselor conference is held within the 2nd to 3rd week of the school year. The goal of the conference is to develop a *Support Plan for Student Success* in the course.
- C. A minimum of two weeks is allowed for implementation of the support plan.
- D. 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 4th 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 overall mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, college/career and social/emotional 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 masters 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 for the subject being taught, 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 help students with problems they are having, resolve immediate conflicts, 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 or emailing 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 8:40am-3:25pm. 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

Course Credits Required For Freshmen Entering 2025, Class of 2029

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 2025 and later must have 25 units to include:

Subject	Credits
English	4.0
Math (Algebra I, Geometry)	4.0
Science (Biology, Chemistry, Physics)	3.0
Social Studies (World History, United States History, United States Government, Economics, Personal Financial Literacy)	4.0
Health	0.5
Physical Education (Choice of Foundations of Physical Education or equivalent first-level course)	1.0
Electives*	8.5
Total	25.0

* Students must successfully complete:

- 2-One unit credits of a *Pathway Concentration* of the student's choice of:
 - Language other than English, including American Sign language (Most colleges and universities require 2-3 credits/years of the same modern, classical, or native language.)
 - Fine Arts
 - Health
 - military career preparation
 - Career Technical Education program
 - Community or service learning, a capstone course or work-based learning

Course Credits Required for Classes up through 2028 (entered high school in 2009-2024)

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 2009-2024 must have 25 units to include:

Subject	Credits
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 Dual Credit Department at (505) 224-3352, or email dualcredit@cnm.edu with any questions. For more information 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) 277-0262 or email dualcredit@unm.edu, or visit the UNM Dual Credit website at: <https://advisement.unm.edu/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 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 (LEVEL ALL)

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 12th-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 the 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)

To Be Classified	Credits Needed
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 until 2024. 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, Color Guard 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.

*For students enrolling as freshmen in 2025-26 school year, one year of JROTC program, or two consecutive semesters of Marching Band may count towards 1.0 credit for PE Graduation requirement.

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 legal 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 assessments in mathematics, language arts, and science as the primary demonstration of competency for graduation. 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 Assessment

If your child is an identified English Learner, they will take the ACCESS test once a year, which is composed of 4 different sections. Speaking, Listening, Reading and Writing. 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



Division I	Division II
4 years of English 3 years of Math (Algebra 1 or higher) 2 years of Science (1 year of lab if offered) 1 year of additional English, Math or Science 2 years of Social Science 4 years of Additional courses (any area above, foreign language or comparative religion/philosophy) Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school. Seven of the 10 core courses must be in English, math, or natural/physical science. Earn a core-course GPA of at least 2.300	3 years of English 2 years of Math (Algebra 1 or higher) 2 years of Science (1 year of lab if offered) 3 years of additional English, Math or Science 2 years of Social Science 4 years of Additional courses (any area above, foreign language or comparative religion/philosophy) Earn a core-course GPA of at least 2.200

Division III

In Division III, athletes must meet the admissions standards set by the school as opposed to divisional standards as in Divisions I and II. First-year enrollees who initially enroll full-time at an NCAA Division III school must have their amateur status certified by the NCAA Eligibility Center.

Credit Recovery: Credit recovery must be completed in an approved format. DISTANCE EDUCATION coursework from this school/program, designated as "de" on students' transcripts, meets NCAA nontraditional core-course legislation.

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.

Courses.....Credits English:
 English or Honors/Advanced Placement..... 4
Mathematics: Algebra I or Honors Algebra I, Geometry or Honors Geometry,
 Algebra II or Honors Algebra II, a fourth credit of math..... 4

Social Studies: US History and Geography or Advanced Placement US History,
World History and Geography or Advanced Placement World History,
Economics or Advanced Placement Microeconomics or Macroeconomics,
Government or Advanced Placement US Government and Politics,
New Mexico History..... 3.5

Science: Biology, Chemistry, Physics, Advanced Placement Biology, Advanced
Placement Chemistry, Advanced Placement Physics.....minimum 3/preferred 4

Modern, Classical or Native Language:

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. In order 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 in order 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 PATHWAYS

Each high school has several programs of study to follow within 3 to 4 career pathways. These programs of study course sequences can include industry and career readiness certification, dual credit and advanced placement courses in addition to work-based learning opportunities. The programs of study offered within APS are aligned to the NM economic priority industries that predict where the high growth, high wage jobs will be in the future.

Introduction and Definitions

NM has 16 identified career clusters that are group careers based on similar skills and attributes. This of a career cluster as a large umbrella for more specific career pathways. Career pathways are found within a career cluster and further group career opportunities by similar skills and attributes Career Pathways are then broken down to more specific programs of study that might focus on a few careers through an intentional sequence of courses that prepare students for success in post-secondary learning through in-depth career-connected experiences that complement core academic classes. These course sequences can include dual credit, advanced placement, certifications and work-based learning courses. .

WORK EXPERIENCES

To prepare students for work after high school, our school offers work programs in the 11th and 12th grades. Work programs enable students to have work experience with a potential employer while earning high school credit. Through work experiences as supported by the portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health and finances are also addressed. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. In addition to working the required hours, students are required to produce a portfolio to receive credit. Work experience programs are available through the Career and Technical Education Programs, Special Education Programs (inclusive of the Gifted Program) and as an option for students in the Regular Program.

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, and/or credit recovery..

The emphasis of the summer credit recovery 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 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 after the close of the regular school year. For face-to-face courses, there are two periods daily, each period consisting of a three-week period during which a .5 credit can be earned per course. Registration for summer school begins in April by district high school counselors and continues the first week of June at the Alice and Bruce King Educational Complex (APS City Center).

Visit the APS website, 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 APS traditional and charter high schools. Students take their core classes at their home high school and may take elective classes, including Dual Credit/AP and industry-certification coursework, 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 program 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, Dual Credit French and Spanish, Zuni, and Navajo language classes. Our Cosmetology courses, nationally accredited LPN Program, and dual credit EMT-B and Nursing Assistant classes offer direct pathways to certification, licensure and/or employment after graduation CEC offers over 50 CNM, IAIA and UNM dual-credit courses, all 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.

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. CEC's curriculum and course offerings are designed to meet the needs of a diverse student body interested in college readiness, career exploration, career preparation, internships, dual enrollment, and leadership development..

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 on the basis of their grades, attendance, previous coursework or other factors. Some courses (LPN, EMT, and Advanced Pre Med) require letters of recommendation. Course requests for the fall semester may be submitted as early as January. Early application allows time for instructors to screen and interview applicants when necessary. Students have the opportunity to complete course requests beginning in January, as schools conduct pre-registration activities; course requests close in early May and must be made through a counselor or Curriculum Assistant Principal May through August. 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. Prerequisites and recommendations for specific courses can also be found on our website at cec.aps.edu.

College and Career High School (CCHS)

EC Building, 940 University Blvd.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 also 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) . ECA is a diploma granting college-preparation institution offering rigorous learning opportunities and a full high school experience in a small-school setting.

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, CNM, IAIA, and/or UNM classes in the afternoon. CNM, IAIA and UNM classes may apply toward an associate's or university degree. ECA's small-school environment offers students an intimate, personalized and rigorous college-readiness learning experience. We believe in an academic focus, paralleling and incorporating college level curriculum, and we require our students to start their post-secondary work beginning in the ninth grade.

Student Profile: ECA attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students with 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 dual credit and graduation requirements exceed those required by Albuquerque Public Schools. ECA students have access to CEC bus routes, which provides transportation 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, expanded dual credit opportunities and graduation credit requirements, 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 application process. Due to space limitations, student enrollment is limited to 55 students per grade level for a maximum enrollment of 220. The school maintains a "waiting list" if interest exceeds space and holds a public lottery in February for all applications received before the deadline listed on our website at cec.aps.edu/eca. Students and families can access the application and admissions process and timeline at cec.aps.edu/eca.

eCADEMY Virtual High School

Main Campus: 5300 Cutler NE, Albuquerque, NM 87110, (505) 247-4209

Website: ecademy.aps.edu

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

Part-Time/Concurrent Program Features: These courses at eCADEMY High School are offered through an online platform. 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/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 an online platform. Students complete their courses asynchronously, with support from qualified teachers in each subject. There is a \$25 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:

- [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)

For more information please visit us at ecademy.aps.edu or call 505-247-4209.

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 of 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 arts, 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 in order 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

Classes at New Futures lead to a high school diploma. Course offerings are standardized as prescribed by the Albuquerque Public Schools. Students are expected to meet all standards and benchmarks in the core curriculum content.

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 an on-site 5-Star childcare center that offers free daycare for all students.

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 quarters in the school year. Students can earn up to 2 credits each quarter for a total of 8 credits each year. Students can transfer in at the beginning of each 9-week quarter. 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 2nd 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.

AHS Special Programs



What Is AVID?

AVID (Advancement Via Individual Determination) is an academic elective class that helps students develop skills necessary to be college and career ready. Students in the AVID class are encouraged to enroll in highly rigorous courses like Honors and Advanced Placement (AP) and receive support for successful completion of those classes. The AVID class helps students overcome obstacles, think critically, collaborate, and set high expectations for themselves so they can build confidence. The AVID curriculum is designed to develop writing, inquiry, collaboration, organization, and reading skills that contribute to success in college, career, and life. The AVID class also requires students to participate in an inquiry process called Tutorials twice per week. During Tutorials, students work together through questioning to solve a problem or reach an answer to a difficult question from another class. College and career exploration are also key components of the class.

Is AVID for you? AVID is an academic elective class designed to provide students with skills that will help them succeed in high school, college, and careers. You don't have to be an excellent student to benefit from AVID, but you do need the desire to improve and the determination to set goals and work hard to achieve them. AVID provides academic and emotional support to students to help them succeed in honors and AP classes. AVID often includes college campus visits, guest speakers, and opportunities for career exploration. AVID combines rigor with support that includes each student's own individual determination and the support of other AVID students, family members, the AVID teacher, and tutors. Choose this class and join the AVID family if you:

- Have the desire to succeed in rigorous classes
- Are committed to working hard in order to reach your goals
- Have a positive attitude toward yourself and others
- Are open to new experiences in all phases of AVID
- Want to become an independent learner
- Engage in all classes through taking notes, listening, questioning, and being prepared
- Collaborate with peers as part of a team
- Would be the first in your family to go to college or want to explore college as a possibility after high school and be willing to apply

Students interested in taking this class will likely be required to submit an application and participate in an interview prior to being accepted. The AVID curriculum evolves and builds from one year to the next, so students will receive the highest benefit from the class if they start freshman year and stay in the class through graduation. Students may, however, select the class during any academic year.

AVID 9/10/11/12

Grade Level(s): 9-11

Course Number: 55509/10/11/12

Course Type: Regular

Prerequisites: GPA of 2.0 to 3.5 and student application and/or interview, parent signature, and acceptance by school site team.

Length/Credit: Year/1.0

NCAA: No

Course Description: The **AVID I** course program is a basic course designed to increase school wide learning and performance for students in grades 9 through 11. The AVID I student is introduced to a program that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID I is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges, and becomes an educated and responsible participant and leader in a democratic society. The AVID I class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID I teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID I classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

Important Notes: The student must maintain 2.0 or higher GPA throughout the school year. He/She must be able to complete four- year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID I student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes and must complete all homework assignments and commit to up to two hours of homework every night. The student must be enrolled in an Algebra I course or higher. There is an expectation that the student enrolls in an Honors/AP course during his/her 10th grade year.

Course Description: In the **AVID II** course, the student continues to study a program designed to increase school wide learning and performance for students in grades 7 through 12. The AVID II student is involved in a program that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the PSAT and/or the PLAN, and becomes an educated and responsible participant and leader in a democratic society. The AVID II class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

Important Notes: The students must maintain 2.0 or higher GPA throughout the school year and must be able to complete four-year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes, complete all homework assignments, and commit to up to two hours of homework every night. The student must be enrolled in a geometry class or higher. The student enrolls concurrently in an Honors/AP course if possible.

Course Description: The 11th grade **AVID III** course is designed for student completion in the AVID elective during his/her junior and senior years. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the ACT and/or the SAT, and becomes an educated and responsible participant and leader in a democratic society. Emphasis is placed on three units: Four Essential Skills (ES), Analyzing a Prompt or Academic Task (ES 1), Selective and Purpose Driven Reading (ES 2), Focused Note-Taking (ES 3), and Integrating Sources into Texts (ES 4). The 11th grade AVID student utilizes these units to help him/her complete a required research paper. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

Important Notes: This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. The students must maintain a 2.0 or higher GPA throughout the school year. He/She must be able to complete four- year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes, complete all homework assignments, and commit to up to two hours of homework every night. The student completes a required

research paper.

Course Description: The 12th grade AVID IV course is designed for student completion in the AVID elective during his/her senior years. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges

by taking the ACT and/or the SAT, and becomes an educated and responsible participant and leader in a democratic society. Emphasis is placed on the student finalizing his/her choice of colleges, visiting college campuses, completing and submitting college applications, making financial aid arrangements, taking college admission tests, and preparing "College Comparison Grids". Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. Led by college tutors, the student participates in tutorial groups in the AVID classroom. Literacy is integrated throughout the course.

Important Notes: The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes, must complete all homework assignments, and commit to at least two hours of homework every night.



Bilingual Program

Fabiola Pacheco- Bilingual Coordinator

Bilingual Program Mission Statement

To offer and promote to all AHS' students equitable access to our bilingual education programs. With the support and advocacy of AHS and its community partners: The Bilingual, Dual Language, and English Language Development Programs will use culturally relevant and diverse instructional strategies and data to increase student achievement and develop a bilingual, biliterate, multicultural community. Students will be empowered with a strong cultural identity and global awareness that will reflect through our school and impact our society.

AHS Bilingual Advisor Committee-AHS Staff, AHS Feeder Schools, AHS Community Partners and Stakeholders.

Dual Language

Students who seek to become proficient in both Spanish and English are a part of the Dual Language program. Students in Dual Language take part of their classes in English and part of their classes in Spanish. Dual Language students can earn a Bilingual seal and/or honor cord. An agreement will be initiated in these students' freshman year, which will guide them through their four years of programming.

English Language Development (ELD)

The ESL Program uses the WIDA (World-Class Instructional Design and Assessment) Consortium. The mission of WIDA is to promote educational equity and academic achievement for linguistically and culturally diverse students through the development and dissemination of curricular, instructional, and assessment products and resources. The ACCESS for ELLs Test is the primary assessment tool used by WIDA for placement of students. Albuquerque High School uses this assessment for the proper English placement of ESL students. For more information on the WIDA Consortium, please go to the following link: <http://www.wida.us/index.aspx>



Programa Bilingüe

Declaración de objetivos del programa bilingüe

Ofrecer y promover a todos los estudiantes de AHS con acceso equitativo a nuestros programas educativos bilingües. Con el apoyo y dedicación de AHS y nuestros patrocinadores comunitarios: Los programas duales, bilingüe, y desarrollo del idioma inglés utilizarán materiales multiculturales y estrategias diversas de instrucción y la utilización de información para incrementar el logro y desarrollo de una comunidad bilingüe y multicultural. Los estudiantes serán respaldados con una fuerte identidad cultural y conciencia global que se refleja por toda nuestra escuela y tendrá un impacto en nuestra sociedad.

Programa bilingüe

Los alumnos que deseen alcanzar el nivel de dominio tanto en inglés como en español son parte del programa bilingüe. Dichos estudiantes toman parte de sus clases en inglés y parte en español y pueden conseguir el sello de bilingüismo y/o un cordón de honor.

Inglés como segunda lengua (ELD), por sus siglas en inglés)

El Programa de ESL emplea el consorcio de WIDA (Evaluación y diseño educativo de calidad mundial). El objetivo de WIDA es fomentar la igualdad educativa y los logros académicos para los estudiantes que provienen de un entorno cultural o lingüístico distinto mediante el desarrollo y la difusión de productos y recursos educativos, académicos y de evaluación. La prueba ACCESS para los estudiantes que están aprendiendo inglés (ELL, por sus siglas en inglés) es la primera herramienta de evaluación empleada por WIDA para la asignación de los estudiantes. La Escuela Secundaria Albuquerque utiliza esta evaluación para la asignación de los estudiantes de inglés como segunda lengua en su nivel de inglés correspondiente. Para información adicional sobre el consorcio de WIDA, pueden visitar el siguiente enlace: <http://www.wida.us/index.aspx>

Dual Language Enrichment Program, Bilingual Seal



New Mexico State Seal of Bilingualism and Biliteracy Requirements:

- 4 Spanish Language Arts credits or content credits in Spanish, with a C or better.
- Assessment: Bilingual Seal Portfolio or Exam (for non-dual language students)

APS District Seal and State Seal Requirements:

- Earn a 2.0 average in 4 core content classes in Spanish and English
- Earn a 2.0 average in 4 Language Arts classes in Spanish and English
- Bilingual Seal Portfolio presentation (counts for Senior Exit Portfolio)

9 th Grade	Spanish Language Arts	Spanish Content	English Lang. Arts	English Content
	Spanish Language Arts I (Pre-AP Spanish Language Arts 9)	<ul style="list-style-type: none"> • Biology • Algebra I • NM History (.5) • Health (.5) 	<ul style="list-style-type: none"> • English 9 • Honors English 9 • English ELD 9 (I-IV) 	<ul style="list-style-type: none"> • Biology • Algebra • NM History • Health
10 th Grade	Spanish Language Arts	Spanish Content	English Lang. Arts	English Content
	Spanish Language Arts II (Pre-AP Spanish Language Arts 10)	<ul style="list-style-type: none"> • World History • AP World History • Geometry • Honors Geometry • Chemistry 	<ul style="list-style-type: none"> • English 10 • Honors English 10 • English ELD 10 (I-IV) 	<ul style="list-style-type: none"> • World History • AP World History • Geometry • Honors Geometry • Chemistry
11 th Grade	Spanish Language Arts	Spanish Content	English Lang. Arts	English Content
	AP Spanish Language and Culture	<ul style="list-style-type: none"> • Algebra II • AP US History • Physics 	<ul style="list-style-type: none"> • English 11 • AP English Lang. & Composition 11 • English ELD 11 (I-IV) 	<ul style="list-style-type: none"> • US History • AP US History • Physics
12 th Grade	Spanish Language Arts	Spanish Content	English Lang. Arts	English Content
	AP Spanish Literature and Culture	<ul style="list-style-type: none"> • Transitions to College Math • Anatomy and Physiology • Government/Econ 	<ul style="list-style-type: none"> • English 12 • AP English Lit. & Composition 12 • English ELD 12 (I-IV) 	<ul style="list-style-type: none"> • Economics, 1 semester • Government, 1 semester • Anatomy and Physiology

AP Spanish Scores Accepted at the University of New Mexico

(according to UNM office of admissions AP/IB/CLEP & College Board, Fall 2023):

AP Spanish Language and Culture Exam		
Score Earned	Course(s) Replaced	Total Credits Earned
3	Spanish 1110, 1120	6
4, 5	Spanish 1110, 1120, 2110, 2120, 302	15

AP Spanish Literature and Culture Exam		
Score Earned	Course(s) Replaced	Total Credits Earned
4	Spanish 302	3
5	Spanish 302, 307	6

A major in Spanish at UNM requires a total of 26 credits (9 classes, in addition to UNM's core classes). To minor in Spanish at UNM requires a total of 18 credits. In addition to earning the credits listed above for the AP Spanish Language and Literature exams, only 4 additional Spanish classes are required for a minor: Spanish 301, Spanish 308 (or higher), and 2 additional Spanish elective classes (300 level or above).

Last edited: December 12, 2023



Programa de Enriquecimiento Dual, Sello Bilingüe

Requisitos para el sello bilingüe del Estado de NM:

- 4 créditos de artes de lenguaje en español o contenido en español con puntaje de C o mayor.
- Evaluación Final (Portafolio o examen)

Requisitos del Sello bilingüe del distrito de APS:

- Obtener un promedio de 2.0 en 4 clases del tronco común en inglés y español
- Obtener un promedio de 2.0 en 4 clases de Artes de lenguaje en inglés y español
- Presentación de portafolio bilingüe

9 ^{no} Grado	Arte del lenguaje español	Contenido en español	Arte del Lenguaje inglés	Contenido en inglés
	Arte del lenguaje 9 (Pre-AP Artes de lenguaje 9)	<ul style="list-style-type: none"> • Biología • Álgebra I • Historia de NM (.5) • Salud (.5) 	<ul style="list-style-type: none"> • Inglés 9 • Inglés 9 de honor • Inglés ELD 9 (I-IV) 	<ul style="list-style-type: none"> • Biología • Álgebra I • Historia de NM (.5) • Salud (.5)
10 ^{no} Grado	Arte del lenguaje español	Contenido en español	Arte del Lenguaje inglés	Contenido en inglés
	Artes del lenguaje 10 (Pre-AP Artes de lenguaje 10)	<ul style="list-style-type: none"> • Historia mundial • AP Historia mundial • Geometría • Geometría Honores • Química 	<ul style="list-style-type: none"> • Inglés 10 • Inglés 10 de honor • Inglés ELD 10 (I-IV) 	<ul style="list-style-type: none"> • Historia mundial • AP Historia mundial • Geometría • Geometría Honores • Química
11 ^{vo} Grado	Arte del lenguaje español	Contenido en español	Arte del Lenguaje inglés	Contenido en inglés
	AP Lengua & cultura en español	<ul style="list-style-type: none"> • Álgebra II • AP Historia de EE.UU • Física 	<ul style="list-style-type: none"> • Inglés 11 • AP Inglés Lenguaje & Composición 11 • Inglés ELD 11 (I-IV) 	<ul style="list-style-type: none"> • Historia de EE.UU • AP Historia de EE.UU • Física
12 ^{vo} Grado	Arte del lenguaje español	Contenido en español	Arte del Lenguaje inglés	Contenido en inglés
	AP Literatura & cultura en español	<ul style="list-style-type: none"> • Transitions to College Math • Anatomía and Fisiología • Gobierno/Econ. 	<ul style="list-style-type: none"> • Inglés 12 • AP Inglés Literatura & Composición 12 • Inglés ELD 12 (I-IV) 	<ul style="list-style-type: none"> • Economía (.5) • Gobierno (.5) • Anatomía and Fisiología

Puntaje de pruebas AP aceptadas en la Universidad of New México

(de acuerdo con la oficina de admisiones de UNM AP/IB/CLEP y College Board, Otoño 2023):

Examen de Español AP de Lengua y Cultura		
Puntaje	Cursos reemplazados	Total de créditos obtenidos
3	Spanish 1110, 1120	6
4, 5	Spanish 1110, 1120, 2110, 2120, 302	15

Examen de Español AP de Literatura y Cultura		
Score Earned	Course(s) Replaced	Total Credits Earned
4	Spanish 302	3
5	Spanish 302, 307	6

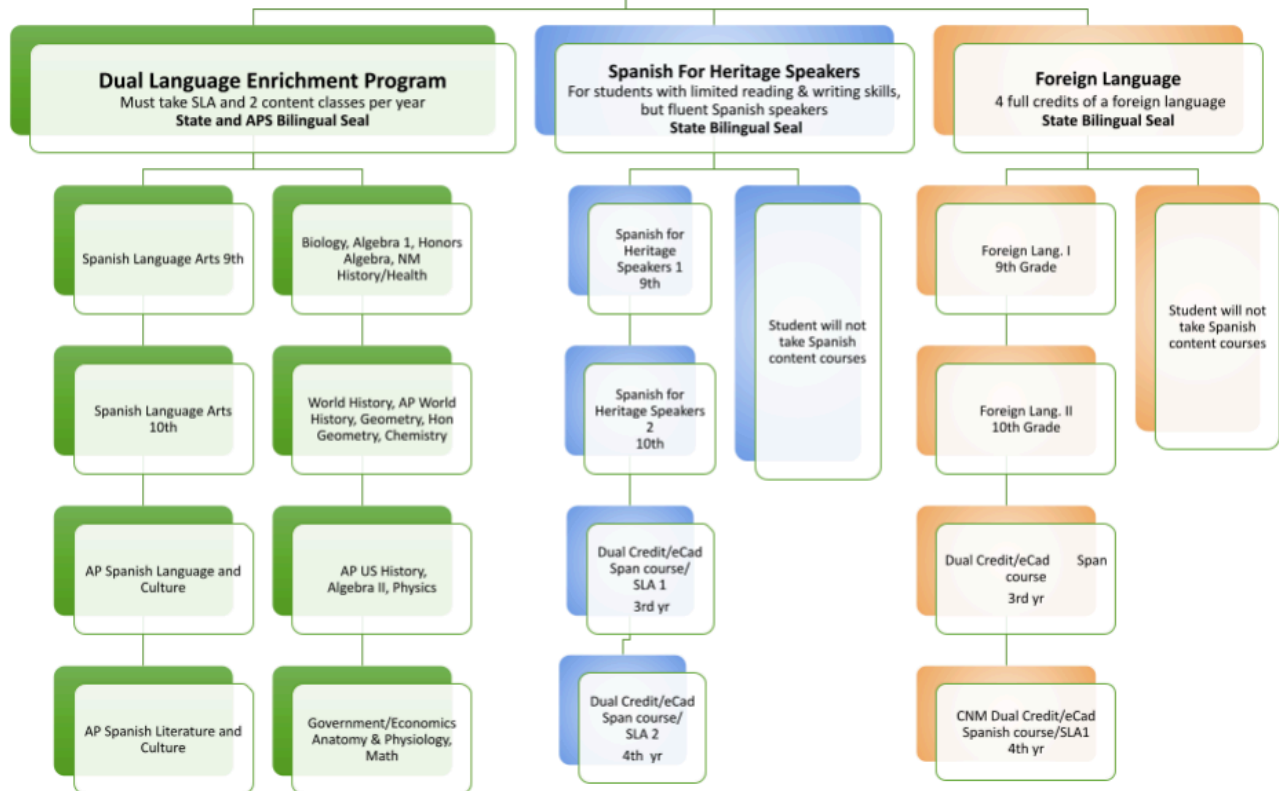
Una licenciatura de español en UNM requiere un total de 26 créditos (9 clases, aparte de las del tronco común). Una carrera técnica en español en UNM requiere un total de 18 créditos. Además a los créditos enlistados arriba adquiridos con los exámenes de AP español de lengua y literatura, solo se requieren 4 clases adicionales para obtener una especialización (minor) en español: Spanish 301, Spanish 308 (o más alto), y 2 clases adicionales electivas en español (a nivel de 300 o más).

Last edited: December 12, 2023

Bilingual Enrichment Program at Albuquerque High School

BILINGUAL SEAL PATHWAYS

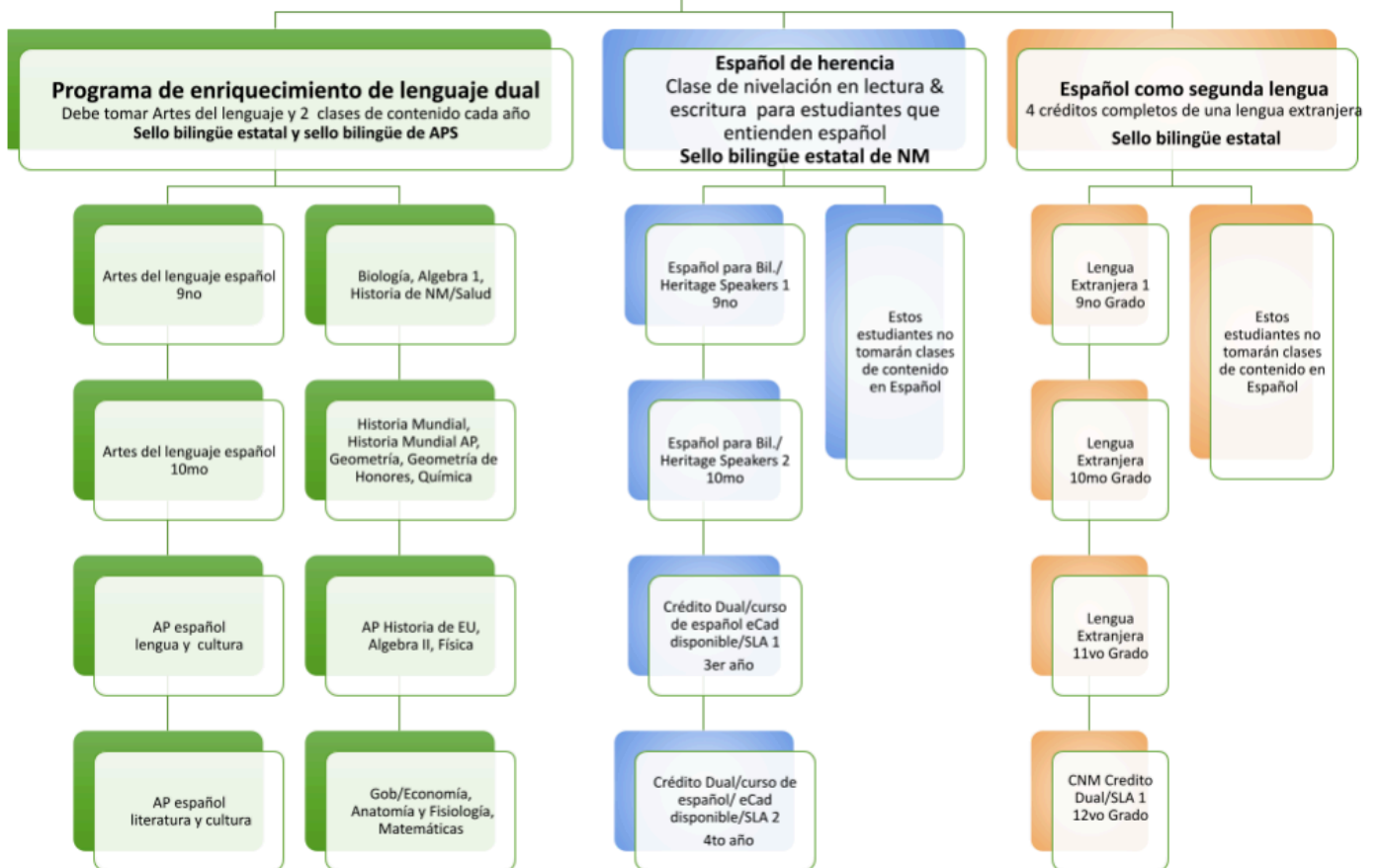
Spanish courses offered at Albuquerque High



Programa Bilingüe de Enriquecimiento de la Preparatoria Albuquerque

LOS CAMINOS HACIA EL SELLO BILINGÜE

Clases en español ofrecidas en Albuquerque High





Senior Exit Portfolio

The Senior Exit Portfolio process gives seniors the opportunity to create a digital collection of their success and progress academically and socially during their time at Albuquerque High School. Students will be asked to provide examples of their work, reflections on their learning, and other artifacts that speak to their time in high school. It is expected that the students will commit time and energy to the completion of this portfolio over the school year. At the end of this process, the students will be asked to invite family and friends to watch them as they present

- **Framework Question:** *How has being a member of Albuquerque High's diverse community for four years helped you make connections academically and personally that impact your future plans?*

To Answer the Framework Question: *(use the rubric in this packet as a guide for the following)*

- ❖ *First use information about your academic core content fields (English, History, Math, and Science).*
- ❖ *Proceed by adding information about other areas of interest for you as a student at Albuquerque High. These areas can include electives, clubs, community service, athletics, etc.*

Because the seniors presenting a portfolio take on the responsibility documenting their academic progress and successes during high school, many teachers reward these students for taking on this task by accepting all or part of the **portfolio for a grade**.

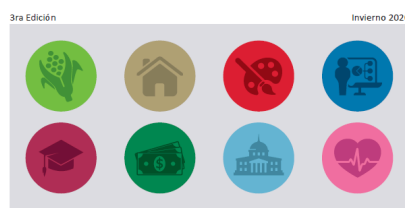
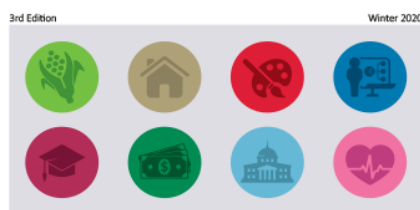
Some examples of this include:

- *Asking seniors to include an assignment from a class in the portfolio, and then asking them to give a reflection on it.*
- *Asking them to present their course of study reflection in a particular discipline to their classmates.*
- *Accepting a senior's portfolio grade as his/her second semester final exam grade.*
- *Factoring in the portfolio grade as part of a senior's second semester final exam grade.*

CAREER CLUSTERS

Career clusters is a classification system that groups occupations into sixteen different clusters based on similarities in foundational knowledge and skills needed to achieve success. These clusters are then broken down into *career pathways*.

This guide provides information on career clusters and what programs of study might be followed for specific careers. The beginning of this guide is a career interest inventory to help students identify which career pathways to pursue.



Guía de los Grupos
de las Carreras en
Nuevo México



For more information regarding New Mexico Career Clusters and to download the Career Clusters Guide please visit <https://www.aps.edu/career-technical-education>

CAREER PATHWAYS

Career pathways focus on smaller subsets of related occupations within a career cluster. They connect to programs of study, industries, and careers. Pathways help students focus on and develop a clear, more informed educational plan over time. Courses and training programs are typically outlined in career pathways that can guide students as they develop and maintain progress toward career goals.

The typical structure of a program of study sequence includes an introductory course, a concentrator course, and a capstone/completer course.

ALBUQUERQUE HIGH SCHOOL CAREER PATHWAYS

Albuquerque High School is building upon its rich tradition of academic excellence to provide five pathways for students.

PATHWAY PROGRAM	INTRODUCTION COURSE	CONCENTRATORS	CAPSTONE/COMPLETION
Restaurants & Food/Beverage Services <i>ProStart</i>	0532 ProStart I	0532 ProStart II	0539 ProStart Internship 0599 Family/Consumer Sc-Other
Marketing <i>Marketing Management</i>	1802 Principles of Marketing - Fundamentals	1826 Marketing Management	1808 Marketing Lab Advanced/1897 Marketing-Mentorship/Internship
Business Management & Administration <i>Business Management</i>	0221 Introductory Business	0223 Business Management	0297 Business Work Experience/Co-op
Law, Public Safety, Corrections & Security <i>Legal Services</i>	2761 Law Studies	2765 Mock Trial	2773 AP Psychology
Law, Public Safety, Corrections & Security <i>Security & Protective Services (Military Science)</i>	2111 Introduction to ROTC	2112 Military ROTC	2199 Military Science-Other

Frequently Asked Questions about pathways

*Do students **have** to take a pathway?*

No. Students are not required to take a pathway, nor are they required to complete the entire pathway if they enroll in one of the introductory classes.

1. I don't see my favorite electives on a pathway, does that mean I can't take them?

No. Pathways are built based on what AHS already offers. We will still offer a wide range of electives for students to explore their interests. **Other** pathways may be added in later years.

2. How will I know if my elective is on a pathway or what elective to take next?

Pathway classes will be designated by this symbol ➞ . This will refer you to the Career Cluster page so you can know the next step in the pathway.

ALBUQUERQUE PUBLIC SCHOOLS DISTRICT

COURSE OFFERINGS

Core Curriculum Courses

At Albuquerque Public Schools, we are dedicated to offering courses that align with student interests, goals, and aspirations. Our district course catalog provides an overview of the many core courses available. However, not all courses may be offered at every school, as availability is shaped by:

- Student interest and enrollment choices
- Teacher certification and staffing availability
- Facility resources and scheduling needs

We strive to create a student-driven scheduling process that prioritizes your academic and career interests while meeting graduation requirements. While we do our best to accommodate all requests, some courses may not be available during a particular semester or academic year.

For details on the specific courses offered at your school, please connect with your school counselor or academic advisor. You can also refer to **Pages 62-63** to see the courses currently available at APS comprehensive schools.

Thank you for sharing your interests with us as we work together to design your educational journey!

Language Arts

English 9

Grade Level(s): 9

Length/Credit: Year/1.0

NCAA: Yes

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 genres 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 language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Important Notes: The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials.

Course Number: 25031

Course Type: Regular

Fee: None

English 9 Honors

Grade Level(s): 9

Length/Credit: Year/1.0

NCAA: Yes

Course Description: In English 9 Honors, 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 genres 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 language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Important Notes: English 9 Honors is a weighted course that includes advanced placement preparation for college entrance.

Course Number: 25034

Course Type: Honors

Fee: None

English 10

Grade Level(s): 10

Prerequisite: English 9

Length/Credit: Year/1.0

Course Description: In English 10, the student surveys and samples a wide variety of multicultural 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 language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Important Notes: The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials.

Course Number: 25041

Course Type: Regular

Fee: None

NCAA: Yes

English 10 Honors

Grade Level(s): 10

Prerequisite: English 9 or English 9 Honors

Length/Credit: Year/1.0

Course Description: In English 10 Honors, the student surveys and samples a wide variety of multicultural 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 language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Important Notes: English 10 Honors is a weighted course that includes advanced placement preparation for college entrance.

Course Number: 25044

Course Type: Honors

Fee: None

NCAA: Yes

AP Seminar

Grade Level(s): 10-11 (Grants English 10-11 credit or can be taken as an elective)

Prerequisite: English 9 or English 9 Honors & English 10 or English 10 Honors

Length/Credit: Year/ 1.0

Course Description: This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these to their own lives.

Course Number: 55521

Course Type: AP

Fee: None

NCAA: Yes

English 11

Grade Level(s): 11

Prerequisite: English 10 or English 10 Honors

Length/Credit: Year/1.0

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 genres 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 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.

Important Notes: The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials.

Course Number: 25051

Course Type: Regular

Fee: None

NCAA: Yes

AP English Language and Composition 11

Grade Level(s): 11

Prerequisite: English 10 or English 10 Honors

Length/Credit: Year/1.0

Course Description: In AP English Language and Composition, the student surveys selections of the literary history of America using a

Course Number: 25058

Course Type: AP

Fee: None

NCAA: Yes

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 genres 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 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.

Important Notes: AP English Language and Composition 11 is a weighted course that includes advanced placement preparation for college entrance. AP English Language and Composition 11 includes preparation for the Advanced Placement English Language and Composition Examination. Each student is encouraged to take the AP Exam.

English 11 Humanities & U.S. History/Geography Humanities

Grade Level(s): 11

Prerequisite: English 10

Corequisites: Enrollment in U.S. History/Geography Humanities

Length/Credit: Year/1.0

Course Description: American Humanities combines American literature, history, and fine arts to study the ideals and traditions of our cultural heritage. This two-credit program grants 1 credit in English and 1 credit in U.S. History (see Social Studies). Some enrichment activities, including field trips and research projects, are part of the program. Students will apply standard usage in speaking, listening, and writing through the reading of American literature. One half of the course work in English is devoted to composition. This course is recommended preparation for post-secondary education. 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 approach(es) 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.

Course Number: 21532/11020

Course Type: Regular

Fee: None

NCAA: Yes

English 12

Grade Level(s): 12

Prerequisite: English 11 or English 11 AP

Length/Credit: Year/1.0

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 genres 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.

Important Notes: The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials.

Course Number: 25061

Course Type: Regular

Fee: None

NCAA: Yes

AP English Literature and Composition 12

Grade Level(s): 12

Prerequisite: English 11 or English 11 AP

Length/Credit: Year/1.0

Course Description: In AP English Literature and Composition 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 genres 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

Course Number: 25064

Course Type: AP

Fee: None

NCAA: Yes

use of technology as a learning tool.

Important Notes: AP English Literature and Composition 12 is a weighted course that includes advanced placement preparation for college entrance. AP English Literature and Composition 12 includes preparation for the Advanced Placement English Literature and Composition Examination. Each student is encouraged to take the AP Exam.

AP Research

Grade Level(s): 12 (Grants English 12 credit if taken at Grade 12)

Prerequisite: AP Seminar

Length/Credit: Year/1.0

Course Number :55522

Course Type: AP

Fee: None

NCAA: Yes

Course Description: This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

Creative Writing II

Grade Level(s): 9-12

Prerequisite: For Creative Writing II, completion of Creative Writing I or English 11. In order for Creative Writing II to count for English 12 credit, Creative Writing II must be taken in the senior year.

Length/Credit: Year/1.0

Course Number: 24541

Course Type: Regular

Fee: None

NCAA: No

Course Description: Creative Writing II is a senior level English course that is open as an elective to juniors who have successfully completed Creative Writing I and seniors who seek an alternative English class that focuses on many forms of writing. In Creative Writing II, the student advances discussion of selected models of various works from around the world to gain a background for extensive original writing. Students will read extensively both classic and contemporary works of fiction, drama, poetry, and nonfiction. The reading will prepare students to write their own pieces in each genre. The student develops and refines working and showcases portfolios (traditional and/or electronic) representing best work in various genres, e.g., short stories, one-act plays, poetry, fiction, and non-fiction). As part of the creative process, the student identifies and concentrates on individual needs for vocabulary development, spelling, sentence structure, and revision. In addition, the student refines technique and style and revises work through peer and self-editing and prepares freelance work for submission to contests and publishers. The student shares work in class discussions for feedback and analysis and uses technology to support writing, research, presentations, and the procedures for submitting work for consideration to print and online literary magazines.

College Prep Composition

Grade Level(s): 12 (Grants English 12 credit in conjunction with Mythology & Folklore)

Prerequisite: English 11

Length/Credit: Semester/.5

Course Number: 24531

Course Type: Regular

Fee: None

NCAA: Yes

Course Description: In College Prep Composition, the student engages in a concentrated study of the writing process in expository writing and the art of rhetoric in persuasive writing. The student practices writing various types of essays and compositions to prepare for college-level writing. Models such as 6 Plus One! Traits are used to help the student develop ideas, organization, voice, style, and fluency in written work, including revision and polishing work for publication. The student reads exemplary works by authors from around the world and creates traditional and/or electronic portfolios to show progress of work over time using technology as a learning, writing, and research tool.

In College Prep Composition, students write restaurant, music and art reviews, examine media and pop culture, and develop their individual voices while also generating their own topics to explore the world in which we live (as is true of many college composition courses). Students will enjoy many opportunities to develop reading and critical thinking skills as they employ standard usage in speaking and listening, research, and (of course) writing. As they choose, students may also write for contests and college scholarships. This course is offered in the fall semester in conjunction with Mythology and Folklore (22037) in the spring. Taken together, these two courses follow a college pattern and fulfill requirements for senior English, meeting or exceeding all Standards for Language Arts required by the State of New Mexico and APS.

Mythology & Folklore In Literature

Grade Level(s): 12 (Grants English 12 credit in conjunction with College Prep Comp. or one Semester of English 12)

Prerequisite: English 11

Length/Credit: Semester/.5

Course Number: 22037

Course Type: Regular

Fee: None

NCAA: Yes

Important Note: Elective credit if taken at Grade 11. Taken in conjunction with Mythology and Folklore in the spring semester will satisfy English requirement if taken at Grade 12.

Course Description: In Mythology and Folklore, the student identifies and compares the survivals of past and present beliefs, customs, traditions, and rituals, including oral and written myths, legends, stories, riddles, proverbs, nursery rhymes, superstitions, plant and animal lore, and spiritual histories. The student analyzes central themes that attempt to explain the meaning of existence and how archetypes and images are used in literature to evoke reader response. Technology is used as a writing, research, and learning tool. Students explore connections between ancient stories and modern lives as they discover how mythology provides a foundation for modern thought in both literature and popular culture (for example, before psychology, people had mythology). Students will have many opportunities to develop reading, writing, and critical thinking skills (one-half of the course is devoted to writing).

This course is offered in the spring semester in conjunction with College Prep Composition (24531) in the fall. Taken together, these two courses follow a college pattern and fulfill requirements for senior English, meeting or exceeding all Standards for Language Arts required by the State of New Mexico and APS.

The following courses may be taken as electives in the grades indicated or may substitute for a required English course. College-bound students wishing to enroll in these courses should do so on an elective basis in addition to the required English course.

Bible Literature

Grade Level(s): 11- 12

Length/Credit: Year/1.0

Prerequisite: English 11

Course Number: 21533

Course Type: Regular

NCAA: Yes

Important note: Elective at Grade 11; grants English 12 credit if taken at Grade 12.

Course Description: In Bible Literature, the student reads and explores the literature that exists in both the Old and New Testaments. In addition to studying literary devices and vocabulary, the student studies history, civilizations, character studies, and themes. The student also examines the Bible's form and structure (e.g., historical recitals, folktales, covenant renewals, prophetic oracles and apocalyptic literature, parables, stories of healing, sayings, and legal commentary). The student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts through writing and research. One half of the course work is devoted to composition.

Shakespeare

Grade Level(s): 11 - 12

Length/Credit: Year/ 1.0

Prerequisite: English 11

Important Note: Elective at Grade 11; grants English 12 credit if taken at Grade 12. Highly encouraged that students are able to read at or above grade level and have good writing skills.

Course Description: In Shakespeare, the student studies William Shakespeare's life, Elizabethan politics, theater of the period, and his dramatic techniques. The student reads, studies, discusses, recites and enacts Shakespeare's masterpieces (including the comedies, histories, tragedies, and romances) and his non-dramatic poetry (including narrative poems and sonnets). Technology is used as a research and learning tool. One half of the course work is devoted to composition.

Film Criticism

Grade Level(s): 11 - 12

Length/Credit: Year/ 1.0

Prerequisite: English 10 for 11th grade English replacement / English 11 for English 12 replacement

Important Note: Grants English 11 and 12 credit.

Course Description: In Film Criticism, the student studies the history, development, and art form of the motion picture and its influence and reflection of society. The student studies the language of filmmaking, techniques of filmmaking, and literary and technical analysis as criteria for evaluating films and literature from around the world. The student also applies media literacy techniques by "reading" visual images as "texts" and by comparing/contrasting original novels and stories to corresponding screenplays.

Crime & Punishment

Grade Level(s): 11- 12

Length/Credit: Year/ 1.0

Prerequisite: English 10 for 11th grade English replacement / English 11 for English 12 replacement

Important Note: Grants English 11 and 12 credit.

Course Number: 22072

Course Type: Regular

NCAA: Yes

Course Description: The Crime and Punishment course is designed to address some of the most important issues in societies, past and present. It will look at how we try to understand and deter crime, punish criminals, and rehabilitate them. The course highlights careers in criminology, the debate surrounding capital punishment, the life of a prison inmate, the trial and jury system, famous criminals and crime, and finally, explores the

individual's sense of good and evil. The students will conclude the course with reflections of their compiled studies through a project that requires them to go public with their findings

ELD – Level I/II

Number(s):205E(0,2,4,6)

Grade Level(s): 9 - 12

Length/Credit: Year/ 1.0

Appropriate for students with ACCESS Score of 0-2.9

Course Description: The Level I ESL class is offered to students who enter our school district with little or no understanding of English. The purpose is to provide these students with an opportunity to acquire English in a stress-free environment. The class enables them to participate physically, socially, emotionally, intellectually, and linguistically in meaningful situations as they acculturate to the school environment and the community. Skills taught cover the areas of listening, speaking, reading, and writing as well as cultural understanding.

Course

Course Type: Regular

NCAA: not currently approved

ELD – Level III/IV

205E(1,3,5,7)

Grade Level(s): 9 - 12

Length/Credit: Year/ 1.0

(only ELD 10 ¾ is current NCAA approved)

Appropriate for students with ACCESS score of 3.0-4.6

Course Description: This course represents standards for an 11th grade Language Arts class. Because of the progressive nature of ELD courses, the standards to be used by the teacher represent the appropriate grade level of the student. The teacher will access the grade level standards in order for students to receive their grade level Language Arts credit (i.e., Level 3 students in 9th, 10th, or 12 grade).

Course Number(s):

Course Type: Regular

NCAA: not currently approved

Mathematics

Graduate Standard Year	Year 1	Year 2	Year 3	Year 4
Up to Class of 2028	Alg I Honors Alg I Alg I Bilingual Honors Alg I Bil <i>Geometry</i> <i>Honors Geometry</i> <i>(Successful completion of Alg I in middle school.)</i>	Geometry Honors Geometry Geometry Bil Honors Geometry Bil <i>Alg II</i> <i>(Successful completion of Geometry in 9th grade)</i>	Algebra II Honors Algebra II Algebra II Bilingual Honors Algebra II Bil <i>Pre-Calculus</i> <i>Pre-Calculus Bil</i> Calculus AP Calculus AB	Pre Calculus Calculus Calculus AB Calculus BC Statistics AP Statistics Trans College Math Financial Literacy Dual Credit Options AP Comp Science Principles AP Comp Science A
Class of 2029 and beyond	Alg I Honors Alg I Alg I Bilingual Honors Alg I Bil <i>Geometry</i> <i>Honors Geometry</i> <i>(Successful completion of Alg I in middle school.)</i>	Geometry Honors Geometry <i>Alg II</i> <i>(Successful completion of Geometry in 9th grade)</i>	TBD other 3rd year courses Algebra II Honors Algebra II Algebra II Bilingual Honors Algebra II Bil <i>Pre-Calculus</i> <i>Pre-Calculus Bil</i>	TBD other 4th year courses Pre Calculus Calculus Calculus AB Calculus BC Statistics AP Statistics Trans College Math

			Calculus AP Calculus AB	Financial Literacy CNM Dual Credit
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Algebra I

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 33040

Course Type: Regular

Fee: None

NCAA: Yes

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

Algebra I Bilingual

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 3304A

Course Type: Regular

Fee: None

NCAA: Yes

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

Honors Algebra I

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 33080

Course Type: Honors

Fee: None

NCAA: Yes

Course Description: Honors Algebra I is designed for any student desiring to take an advanced level mathematics course and who wants to be prepared for AP Calculus and may have an interest in preparing for a career in Mathematics, Science and/or Engineering. The student is prepared for the increased workload an Honors course demands. He/She is challenged to exceed the standards of the Algebra I course in order to prepare him/her for the rigor of more advanced classes such as AP Calculus. Throughout the course, the student develops concepts, techniques and theory in greater depth than the Algebra I course. Both acceleration and enrichment are integral components of the curriculum. This is the first course in the four-year Honors/AP Program on mathematics and carries a weighted grade. Other areas of study are global processes, geometry, and data analysis and probability.

There are four main differences between regular and Honors (pre-AP):

1. the sophistication of the response the teacher asks of students
2. the rigor of the work that is required
3. the way the teacher assesses what is taught and
4. the global connections that reach beyond the boundaries of what is taught in the textbook.

Honors Algebra I Bilingual

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 33080B

Course Type: Honors

Fee: None

NCAA: Yes

Course Description: Honors Algebra I is designed for any student desiring to take an advanced level mathematics course and who wants to be prepared for AP Calculus and may have an interest in preparing for a career in Mathematics, Science and/or Engineering. The student is prepared for the increased workload an Honors course demands. He/She is challenged to exceed the standards of the Algebra I course in order to prepare him/her for the rigor of more advanced classes such as AP Calculus. Throughout the course, the student develops concepts, techniques and theory in greater depth than the Algebra I course. Both acceleration and enrichment are integral components of the curriculum. This is the first course in the four-year Honors/AP Program on mathematics and carries a weighted grade. Other areas of study are global processes, geometry, and data analysis and probability.

There are four main differences between regular and Honors (pre-AP):

1. the sophistication of the response the teacher asks of students
2. the rigor of the work that is required
3. the way the teacher assesses what is taught and
4. the global connections that reach beyond the boundaries of what is taught in the textbook

Geometry

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

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, construction tools (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. Literacy strategies are integrated throughout the curriculum.

Course Number: 35040

Course Type: Regular

Fee: None

NCAA: Yes

Geometry Bilingual

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

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, construction tools (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. Literacy strategies are integrated throughout the curriculum.

Course Number: 3504A

Course Type: Regular

Fee: None

NCAA: Yes

Honors Geometry

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

Course Description: In Honors Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses advanced concepts in lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, construction tools (e.g., compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebraic concepts, functions, patterns and graphs; and data analysis and probability. The course also includes an in-depth re-coverage of some Algebra I. There are four main differences between regular and Honors (pre-AP):

5. the sophistication of the response the teacher asks of students
6. the rigor of the work that is required
7. the way the teacher assesses what is taught and
8. the global connections that reach beyond the boundaries of what is taught in the textbook

Course Number: 35080

Course Type: Honors

Fee: None

NCAA: Yes

Honors Geometry Bilingual

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

Course Description: In Honors Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses advanced concepts in lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, construction tools (e.g., compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebraic concepts, functions, patterns and graphs; and data analysis and probability. The course also includes an in-depth re-coverage of some Algebra I. There are four main differences between regular and Honors (pre-AP):

9. the sophistication of the response the teacher asks of students
10. the rigor of the work that is required
11. the way the teacher assesses what is taught and
12. the global connections that reach beyond the boundaries of what is taught in the textbook

Course Number: 3504B

Course Type: Honors

Fee: None

NCAA: Yes

Algebra II

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry

Length/Credit: Year/1.0

Course Description: In Algebra II the student learns to extend and develop the concepts studied in Algebra I and Geometry and is

Course Number: 36040

Course Type: Regular

Fee: None

NCAA: Yes

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 quadratic systems, inequalities, and absolute value relations. Other areas of study are geometry and data analysis and probability. The student applies problem-solving techniques throughout the course as an integral part of the subject.

Algebra II Bilingual

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry

Length/Credit: Year/1.0

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 quadratic systems, inequalities, and absolute value relations. Other areas of study are geometry and data analysis and probability. The student applies problem-solving techniques throughout the course as an integral part of the subject.

Course Number: 3604A1

Course Type: Regular

Fee: None

NCAA: Yes

Honors Algebra II/Trigonometry

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry

Length/Credit: Year/1.0

Course Description: In Algebra II/Trigonometry Honors 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 quadratic systems, inequalities, and absolute value relations. Other areas of study are geometry and data analysis and probability. The student applies problem-solving techniques throughout the course as an integral part of the subject.

There are four main differences between regular and Honors (pre-AP):

1. the sophistication of the response the teacher asks of students
2. the rigor of the work that is required
3. the way the teacher assesses what is taught and
4. the global connections that reach beyond the boundaries of what is taught in the textbook

Course Number: 36080

Course Type: Honors

Fee: None

NCAA: Yes

Trigonometry

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Trigonometry is an advanced mathematics course devoted to the study of the six trigonometric functions and a basic introduction to polar coordinates. The student solves triangles, trigonometric equations, finds their values, graphs, inverses, and recognizes the relationships to one another. Other areas of study are global mathematics processes, number sense and operations, geometry, spatial sense, and measurement, and patterns, functions, and algebraic concepts.

Course Number: 38019

Course Type: Regular

Fee: None

NCAA: Yes

Pre-Calculus

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Description: In Pre-calculus the student applies advanced algebraic concepts and problem-solving techniques, with and without technology, to find the solution of polynomial equations and inequalities. Areas of study are linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs, systems of equations and inequalities, technical literacy, trigonometry using rectangular and polar graphs, conic sections, sequences and series, probability and statistics, and limits. The student uses reasoning skills to investigate application models.

Course Number: 38040

Course Type: Regular

Fee: None

NCAA: Yes

Pre-Calculus Bilingual

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry, Algebra II

Course Number: 3804B

Course Type: Regular

Fee: None

Length/Credit: Year/1.0

NCAA: Yes

Course Description: In Pre-calculus the student applies advanced algebraic concepts and problem-solving techniques, with and without technology, to find the solution of polynomial equations and inequalities. Areas of study are linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs, systems of equations and inequalities, technical literacy, trigonometry using rectangular and polar graphs, conic sections, sequences and series, probability and statistics, and limits. The student uses reasoning skills to investigate application models.

AP Pre-Calculus

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 38052

Course Type: AP

Fee: None

NCAA: Yes

Course Description: AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP Pre-Calculus Bilingual

Grade Level(s): 10-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 38052b

Course Type: AP

Fee: None

NCAA: Yes

Course Description: AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Transition to College Math

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 38010

Course Type: Regular

Fee: None

NCAA: No

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.

Transition to College Math Bilingual

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 38010b

Course Type: Regular

Fee: None

NCAA: No

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.

Financial Literacy

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 38011

Course Type: Regular

Fee: None

NCAA: No

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.

Distance Education Financial Literacy

38011DE

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

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.

Course Number:

Course Type: Regular

Fee: None

NCAA: No

Probability & Statistics

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Description: This course requires student access to a graphing calculator.

Probability and Statistics presents basic concepts and techniques for collecting, summarizing and analyzing data, drawing conclusions, and making predictions. Applications may be drawn from a wide variety of disciplines ranging from the social sciences of psychology and sociology to education, allied health fields, business, economics, engineering, the humanities, the physical sciences, journalism, communications, and liberal arts. The student is able to design an experiment, collect appropriate data, select and use statistical techniques to analyze the data, and develop and evaluate inferences based on the data. Using manipulatives, graphing calculators and computer applications to develop concepts helps the student develop and attach meaning to abstract ideas. 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 that affect him/her personally.

Course Number: 38023

Course Type: Regular

Fee: None

NCAA: Yes

AP Statistics

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Description: Advanced Placement Statistics introduces the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data using these four broad themes. Exploration:

1. Observing patterns and departure from patterns
2. Study design
3. Producing models using probability theory and simulation
4. Statistical inference

This course uses an interactive data collection. The student applies his/her knowledge of algebra and geometry to linear transformation of data, conducting surveys, and analyzing the results. The student builds his/her own studies using both proper and improper data analysis techniques; critiques studies conducted by other students and entitles, and makes suggested improvements.

Important Notes: It is not required, but strongly recommended, that the student purchase a TI83+ graphing calculator.

The Advanced Placement Statistics course is a basic introduction to statistics. The AP title is an indication that the course may be preparation for the AP exam but taking the exam is wholly optional.

Course Number: 38022

Course Type: AP

Fee: None

NCAA: Yes

Calculus

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Special Requirements: *This course requires access to a graphing calculator.*

In Calculus the student applies advanced algebraic concepts and problem-solving techniques, with and without technology, to find the solution of polynomial equations and inequalities. Additional areas of study include, but are not limited to, linear, quadratic, polynomial, rational,

Course Number 38051

Course Type: AP

Fee: None

NCAA: Yes

exponential, and logarithmic functions and their graphs; systems of equations and inequalities; technical literacy; trigonometry using rectangular and polar graphs; and conic sections. The student also studies limits, differentiation, and definite and indefinite integration of functions and relations. The student uses reasoning skills to investigate application models and integrates literacy strategies throughout the curriculum.

AP Calculus AB

Grade Level(s): -12

Prerequisite: Algebra I, Geometry, Algebra II, Pre-Calculus or Honors Algebra II/Trigonometry

Length/Credit: Year/1.0

Course Number: 38080

Course Type: AP

Fee: None

NCAA: Yes

Course Description: In AP Calculus AB, the student studies limits, differentiation, and definite and indefinite integration of functions and relations. The student develops ideas from analysis throughout AP Calculus AB. The course prepares the student for the AB level Advanced Placement Exam in Calculus and as a result includes an extensive review of relevant topics.

Important Notes: It is not required, but strongly recommended, that the student purchase a TI83+ graphing calculator.

This calculus course consists of a full high school academic year of work that is comparable to a college-level calculus course. Students should have demonstrated mastery of material from algebra, geometry, coordinate geometry, and trigonometry, with study in areas to include, but not limited to, advanced topics in algebra, trigonometry, analytic geometry and elementary functions that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise defined.

AP Calculus BC

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II, AP Calculus AB

Length/Credit: Year/1.0

Course Number: 38085

Course Type: AP

Fee: None

NCAA: Yes

Course Description: AP Calculus BC extends the concepts of limits, differentiation, and integration studied in AP Calculus AB to include sequences, infinite series, and parametric, polar and vector valued functions. More attention is given to techniques of integration using parts, trigonometric substitution, partial fractions, and improper integrals. Optional topics include vector analysis, developed to study lines, planes and surfaces in 3-dimensional space and/or advanced problem-solving techniques used in major mathematics contests. The student develops ideas from analysis throughout AP Calculus BC. The course prepares the student for the BC level Advanced Placement Exam in Calculus and as a result includes an extensive review of relevant topics.

Important Notes: It is not required, but strongly recommended, that the student purchase a TI83+ graphing calculator.

AP Computer Science Principles

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 66150

Course Type: AP

Fee: None

NCAA: Yes

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

AP Computer Science A

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 65511

Course Type: AP

Fee: None

NCAA: Yes

Prerequisite: Successful completion of Algebra 1 or higher or permission of instructor. AP Computer Science requires strong logical-reasoning skills. It is recommended that the student have successfully completed at least one honors math course. No prior experience with computer programming is necessary

Special Requirements: *Students must have access to a computer during out-of-school hours, on which they can install software and complete course assignments.*

AP Computer Science A is an introductory course equivalent of a first-semester college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving through the

design and implementation of appropriate algorithms and data structures. In the course, the student is expected to code fluently in an object-oriented paradigm using the programming language Java. The student is expected to be familiar with and be able to use standard Java library classes from the AP Java subset. In addition, the student should be able to read and understand a large program consisting of several classes and interacting objects as well as read and understand a description of the design and development process leading to such a program. Also emphasized throughout the course is the ability to recognize ethical and social implications of computer use.

Science

Year	Recommended Courses
Freshmen	Strand A: Biology I Biology I Bilingual AP Biology (recommended after successful completion of Biology I)
Sophomores	Strand B: Chemistry I (recommended <i>after</i> successful completion of Algebra I) Chemistry I Bilingual AP Chemistry (recommended after successful completion of Chemistry I)
Juniors	Strand C: Physics I Physics I Bilingual AP Physics I AP Physics I Bilingual
Seniors	Optional Science Electives: Check your school's offerings Anatomy and Physiology Astronomy AP Physics (if not taken for Strand C) Other Electives

Biology I

Grade Level(s): 9-12

Length/Credit: Year/1.0

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.

Course Number: 41111

Course Type: Regular

NCAA: Yes

Biology I Bilingual

Grade Level(s): 9-12

Length/Credit: Year/1.0

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.

Course Number: 41111B

Course Type: Regular

NCAA: Yes

AP Biology

Grade Level(s): 11-12

Length/Credit: Year/1.0

Prerequisites: Completion of Biology and Chemistry with a C or better is strongly recommended

Fee: \$30.00

Course Description: This laboratory course* is designed to be the equivalent of a college introductory biology course taken by biology majors. It is an intense course of study stressing strong study skills, critical thinking skills, and time management skills. Topics of study include molecules, cells, heredity, evolution, organisms, populations, and ecology. Laboratory work is strongly emphasized, including DNA biotechnology, biochemistry, and population dynamics. At the completion of this course, the student is strongly encouraged to take the AP exam. The student who demonstrates sufficient qualification on this exam may receive college level credit and advance to upper level coursework in biology at the college level. The student is expected to complete some course assignments outside the school year (i.e., summer).

Important Notes: The College Board states that, "The AP Biology course is designed to be taken by students *after the successful completion of a first course in high school biology and one in high school chemistry* as well."

Course Number: 44131

Course Type: AP

NCAA: Yes

Chemistry I

Grade Level(s): 10-12

Length/Credit: Year/1.0

Prerequisite: Algebra I and Biology

Course Description: This laboratory course is designed so the student studies chemistry and its applications, 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.

Course Number: 42111

Course Type: Regular

NCAA: Yes

Chemistry I Bilingual

Grade Level(s): 10-12

Length/Credit: Year/1.0

Prerequisite: Algebra I and Biology

Course Description: This laboratory course is designed so the student studies chemistry and its applications, 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.

Important Notes: It is strongly recommended that the student has *successfully completed Algebra I* prior to taking Chemistry I.

Course Number: 42111B

Course Type: Regular

NCAA: Yes

AP Chemistry

Grade Level: 11-12

Length/Credit: Year/1.0

Fee: \$30.00

Prerequisites: Successful Completion of Chemistry I and Algebra II is recommended

Course Description: This laboratory course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The student attains a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The student acquires the abilities to think clearly and to express his/her ideas orally and in writing, with clarity and logic. The student examines the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Laboratory work is strongly emphasized. At the completion of this course, the student is strongly encouraged to take the AP exam. The student who demonstrates sufficient qualifications on this exam may receive college level credit and advance to upper level coursework in chemistry at the college level. Students earn a weighted grade for this course.

Important Note: AP Chemistry is a Chemistry 2 course, and is designed to be taken by students *after the successful completion of a first course in high school chemistry*.

Course Number: 44132

Course Type: AP

NCAA: Yes

Physics I

Course Number: 43111

Grade Level(s): 11-12
Length/Credit: Year/1.0

Course Type: Regular
NCAA: Yes

Prerequisite: Algebra I, Geometry, and Biology. Completion of Chemistry is recommended.

Course Description: This laboratory course is designed as a study of the relationships between matter and energy. The student investigates topics of study that include, but are not restricted to the principles of motion, gravitation, heat, light, sound, electricity and 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 practical applications. Literacy strategies are integrated throughout the curriculum.

Physics I Bilingual

Grade Level(s): 11-12
Length/Credit: Year/1.0

Course Number: 43111B
Course Type: Regular
NCAA: Yes

Prerequisite: Algebra I, Geometry, and Biology. Completion of Chemistry is recommended.

Course Description: This laboratory course is designed as a study of the relationships between matter and energy. The student investigates topics of study that include, but are not restricted to the principles of motion, gravitation, heat, light, sound, electricity and 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 practical applications. Literacy strategies are integrated throughout the curriculum.

AP Physics I

Grade Level(s): 11-12
Length/Credit: Year/1.0

Course Number: 43171
Course Type: AP
NCAA: Yes

Prerequisite: Algebra I, Geometry and taking concurrently Algebra II or higher. Although the Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself.

Course Description: AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. 25% of the instructional time will be spent in hands-on laboratory work on inquiry-based laboratory investigations that provide students with opportunities to apply the science practices. No prior course work in physics is necessary. The students earn a weighted grade for the course. For students interested in careers in engineering or science, the recommended course of study is AP.

Social Studies

Personal Financial Literacy (backed with Health)

Grade Level(9): Grad Standard Year 2029
Length/Credit: Semester/0.5

Course Number: 15017
Course Type: Regular

Course Description: This course provides students with the fundamental knowledge and skills necessary to make informed financial decisions throughout their lives. Students will learn about personal finance topics such as goal setting and decision making, career planning, money management, and banking and credit. Through a variety of engaging activities, projects, and real-world simulations, students will develop the confidence and competence to navigate the financial landscape and achieve their financial goals

New Mexico History

Grade Level(s): 10-12 Grad Standard Years 2025-2028
Length/Credit: Semester/0.5

Course Number: 10043
Course Type: Regular
NCAA: Yes

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 20th 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.

New Mexico History Bilingual

Grade Level(s): 10-12
Length/Credit: Semester/0.5

Course Number: 10043B
Course Type: Regular
NCAA: Yes

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 20th 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.

World History/Geography
12019

Grade Level(s): 10

Length/Credit: Year/1.0

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.

Course Number:

Course Type: Regular
NCAA: Yes

World History/Geography Bilingual
12011B

Grade Level(s): 10

Length/Credit: Year/1.0

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.

Course Number:

Course Type: Regular
NCAA: Yes

AP World History/Geography
Number:12013

Grade Level(s): 10

Length/Credit: Year/1.0

Course Description: Advanced Placement World History emphasizes the evolution of global processes and contacts, in interaction with different types of human societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, focuses primarily on the past thousand years of global experience. This course highlights the nature of change and continuity in international frameworks, their causes and consequences. The student uses critical-thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in world history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class.

Important Notes: The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

Course

Course Type: AP
NCAA: Yes

AP World History/Geography Bilingual
Number:1201B

Grade Level(s): 10

Length/Credit: Year/1.0

Course Description: Advanced Placement World History emphasizes the evolution of global processes and contacts, in interaction with different types of human societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, focuses primarily on the past thousand years of global experience. This course highlights the nature of change and continuity in international frameworks, their causes and consequences. The student uses critical-thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in world history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class.

Important Notes: The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

Course

Course Type: AP
NCAA: Yes

US History/Geography
11011

Grade Level(s): 11

Length/Credit: Year/1.0

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.

Course Number:

Course Type: Regular
NCAA: Yes

US History/Geography Bilingual
11011B

Course Number:

Grade Level(s): 11
Length/Credit: Year/1.0

Course Type: Regular
NCAA: Yes

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.

AP US History/Geography

Grade Level(s): 11
Length/Credit: Year/1.0

Course Number: 11013
Course Type: AP
NCAA: Yes

Course Description: US History and Geography AP is a comprehensive course that covers the Discovery and Settlement of the New World to the Twenty-first Century. Major emphasis is placed on American society, culture, politics, and economics. 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. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. US History and Geography AP fulfills the U. S. History requirement for graduation.

Important Notes: The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

AP US History/Geography Bilingual

Number: 11013B
Grade Level(s): 11
Length/Credit: Year/1.0

Course
Course Type: AP
NCAA: Yes

Course Description: US History and Geography AP is a comprehensive course that covers the Discovery and Settlement of the New World to the Twenty-first Century. Major emphasis is placed on American society, culture, politics, and economics. 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. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. US History and Geography AP fulfills the U. S. History requirement for graduation.

Important Notes: The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

English 11 Humanities & U.S. History/Geography Humanities

Grade Level(s): 11
Recommended: English 10
Corequisites: Enrollment in U.S. History/Geography Humanities
Length/Credit: Year/1.0

Course Number: 21532/11020
Course Type: Regular
Fee: None
NCAA: Yes

Course Description: American Humanities combines American literature, history, and fine arts to study the ideals and traditions of our cultural heritage. This two-credit program grants 1 credit in English and 1 credit in U.S. History (see Social Studies). Some enrichment activities, including field trips and research projects, are part of the program. Students will apply standard usage in speaking, listening, and writing through the reading of American literature. One half of the course work in English is devoted to composition. This course is recommended preparation for post-secondary education. 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 approach(es) 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.

Government

Grade Level: 12
Length/Credit: Semester /0.5
Important note: This course is taken opposite of Economics/AP Economics

Course Number: 13011
Course Type: Regular
NCAA: Yes

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 governments.

Distance Education Government

Course Number:

13011DE

Grade Level: 12

Length/Credit: Semester /0.5

Important note: This course is taken opposite of Economics/AP Economics

Course Type: Distance Ed

NCAA: Yes

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 governments.

Government Bilingual

Grade Level: 12

Length/Credit: Semester /0.5

Important note: This course is taken opposite of Economics/AP Economics

Course Number: 1301B

Course Type: Regular

NCAA: Yes

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 governments.

AP US Government/Politics

Grade Level(s): 12

Length/Credit: Semester/0.5

Important note: This course is taken opposite of Economics/AP Economics

Course Number: 13016

Course Type: AP

NCAA: Yes

Course Description: U. S. Government and Politics - AP 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 Advanced Placement course in U.S. Government and Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. The course builds a familiarity with various institutions, groups, beliefs, and ideas that constitute U. S. politics. The student becomes acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. 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 governments.

Important Notes: The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

AP US Government/Politics Bilingual

Grade Level(s): 12

Length/Credit: Semester/0.5

Important note: This course is taken opposite of Economics/AP Economics

Course Number: 13016B

NCAA: Yes

Course Description: U. S. Government and Politics - AP 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 Advanced Placement course in U.S. Government and Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. The course builds a familiarity with various institutions, groups, beliefs, and ideas that constitute U. S. politics. The student becomes acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. 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 governments.

Important Notes: The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

Economics

Grade Level(s): 12

Length/Credit: Semester/0.5

Course Number: 15011

Course Type: Regular

NCAA: Yes

Important note: This course is taken opposite Government/AP Government

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.

Distance Education Economics

15011DE

Grade Level(s): 12

Length/Credit: Semester/0.5

Important note: This course is taken opposite Government/AP Government

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.

Course Number:

Course Type: Distance Ed

NCAA: Yes

Economics Bilingual

Grade Level(s): 12

Length/Credit: Semester/0.5

Important note: This course is taken opposite Government/AP Government

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.

Course Number: 15011B

Course Type: Regular

NCAA: Yes

AP Economics

Grade Level(s): 12

Length/Credit: Semester/0.5

Important note: This course is taken opposite Government/AP Government

Course Description: Economics AP provides the student with an in-depth understanding of the principles of economics, primarily macroeconomics. The intent of the semester course is to prepare the student for the Macroeconomics AP exam. The course meets all the Economics standards as prescribed by the state. The focus of this course is on the principles of economics that relate to an economic system as a whole. Emphasis is placed on the study of national income and price determination. Economics AP introduces the student to economic performance measures, economic growth and international economics. In addition, the course provides the student with opportunities to apply literacy strategies and skills. The Economics AP course is based on The College Board guidelines.

Important Notes: It is recommended that the student has successfully completed Algebra II. See Macro/Micro AP. It is strongly recommended, but not required, that the student take the Macroeconomics AP exam. See Macro/Micro

Course Number: 15015

Course Type: AP

NCAA: Yes

Health

Health (paired with Personal Financial Literacy)

Number:48010

Grade Level(s): 9

Length/Credit: Semester/0.5

Course Description: In this required course, the students learn about all aspects of health and wellness through learning experiences that emphasize an increased awareness of health behaviors and their positive and negative consequences. Areas of study include, but are not limited to, health promotion, acquisition of health information, health behaviors, health factors, interpersonal communication skills, goal setting, and health advocacy. Literacy skills of reading, writing, speaking, viewing, and researching are integrated throughout the course.

Course

Course Type: Regular

NCAA: Yes

P.O.W.E.R. – Philosophy of Wellness that Enriches Relationships (paired with Personal Financial Literacy)

063TF

Grade Level(s): 9

Length/Credit: Semester/0.5

Course Number:

Course Type: Gifted

NCAA: Yes

Course Description: Philosophy of Wellness that Enriches Relationships (POWER) focuses on ‘real life’ problems. The student studies, analyzes, interprets, and evaluates universal topics. Components range from self-concept, self-analysis (Myers- Briggs), nutrition, brain research, multiple intelligence theory, learning styles, technology, mental, spiritual, physical, and sexual issues. The themes woven throughout the course balance independent learning, interest development, communication, critical thinking, ethical reasoning, leadership, interpersonal skills, creativity, and problem solving. Based on his/her research, analysis, synthesis, and evaluation each student begins to develop his/her own philosophy for life. Special topics include, but are not limited to exercise, nutrition, and food choices; weight control, and the consequences of obesity; sexuality (pregnancy and sexually-transmitted diseases); and addiction, addictive substances, and addictive behavior. The small class size supports discussion, creativity, and higher-level thinking skills. Skills and knowledge acquired in this course can be applied to the Health Science and the Human Services Career Clusters and their respective pathways.

Physical Education

Graduate Standard Year	PE Graduation Requirement Course Offerings
Up to Class of 2028	Foundations of PE
Class of 2029 and beyond	Foundations of PE, Weights I, Team and Individual Sports I, Yoga I, Lifetime Sports I, Athletics I, Aerobics I, Baile Folklorico, ROTC I, Marching Band (2 fall semesters)

Foundations of Physical Education

Number:90000

Grade Level(s): 9

Length/Credit: Year/1.0

Special Requirements: *Students enrolled in this class will have a suitable change of clothing and shoes.*

Course Description: This course is a requirement for graduation. Foundations of physical education will be the focus with an emphasis on fitness concepts and activity objectives (skill, knowledge, and attitude) that will contribute to a lifetime commitment to activity and fitness.

Course

Course Type: Regular

JROTC I

Grade Level(s): 9

Length/Credit: Year/1.0

Course Description: Dependent on the branch of military at each high school.

Course Number:

Course Type: Regular

Marching Band I

Number:7303F

Course

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0 (Must complete 2 consecutive Fall semesters)

Recommended Prerequisite: Permission of the instructor and concurrent enrollment in Wind Ensemble, Symphonic Band or Marching Auxiliary.

Special Requirements: *The student participates in regularly scheduled performances during and outside of the school day, a zero hour class, band camp during the summer months, and in fundraising activities. The student may pay a course fee for materials, supplies, out of town travel, and instrument maintenance and, additionally pays for uniform costs and some out of school activities.*

Marching Band is an advanced performance course for students with experience on standard woodwind brass or percussion instruments. Marching Band teaches the advanced techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the tradition and standards of a wind ensemble using graded music III+ through V. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment Career Cluster.

Lifetime Sports I

Course

Number:90100

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

Special Requirements: *Fees for field trips may be charged. The class will go on field trips during the 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 a number of non-traditional physical education activities they can utilize after they have graduated.

Team & Individual Sports I

Course

Number:90160

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

Special Requirements: *Fees for field trips may be charged. The class will go on field trips during the year.*

Course Description: Team and Individual Sports emphasizes learning and improving techniques, skills, and strategies in team and individual sports, and prepares the student to aid with teaching and coaching sports to young children. The student is introduced to at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate Frisbee, racquetball, and softball. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course apply to the education and training career cluster, teaching/training pathway which includes sports administration and sports management, and sports officiating. T & I knowledge and skills are also supportive of the Health Sciences cluster, specifically supporting the therapeutic services and diagnostics services pathways.

Weight Training I

Course

Number:90421

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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.

Yoga I

Course

Number:90450

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

Special Requirements: *Individual mat and proper athletic gear.*

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.

Aerobics/Body Conditioning I

Course

Number:90446

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

Course Description: Aerobics/Body Conditioning is designed for the student who is earnest about strength development. The students must demonstrate knowledge of safety, spotting techniques, styles of lifting, and strength development programs. Competitive training techniques will be emphasized along with recent trends in strength training.

Baile Folklórico I

Course

Number:61040

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

Course Description: Mexican Folkdance, Culture and Music I provides the student with the opportunity to become aware of the history, culture, music, and geographic regions that Mexican dance encompass. The student learns basic elements of traditional Mexican, New Mexican and other folk dances. The student acquires knowledge of dance steps, choreography, music, skirt work, and costuming from the different regions of Mexico. The student is expected to participate in dance performances.

Interscholastic Athletics

Course Number:9241A-M

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

Credit for Physical Education and permission of instructor

Special Requirements: *Enrollment in this course is limited to student athletes who are eligible to participate in a school-sponsored athletic program. Participation in competitions is required. The student may be expected to purchase personal equipment or supplies, provide evidence of a physical examination, and comply with all requirements of APS and New Mexico Activities Association for participation in the sport.*

Course Description: The course will focus on knowledge of rules, safety issues, proper technique in performing skills, and building personal strength, endurance, and flexibility.

Course	Albuquerque	Artesco	Cibola	Del Norte	Eldorado	Highland	La Cueva	Manzano	Rio Grande	Sandia	Valley	Volcano Vista	West Mesa
ENGLISH 09	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 09 HON	X	X	X	X	X	X	X	X	X	X	X	X	X
ENG 9/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 10	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 10 HON	X	X	X	X	X	X	X	X	X	X	X	X	X
AP SEMINAR ELA 10	X		X			X	X		X		X		
ENG 10/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 11	X	X	X	X	X	X	X	X	X	X	X	X	X
ENG 11 HUMANITIES			X				X	X	X	X			
AP ENG LNG COMP 11	X	X	X	X	X	X	X	X		X	X	X	X
AP ENG LIT COMP 11	X	X					X		X		X	X	
AP SEMINAR ELA 11			X			X	X						
ENG 11/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 12	X	X	X	X	X	X	X	X	X	X	X	X	X
AP ENG LIT COMP 12	X	X	X	X	X	X	X	X		X	X	X	X
AP ENG LNG COMP 12	X	X					X		X			X	
AP RESEARCH ELA 12			X				X						
ENG 12/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
FILM CRITICISM ELA 12	X	X	X	X		X	X	X	X	X	X	X	X
CREATIVE WRT II ELA 12	X	X			X		X					X	X
CRIME/PUNISHMNT ELA 12			X		X	X		X	X	X		X	X
SHAKESPEARE ELA 12							X						
BIBLE LIT ELA 12							X	X		X			
COLLEGE PREP COMPOSITION .5					X		X			X			
MYTH/FLKLRINLIT .5			X		X		X		X	X			
ALGEBRA I	X	X	X	X	X	X	X	X	X	X	X	X	X
ALGEBRA I BIL	X	X		X		X			X				X
ALGEBRA I HON	X	X	X	X	X	X	X	X	X	X	X	X	X
ALGEBRA I HON BIL	X	X							X				
GEOMETRY	X	X	X	X	X	X	X	X	X	X	X	X	X
GEOMETRY BIL	X	X		X		X			X				X
GEOMETRY HON	X	X	X	X	X	X	X	X	X	X	X	X	X
GEOMETRY HON BIL	X	X							X				
ALGEBRA II	X	X	X	X	X	X	X	X	X	X	X	X	X
ALGEBRA II BIL	X	X		X		X			X				X
ALGEBRA II/TRIG HON	X	X	X	X	X	X	X	X	X	X	X	X	X
TRIGONOMETRY													
TRIGONOMETRY SEM													
FINANCIAL LIT	X		X	X	X	X	X	X		X	X	X	X
TRNS TO COLMATH	X		X			X	X	X	X	X			
TRNS TO COLMATH BIL	X												
PROB & STATS	X	X	X		X	X	X			X		X	X
AP STATISTICS	X		X	X	X		X			X		X	
PRE CALCULUS	X	X		X	X	X	X	X	X	X	X	X	X
PRE CALCULUS BIL	X	X		X					X				X
AP PRE CALCULUS		X	X	X		X	X		X	X		X	X
AP PRE CALCULUS BIL		X							X				
CALCULUS			X				X						
AP CALC AB	X	X	X		X	X	X	X	X	X	X	X	X
AP CALC BC	X		X		X		X	X		X		X	
BIOLOGY I	X	X	X	X	X	X	X	X	X	X	X	X	X
BIOLOGY BIL	X	X		X		X			X				X

Course	Albuquerque	Arisco	Cibola	Del Norte	Eldorado	Highland	La Cueva	Manzano	Rio Grande	Sandia	Valley	Volcano Vista	West Mesa
CHEMISTRY I	X	X	X	X	X	X	X	X	X	X	X	X	X
CHEMISTRY BIL	X	X		X	X			X					X
AP CHEMISTRY	X				X		X	X		X			
PHYSICS I	X	X	X	X	X	X	X	X	X	X	X	X	X
PHYSICS BIL	X	X		X		X			X				X
AP PHYSICS I			X	X	X	X	X	X	X	X	X	X	X
AP PHYSICS II							X			X			
NM HISTORY	X	X	X	X	X	X	X	X	X		X	X	X
NM HISTORY BL	X												X
W HIST/GEOG	X	X	X	X	X	X	X	X	X	X	X	X	X
W HIST/GEOG BIL	X	X				X			X		X		X
AP W HIST/GEOG	X	X	X	X	X	X	X	X	X	X	X	X	X
AP W HIST/GEOG BIL	X	X							X				X
US HIST/GEO	X	X	X	X	X	X	X	X	X	X	X	X	X
US HIST/GEO BIL	X	X				X			X		X		X
US HIST/GEO HUMANITIES							X			X			
AP US HIST/GEO	X	X	X	X	X	X	X	X	X	X	X	X	X
AP US HIST/GEO BIL	X	X				X			X				X
ECONOMICS	X	X	X	X	X	X	X	X	X	X	X	X	X
ECONOMICS BIL	X	X				X			X				X
AP ECON SEM	X		X	X	X	X	X			X	X	X	
GOVERNMENT	X	X	X	X	X	X	X	X	X	X	X	X	X
GOVERNMENT BIL	X	X				X			X				X
AP US GOV/POL	X	X	X	X	X	X	X	X	X	X	X	X	X
AP US GOV/POL BIL		X			X	X			X				X
FOUNDATIONS PE	X	X	X	X	X	X	X	X	X	X	X	X	X
WEIGHTS I	X	X	X	X	X	X	X	X	X	X	X	X	X
TEAM AND INDIVIDUAL SPORTS I	X		X	X	X	X	X	X	X	X		X	X
YOGA I	X	X	X		X	X	X	X	X	X		X	X
LIFETIME SPORTS I		X	X	X		X	X			X	X		X
AEROBICS I			X					X				X	X
BAILE FOLKLORICO I	X	X		X		X			X				X
JROTC/MJROTC I	X	X	X	X	X	X	X	X	X	X	X	X	X
MARCHING BAND/AUX (2SEM)	X	X	X	X	X	X	X	X	X	X	X	X	X
ATHLETICS I		X	X	X	X	X	X	X	X		X	X	X

ALBUQUERQUE HIGH SCHOOL

COURSE OFFERINGS

Elective Courses



Career Connected Learning

Business Focus: DECA), a co-curricular organization, is a very important part of the Business Communication and Technology classes. Skill and leadership development prepare the student for the easy transition from school to career. Competitive events help the student to demonstrate business skills on a local, state, and national level. Travel to national conferences is also a valuable learning experience. Dues are required.

Principles of Marketing- Fundamentals

Grade Level(s): 9-12

Prerequisites: None

Length/Credit: Year/1.0

Course Number: 84309

Course Type: Regular

Fee: \$20 per year

NCAA: No

Course Description: Fundamentals of Marketing is an introductory course that explores the processes of marketing and the channels the products/services take from the producer to the consumer. The student studies basic economic and marketing concepts. Areas of study are Career Readiness, Marketing Strategies and the Free Market Economy.

Important Notes: Successful completion of Fundamentals of Marketing and Advanced Marketing fulfills the Economics graduation requirement. DECA, an association of marketing students, is an integral part of this program.

Introduction to Business Management:

Number: 84320

Grade Level(s): 9-12

Course

Course Description: This course surveys an array of topics and concepts related to the field of business. This course introduces business concepts such as banking and finance; the role of government in business, consumerism, credit, investment, and management.

Marketing Management

Grade Level(s): 10-12

Prerequisites: Fundamentals of Marketing

Length/Credit: Year/1.0

Course Number: 84315

Course Type: Regular

Fee: \$20 per year

NCAA: No

Course Description: Advanced Marketing provides an in-depth study of the components of the marketing mix. The student acquires knowledge in the areas of marketing planning, ethics, economics, products, services, and pricing. Other areas of study include Career Readiness, Marketing Strategies, Free Market Economy, and Marketing Research.

Important Notes: Successful completion of Fundamentals of Marketing **and** Advanced Marketing **fulfills the Economics graduation requirement.** DECA, an association of marketing students, is an integral part of this program.

Business Management /BA1101 Introduction to Business Dual Credit
Number:84310

Course

Grade Level(s): 11-12

Course Type:

Regular

Prerequisites: Fundamentals of Marketing and Advanced Marketing
year Length/Credit: Year .5/.5 Gov.

Fee: \$20 per
NCAA: No

Course Description: Business Management is an instructional program that prepares individuals to undertake management of an existing enterprise, which includes franchise operations. Emphasis is given to management, social responsibilities, legal requirements, and risks involved in the conduct of a private enterprise. The formal study of management is an increasingly critical area of importance in business with emphasis in analyzing, synthesizing and evaluating data to make decisions for the business. Areas of study are career readiness, general management, human resources development, economics, and legal issues and ethics.

Important Notes: DECA, an association of marketing students, is an integral part of this program. **Dual credit for Introduction to Business. Fulfills dual credit and government graduation requirements for graduation.**

Marketing Mentorship/ Marketing Lab Advanced II

Course Number: 84312/3

Grade Level(s): 10-12

Course Type: Regular

Prerequisites: None

Fee: \$20 per year

Length/Credit: Year/1.0

NCAA: No

Course Description: In **Marketing Lab I** the student is introduced to marketing skills in a hands-on school-based enterprises (SBE) environment. The student develops and practices skills necessary for employment in a controlled learning situation. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness.

Course Description: In **Marketing Lab II** the student has the opportunity to demonstrate employability skills in a hands-on school-based enterprise (SBE) environment. The student practices supervising peers in a controlled learning situation. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness.

Course Description: **Marketing Lab III** is the capstone course for marketing lab students. The student schedules and manages peers in a controlled learning environment and applies managerial principles in daily retail activities. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness.

Academic Career Experience (ACE) I/II/III

Course Number: Mkt ACE 86111/4/7

Grade Level(s): 9-12

Business ACE 86121/4/7

Prerequisites: Per teacher approval

Course Type: Regular

Length/Credit: Year/1.0 for 180 hours of work per semester

Fee: None

NCAA: No

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.

Course Description: In **ACE II** 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 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. **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 and 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.

Mass Media Communications

Grade Level(s): 9-12

Prerequisites: None

Length/Credit: Year/1.0

Course Number: 83011/2

Course Number: 53014

Course Type: Regular

Fee: \$20 per year

NCAA: No

Course Description: Mass Media-Communications - Recommended for Students Grades 9 - 12 - Course enables students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and propaganda; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and, in some cases, creation of a media product. The course may concentrate on a particular medium.

Prostart I/II (Formerly known as Culinary Arts I/II)

Grade Level(s): 9-12

Prerequisites: Cul. Arts I pre req. Prostart II

Length/Credit: Year/1.0

Course Number: 83011/2

Course Type: Regular

Fee: \$25 per semester

NCAA: No

Course Description: Prostart I is a basic course that develops skills in foods. Safety and sanitation, use of equipment, basic food preparation skills, nutrition, meal patterns, and careers in food service areas are emphasized. Basic skills are demonstrated during laboratory experiences. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. **Course Description: Prostart II** is designed for the student who is interested in extending his/her culinary skills. Culinary Arts II expands upon the basic skills learned in Culinary Arts I. Areas of study include, but are not limited to, safety and sanitation, use of equipment, international cuisine, nutrition, meal patterns, and careers in food service areas. Increasingly complex food preparation techniques are developed. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

Important Notes: Students may be required to participate in fundraising activities to cover field trip and competition expenses.

Prostart Internship (Formerly known as Food Services I)

Grade Level(s): 11-12

Prerequisites: Cul. Arts I & II prereq. for Food Svc I, etc.

Length/Credit: Year 1.0

Course Number: 83013

Course Type: Regular

Fee: \$25 per semester

NCAA: No

Course Description: Prostart III is a basic course that develops skills in foods. Safety and sanitation, use of equipment, basic food preparation skills, nutrition, meal patterns, and careers in food service areas are emphasized. Basic skills are demonstrated during laboratory experiences. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. **Course Description:** A student enrolled in **Prostart II** designed for the student who is interested in extending his/her culinary skills. Prostart II expands upon the basic skills learned in Prostart II. Areas of study include, but are not limited to, safety and sanitation, use of equipment, international cuisine, nutrition, meal patterns, and careers in food service areas. Increasingly complex food preparation techniques are developed. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

Important Notes: Students may be required to participate in fundraising activities to cover field trip and competition expenses.

(Formerly known as Food Services II)Prostart Internship

Number: 8211

Course

The Prostart Internship teaches the skills of basic gourmet food preparation and catering. The student learns and practices skills related to safety and sanitation on the worksite, customer relations, the preparation and serving of foods for customer consumption, and the use of food service equipment in a commercial kitchen. Career opportunities in the Food Services field are explored. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Skills are assessed through participation in culinary events throughout the year.

Important Notes: Additional hours are required outside traditional class time for field experience. Uniform and membership dues are required. Students may be required to participate in fundraising activities to cover field trips and competition expenses.

***Option: Dual Credit/CNM (prerequisites Culinary Arts I and II)**

CULN 1103 Safety and Sanitation

Course Description: Introduces food code guidelines for food safety and sanitation. Emphasis is on identification and controls of biological, chemical and physical hazards. ServSafe® Food Protection Manager Certification is available. This class is available only during the Spring semester.

Architecture Design 1

Grade Level(s): 9-12

Prerequisites:

year Length/Credit: Year/1.0

Course Number: 80333

Course Type: Regular

Fee: \$20 per

NCAA: No

Course Description: In Architecture Design I, the student develops drafting and design techniques to study the basic principles of residential building design and construction with an emphasis on measurement, basic CAD commands, and employability skills. The student produces hand drawn and/or computer-generated designs and projects. Career interests are explored.

Important Notes:

Architecture Design 2-4 are offered at CEC. Please see your counselor for further details.

The student requires approval by instructor, parent/guardian, student, and school administrator before he/she pursues the study.

(Formerly known as Woods I) NCCER Core Curriculum/ Carpentry II/III/IV

Grade Level(s): 9-12

Prerequisites: NCCER Core Curriculum pre-req. for Carpentry II, II pre-req. for III, etc.

Length/Credit: Year/1.0

Course Number: 80135/6/80145/9

Course Type: Regular

Fee: \$20 per semester

NCAA: No

Course Description: NCCER Core Curriculum introduces the student to most phases of woodworking and its application to industry and society. The focus is on safety, design, planning, measurement, hand tools, power tools, assembly and hardware, preparation and finishing materials, and employability skills. The student completes projects that are enjoyable to make and are useful.

Course Description: Carpentry II continues to expose the student to more advanced phases of woodworking. The focus is on safety, design, planning, measurement, power tools, assembly and hardware, preparation and finishing materials, and employability skills. The student works in a self-paced environment working on a major project.

Course Description: Carpentry III enhances the student's skills in cabinet making and trains him/her to perform to industry standards. The focus is on safety design, planning, measurement, technical reading, listening, and reviewing, assembly and hardware, preparation, materials and employability skills.

Course Description: Carpentry IV advances the student's skills in working with different types of wood. The student specializes in hand-made furniture with a focus on Southwest furniture and custom production. areas of study are safety, joinery, design, planning, procedures and materials selection, usage and maintenance of hand and power tools, measurement, layout, cutting, glue up, and assembly, finishing, and employability skills. The student becomes more proficient with hand tools, saws, mortise/tenon joints, dado joints, dowel joints, and biscuit joints.

Theatre Production/Advanced Theatre Production

Grade Level(s): 10-12

Prerequisites: Audition/Teacher Recommendation

Fee: Students may be required to pay a course fee for materials and supplies. Additionally, students may be required to pay for performance attire and some out-of-school activities.

Length/Credit: Year/1.0

Course Number: 75025/6

Course Type: Regular

NCAA: No

Course Description: Theater Production I is a full-year, performance arts course involving advanced acting, playwriting, directing and technical theater. Study and evaluation of dramatic literature, critique and observation as well as stage management, theater business, and law and management is required. The student participates in regularly scheduled performances, rehearsals, work calls during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Course Description: Advanced Theater Production I is a full-year, performance arts course involving advanced acting, playwriting, directing and technical theater. Study and evaluation of dramatic literature, critique and observation as well as stage management, theater business, and law and management is required. The student participates in regularly scheduled performances, rehearsals, work calls during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.



Fine Arts

Classes in Fine Arts have required fees that are used to pay for expensive art materials for projects that become the property of the student. APS standardized visual arts fees among all district schools. Student grades are not determined by the payment of these fees.

Visual Arts

Art I

Grade Level(s): 9-12 for Art I

Prerequisites: None for Art I

Length/Credit: Year/1.0

Course Description: Art I is an entry-level course recommended as a prerequisite for ALL art courses except Ceramics I and Photography I. 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.

Important Notes: The use of special materials for specific projects may require an additional fee. Teacher strongly requests that students bring an 8x10 or 9x12 spiral bound sketchbook.

Course Number: 70030

Course Type: Regular

Fee: \$15 per semester

NCAA: No

Illustration I

Grade Level(s): 10-12

Prerequisites: Art I

Course Number: 71030

Fee: \$25 a semester

COURSE DESCRIPTION: Illustration I is a beginning course designed for the student interested in improving his/her drawing skills. This course familiarizes the student with techniques and processes of commercial art utilizing the elements and principles of design. He/She learns to work creatively to interpret ideas. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster. References in parentheses following each performance standard refer to and are aligned with the National Arts, Audio/Video Technology, and Communications Cluster Standards (NA), National Visual Arts Content Standards (N), New Mexico Fine Arts (Visual Arts) Standards (NM), New Mexico Career Readiness Standards (CR), and the Albuquerque Public Schools (APS) Language Arts Standards (APS – LA).

Ceramics I/II/III

Grade Level(s): 9-12

Prerequisites: Ceramics I pre-req for II, II pre-req for III

Length/Credit: Year/1.0

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.

Important Notes: The use of special materials for specific projects may require an additional fee.

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.

Important Notes: The use of special materials for specific projects may require an additional fee.

Course Description: Ceramics III is designed for the student who has a serious interest in ceramics. He/She has the ability to work independently, to form goals, become familiar with careers and develop work habits of professionals. Literacy is integrated throughout the course.

Important Notes: The use of special materials for specific projects may require an additional fee.

Course Number: 70511/2/3

Course Type: Regular

Fee: \$25 per semester

NCAA: No

Painting and Drawing I/II/III

Grade Level(s): 10-12

Prerequisites: Art I is the pre-req for PD I/PD 1 for PD II/PD 2 for PD III

Length/Credit: Year/1.0

Course Description: Painting and Drawing 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, colored crayon, gouache, oil painting, water color, 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 Number: 71010/2/4

Course Type: Regular

Fee: \$25 per semester

NCAA: No

Course Description: Painting and Drawing II is a studio course for the student who has completed Art I and Painting and Drawing 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: Painting and Drawing III is a continuation of **Painting and Drawing 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.

AP Studio Art Drawing/2D/3D

Grade Level(s): 10-12

Prerequisites: Successful Completion of a High School Art Course

Length/Credit: Year/1.0

Course Number: 72070

Course Type: AP

Fee: \$25 per semester

NCAA: No

Course Description: The AP Studio Art Drawing course is a rigorous college level course designed for students who are seriously interested in the practical experience of art. AP Studio Art Drawing is not based on a written exam; instead, students submit a portfolio for evaluation at the end of the school year. The student fully investigates the Breadth, Concentration and Quality components of AP Studio courses. Literacy is integrated throughout the course.

Important Notes: The course reflects skills required in the area of Drawing Portfolio as designed by the AP Curriculum. Student success in AP requires the following: student commitment, teacher expertise, and administrative support. **Important Notes:** The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits. **This course should not be taken concurrently with another art class.**

AP Art History

Grade Level(s): 11-12

Length/Credit: Year/1.0

Course Number: 72053

Course Type: AP

NCAA: No

Course Description: Advanced Placement Art History provides an understanding and knowledgeable appreciation for architecture, sculpture, painting, and other art forms within their historical and geographical context considering such issues as patronage, gender, and the functions and effects of works of art. The course emphasizes the role the visual arts play in our understanding of the social, political, technological, and philosophical history of humankind and interactions with different types of human societies. The student learns to analyze works of art from many world traditions and articulate what he/she sees in writing. The course promotes an understanding of the elements of art, fundamental art historical terminology, and technical processes used in the production of art.

This course highlights the nature of change and continuity in international frameworks, their causes and consequences. The student uses critical thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in art history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. **Important Notes:** The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits

[Click Here to watch a video about AP Art History](#)

Computer Graphics I/II/III

Grade Level(s): 9-12

Prerequisites: Com Graph I pre-req. for II, II pre-req. for III
year Length/Credit: Year/1.0

Course Number: 71570/2/4

Course Type: Regular

Fee: \$25 per

NCAA: No

Course Description: Computer Graphics I offer the student a new medium with which to create art. The student learns the basics of visual design elements and principles, learns to use the computer as a visual design medium, and develops skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork. The student receives training in an industry standard bitmap graphics program (e.g., Adobe PhotoShop) in addition to a vector-based (e.g., Illustrator, AppleWorks, FreeHand) graphics program. The production of computer art is applied to various other content areas and acquired skills are related to careers in art and other fields that now require computer graphics capabilities. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display.

Course Description: Computer Graphics II offers the student an opportunity to explore computer graphics applications with a bent toward mastery of advanced technical skills and concepts. The student continues to apply the basics of visual design elements and principles, to use the computer as a visual design medium, and to enhance his/her skill, confidence, and sensitivity in applying advanced knowledge of art media and techniques to the creation of graphic products. He/She receives training in an industry standard bitmap graphics program (e.g., Adobe PhotoShop) in addition to a vector-based (e.g., Illustrator, AppleWorks, FreeHand) graphics program. Advanced skills are learned

through a variety of applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display.

Course Description: Computer Graphics III offers the student an opportunity to further study computer graphics applications with emphasis on mastery of advanced technical skills and concepts. The student continues to apply visual design elements and principles, to use the computer as a visual design medium, and to gain proficiency, confidence, and sensitivity in applying advanced knowledge of art media and techniques to the creation of graphic products. Advanced skills are learned through a variety of applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. Emphasis is placed on creating an individualized body of work which represents a personal exploration of viewpoints.

Notes: Teacher strongly recommends students bring their own USB drive to class.

Jewelry I/II/III

Grade Level(s): 10-12

Prerequisites: Art 1 for Jewelry I, Jewelry I for II, Jewelry II for III, Jewelry III

Fee: \$25 per semester

Length/Credit: Year 1.0

Course Number: 70530/2/4

Course Type: Regular

NCAA: No

Course Description: Jewelry I is an introductory course to the basics of the jewelry medium. Emphasis is placed upon the student's skills, craftsmanship, and originality. The techniques of soldering, faceting, cabochon, casting, and finishing are taught. The student explores a variety of materials, which can be used in the making of jewelry. He/She examines career possibilities and learns to prepare his/her work for the market. Literacy is integrated throughout the course.

Course Description: Jewelry 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 the student's skills, craftsmanship, and originality. The techniques of soldering, faceting, cabochon, casting, and finishing are taught. The student explores a variety of materials used in making jewelry. He/She is trained in career possibilities and learns to prepare his/her work for the market. Literacy is integrated throughout the course.

Course Description: Jewelry III is designed for the student who has a serious interest in jewelry. He/She has the ability to work independently, to form goals, become familiar with careers and develop work habits of professionals. Literacy is integrated throughout the course.

Important Notes: The use of special materials for specific projects may require an additional fee.

[Click Here to watch a PBS segment about Ms. Gillett's Jewelry Courses](#)

Photography I/II/III/IV

Grade Level(s): 9-12

Prerequisites: Photo I pre-req. for II, II pre-req. for III, etc.

Length/Credit: Year/1.0

Course Number: 71530/2/4/6

Course Type: Regular

Fee: \$30 per semester

NCAA: No

Course Description: Photography I develop the student's aesthetic awareness and introduces him/her to basic and technical concepts of black and white photography and the use of a digital darkroom. This includes developing, printing, enlarging, and composing as well as care of photographic equipment and darkroom safety. Literacy is integrated throughout the course.

Important Notes: The student may be asked to provide photographic paper, film, notebooks, and a camera. The course utilizes a 35 mm camera and some use of a digital camera. Current trends and practices may vary from site to site.

Course Description: In Photography II the student continues his/her study of Photography I. He/She learns more involved techniques with emphasis on excellence, both technically and aesthetically. This course includes some new techniques and experimentation with various kinds of photographic paper and digital techniques. The student deals with preparation of photography for exhibits, the market, and jobs related to the field of photography. Literacy is integrated throughout the course.

Course Description: Photography III is a continuation of Photography II with an emphasis placed on developing personal style using special effects (e.g., hand coloring, sepia and selenium toning, polarization, multiple exposures, film or digital camera) and assorted techniques. Literacy is integrated throughout the course and career possibilities are pursued.

Course Description: In Photography IV the student develops, clarifies, and applies his/her philosophy of photography. He/She continues with independent work and advanced explorations with techniques, processes, and aesthetics. The student develops and refines a portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal photographic forms. This portfolio should be worthy of AP assessment and entry-level careers. Literacy strategies are integrated throughout the curriculum.

Performing Arts

Classes in Performing Arts have required fees that are used to pay for specific student performance expenses. APS standardized maximum performing arts fees among all district schools. Student grades are not determined by the payment of these fees.

Choosing the Right Music Class at AHS

Use the table to find the correct music class for your instrument, experience, and goals.
Instruments are provided by the school in all areas of study.

Area of performance	Years of experience (private lessons, YMI, R&R, etc.)	Completed years AHS music class in your instrument/performance area
Orchestra (Strings): Violin, Viola, Cello, and Upright Bass (Instructor approval or audition)	0: Enroll in Piano I or Guitar I 1-3: Enroll in Concert Orchestra 4+: Audition for placement	0: Enroll in Concert Orchestra 1: Enroll in Chamber Orchestra 2+: Audition for placement
Woodwinds, Brass, and Percussion(Band)	0: Contact the instructor for placement 1+: Enroll in Marching Band and Symphonic Band concurrently or Concert Band	0: Contact the instructor for placement or enrolling in concert band. 1+: Enroll in Marching Band and Symphonic Band concurrently or Concert Band
Mariachi: Guitar, Violin, Trumpet, Vihuela, Guitarrón, Voice (audition)	All experience levels may register for AHS Mariachi; please contact the instructor upon registering.	All experience levels may register for AHS Mariachi; please contact the instructor upon registering.
Marching Band: Woodwinds, Brass, and Percussion; and needs to have Symphonic Band	All experience levels may register for Marching Band, and must concurrently enroll in Symphonic Band.	All experience levels may register for Marching Band, and must concurrently enroll in Symphonic Band.
Marching Auxiliary (aka Color Guard) (Instructor approval)	All experience levels may register for AHS Marching Auxiliary (aka Color Guard)	All experience levels may register for AHS Marching Auxiliary (aka Color Guard)
Jazz (Saxophone, Trombone, Trumpet, Guitar, Piano, and Percussion)	All participants must audition for placement. Contact the instructor for more information.	All participants must audition for placement. Contact the instructor for more information.
Guitar	0: Enroll in Beginning Guitar 1-3: Audition for placement	1: Enroll in Intermediate Guitar 2: Enroll in Advanced Guitar 3: Enroll in Guitar Literature
Piano	0-3: Enroll in Piano I 4+: Audition for placement	1: Enroll in Piano II 2: Enroll in Piano III 3: Enroll in Piano IV
Choir (Singing)	0: Enroll in Mixed Choir 1+: Audition for placement	1: Audition for placement 2+: Enroll in Concert Choir

Music Teacher Contact Information:

Band & Music Composition - Mr. Sault - daniel.sault@aps.edu

Orchestra - Mr. Brown - samuel.brown@aps.edu

Guitar - Mr. Villanueva - omar.villanueva@aps.edu

Choir & Piano - (Choir)Ms. Melinda Moore melinda.moore@aps.edu (Piano) Mr. Ryan Bork ryan.bork@aps.edu

Mariachi - Ms. Lucero - tamarah.lucero@aps.edu

Marching Band I/II/III/IV**Grade Levels: 9-12****Course Number: 7303F/7303G/7303H/7303J****Course Type: Regular****Co-requisite: Concurrent enrollment in Symphonic Band****Length/Credit: Year/1.0**

Fee: Fees not to exceed, but up to \$200.00 per year for materials, supplies, out of town travel, instrument maintenance, uniform costs, and some out-of-school activities.

Important Notes: This course is a zero-hour course and is taught before the regular school day. Out of school rehearsals and performances are part of the instructional program. Attendance is required. Two years of participation may serve as a substitute for physical education.

Course Description: Marching Band I is designed to present marching band techniques with appropriate music. Students in Marching Band I will be able to demonstrate basic marching and outdoor music performance techniques. Students will develop musical and technical skills necessary to perform music with correct style and accuracy, apply individual discipline in a performance setting, and demonstrate group cooperation. Students will be required to memorize music and marching formations as required in various settings.

Course Description: Marching Band II is designed to perform marching band techniques with appropriate music. Students in Marching Band II will refine and demonstrate an intermediate level of marching and outdoor music performance techniques. Students will develop musical and technical skills necessary to perform music with correct style and accuracy, apply individual discipline in a performance setting, and demonstrate group cooperation. Students will be required to memorize music and marching formations as required in various settings.

Course Description: Marching Band III is designed to present marching band techniques with appropriate music. Students in Marching Band III will demonstrate advanced levels of marching and performance techniques and will be expected to assume limited leadership and instructional roles. Students will refine musical and technical skills necessary to perform music with correct style and accuracy, apply individual discipline in a performance setting, and advance group cooperation. Students will be required to memorize music and marching formations as required in various settings.

Marching Auxiliary I/II/III/IV**Grade Levels: 9-12****Course Number: 92211/92212/92213/92214****Course Type: Regular****Prerequisites: Instructor Approval****Length/Credit: Year/1.0**

Fees: Up to, but not to exceed \$200.00 per year for materials, tools, and maintenance of equipment. Some entry fees, out of town travel, and costume expenses may be borne by the student.

Important Notes: This course is a zero-hour course and is taught before the regular school day. Out of school rehearsals and performances are part of the instructional program. Attendance is required. Two years of participation may serve as a substitute for physical education.

Special Requirements: The student is required to attend all rehearsals and performances and to attend band camp during the summer months.

Course Description: Marching Auxiliary I-IV are a series of performance courses that are a direct extension of the marching band program. The student participates in a systematic, sequential learning experience about equipment work (Flag, Rifle, Sabre) and ballet, modern dance, and jazz dance movement, gaining increasing competence each year. He/she engages in activities that utilize a wide variety of materials and experiences to develop techniques of the Color Guard genre, including instruction in performance repertoire skills. The student participates in the Marching Band during first semester and in Winter Guard during second semester. Literacy is integrated throughout the course.

Jazz Band I/II/III/IV**Grade Levels: 9-12****Course Number: 7304K/7304L/7304M/7304N****Course Type: Regular****Prerequisites: Audition**

Co-requisite: Concurrent enrollment in Symphonic Band or Concert Band is necessary for Wind and Percussion players. Concurrent enrollment in piano is necessary for piano players. Concurrent enrollment in orchestra is necessary for bass players. Exceptions will be made at the discretion of the instructor.

Fee: Up to, but not to exceed \$100.00 per year for materials, supplies, and instrument maintenance. **Length/Credit: Year/1.0**

Important Notes: The student participates in regularly scheduled performances during and outside of the school day and in fund raising activities.

Course Description: Jazz Band I is a performance course for the student to receive experience and knowledge in Jazz Band stylings (e.g., swing, blues, rock) and experience on standard woodwind brass and rhythm section instruments. Jazz Band teaches the application of the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy in the Jazz style. The student is introduced to and performs within the traditions and standards of a Jazz Band using graded music I- through II+. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Course Description: Jazz Band II is a performance course for the student to receive experience and knowledge in Jazz Band stylings (e.g., swing, bossa, blues, rock) and experience on standard woodwind brass and rhythm section instruments. Intermediate Jazz Band II teaches the application of the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy in the Jazz style. The student is introduced to and performs within the traditions and standards of a Jazz

Band using graded music II- through III-. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Course Description: Jazz Band III is a performance course for the student to receive experience and knowledge in Jazz Band styling (e.g., swing, bossa, blues, rock, samba) and experience on standard woodwind brass and rhythm section instruments. Intermediate Jazz Band III teaches the application of the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy in the Jazz style. The student is introduced to and performs within the traditions and standards of a Jazz Band using graded music II through III. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Course Description: Jazz Band IV is a performance course for the student to receive experience and knowledge in Jazz Band styling (e.g., swing, samba, bossa, funk) and experience on standard woodwind brass and rhythm section instruments. Intermediate Jazz Band IV teaches the application of the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy in the Jazz style. The student is introduced to and performs within the traditions and standards of a Jazz Band using graded music III through IV. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Symphonic Band I/II/III/IV

Course Number: 7304E/7304F/7304G/7304H

Grade Levels: 9-12

Course Type: Regular

Co-requisite: Concurrent enrollment in Marching Band

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$200.00 per year

Description: Symphonic Band 1-4 is a series of courses for students with previous instrumental experience on standard woodwind, brass, or percussion instruments. Symphonic band teaches intermediate techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using graded music appropriate for the level of the class while progressing toward more advanced music literature performed at subsequent course levels. Literacy is integrated throughout the course.

Special Requirements: The student is required to attend all rehearsals and performances during and outside the school day and in fund-raising activities.

Concert Band I/II/III/IV

Course Number: 730371/7303A1/7303B1/7303C1

Grade Levels: 9-12

Course Type: Regular

Prerequisite: Instructor Approval

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$200.00 per year

Description: Concert Band 1-4 is a series of courses for students with previous instrumental experience on standard woodwind, brass, or percussion instruments. Concert band teaches intermediate techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using graded music appropriate for the level of the class while progressing toward more advanced music literature performed at subsequent course levels. Literacy is integrated throughout the course.

Special Requirements: The student is required to attend all rehearsals and performances during and outside the school day and in fund-raising activities.

Orchestra I/II/III/IV (Sinfonietta)

Course Number: 73544/G/H/J

Grade Levels: 9-12

Course Type: Regular

Prerequisites: Audition or Instructor Approval

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$100 per year for materials, supplies, and instrument maintenance.

Important Notes: The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.

Course Description: The Orchestra program at Albuquerque High School has multiple levels of performance orchestras with placement in ensembles by audition and teacher placement. Sinfonietta is an advanced orchestra performing a variety of styles and musical periods. Emphasis is placed on studying professional level orchestra and chamber music. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. The student practices regularly at home. He or she participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Orchestra I/II/III/IV (Chamber Orchestra)

Course Number: 73544/A/B/C

Grade Levels: 9-12

Course Type: Regular

Prerequisites: Audition or Instructor Approval

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$100 per year for materials, supplies, and instrument maintenance.

Important Notes: The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.

Course Description: The Orchestra program at Albuquerque High School has multiple levels of performance orchestras with placement in ensembles by audition and teacher placement. Chamber Orchestra is a continuing orchestra performing a variety of styles and musical periods. Emphasis is placed on studying advanced level orchestra and chamber music. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. The student practices regularly at home. He or she participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Orchestra I/II/III/IV (Concert Orchestra)

Course Number: 7354k1/k2

Grade Levels: 9-12

Course Type: Regular

Prerequisites: previous performance experience on the violin, viola, cello, or string bass

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$100 per year for materials, supplies, and instrument maintenance.

Important Notes: The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.

Course Description: The Orchestra program at Albuquerque High School has multiple levels of performance orchestras with placement in ensembles by audition and teacher placement. Concert Orchestra is the entry ensemble for all freshmen string players. Emphasis is on developing high school level advanced technique and musical understanding. The concert orchestra performs a variety of music, demonstrating the range of styles and musical periods. The student practices regularly at home. He or she participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Guitar Beginning/Intermediate/Advanced

Course Number: 75555/6/7

Grade Levels: 9-12

Course Type: Regular

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$50.00 per year for materials, clinicians, maintenance of equipment, and entry fees for district festivals.

Important Notes: He/She may be required to provide his/her own instrument for the course. As a co-curricular class the student attends all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom.

Course Description: Beginning Guitar is designed to acquaint the student with the fundamentals of guitar playing and basic music theory. He/She learns technical skills through a variety of different styles of music and is introduced to basic chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. The student has the opportunity to participate in school and community performances. This course is open to any student regardless of music training or background. No previous knowledge of the instrument is necessary. Literacy is integrated throughout the course.

Course Description: In Intermediate Guitar the student expands upon the fundamentals of guitar playing and basic music theory. He/She learns technical skills through a variety of different styles of music and utilizes a variety of chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. The student has the opportunity to participate in school and community performances. Literacy is integrated throughout the course.

Course Description: In Advanced Guitar the student develops higher level playing skills and an in-depth knowledge of music theory. The student expands his/her technical ability through a variety of different styles of music and utilizes complex chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. He/She participates in school and community performances. Literacy is integrated throughout the course.

Guitar Literature:

Course Number: 75554

Grade Levels: 11-12

Course Type: Regular

Prerequisites: Successful Completion of Intermediate Guitar and Audition Length/Credit: Year/1.0

Important Notes: This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Additionally, he/she may be required to provide his/her own instrument for the course. As a co-curricular class the student attends all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom.

Course Description: In Guitar Literature the student develops mastery of areas covered in previous guitar courses, including playing technique, and elements of music theory. The student learns technical skills through a variety of different styles of music, complex chord forms, scales and arpeggios, compositional and/or improvisational techniques, standard music notation, guitar tablature and both solo and ensemble guitar literature. Literacy is integrated throughout the course.

Mixed Chorus I/II/III/IV

Course Number: 74051/C/D/E

Grade Levels: 9 - 12

Course Type: Regular

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$100 per year for materials, accompanists, and costume expenses.

Special Requirements: Out-of-school rehearsals and performances are a part of the instructional program and attendance is required. This course meets requirements for fine arts or practical arts credit.

Course Description: This is a beginning chorus for first-time high school singers in which students learn good vocal techniques, begin sight reading, develop an ability to sing musically, and experience a wide variety of music literature and styles.

Concert Choir I/II/III/IV

Course Number: 74048/A/B/C

Grade Levels: 9-12

Course Type: Regular

Prerequisites: Audition / Permission of Instructor

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$100 per year for materials, accompanists, and costume expenses.

Important Notes: As a co-curricular class the student is required to attend all rehearsals and performances which include afternoons, evenings, and weekends that support and extend learning in the classroom.

Course Description: The student enrolled in the Concert Choir develops musicianship and specific performance skills through ensemble and solo singing. This course is offered to any male or female desiring the opportunity to sing in a choir. The student/singer experiences activities designed in diverse styles of choral literature. The student receives instruction that enables them to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Choir I provides instruction in fundamental vocal development, performing, conducting, listening, and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer's intent to the audience. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of basic choral technique.

Course Description: The student enrolled in the Concert Choir II/III/IV develops musicianship and specific performance skills through ensemble and solo singing. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed to give diverse styles of choral literature. The student receives instruction that enables them to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Concert Choir provides instruction in vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer's intent to the audience. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of basic choral techniques.

Piano I-IV

Grade Levels: 9-12

Course Number: 75558/59/60/61

Course Type: Regular

Prerequisites: None for Piano I, satisfactory completion of Piano I for Piano II, etc.

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$50 per year

Special Requirements: *This course meets requirements for fine arts or practical arts credit.*

Course Description: The **Piano I** course is designed as a basic keyboard orientation for the beginning pianist. No previous musical experience is required. The ability to play simple two-handed compositions and chords should be the result of this class.

Course Description: The **Piano II** course is designed as a continuation of the basic keyboard orientation for the beginning pianist. The ability to play medium-difficult, two-handed compositions and chords should be the result of the class.

Course Description: The **Piano III/IV** course is designed as a continuation of beginning piano. Daily technique exercises, ear training, and sight reading will be given. Performance of solos and ensembles for each other in the class is required as well as one recital evening each semester. Pianists may be assigned collaborative performance opportunities in lieu of recital performances.

Mexican Folkdance, Culture, and Music I/II/III/IV

Grade Level(s): 9-12

Course Number: 61040/1/2/3

Course Type: Regular

Prerequisites: None

Fee: \$10 per year

Length/Credit: Year/1.0

Course Description: Mexican Folkdance, Culture and Music I provides the student with the opportunity to become aware of the history, culture, music, and geographic regions that Mexican dance encompass. The student learns basic elements of traditional Mexican, New Mexican and other folk dances. The student acquires knowledge of dance steps, choreography, music, skirt work, and costuming from the different regions of Mexico. The student is expected to participate in dance performances.

Mariachi I/II/III/IV

Grade Level(s): 9-12

Course Number: 73521/2/3/4

Course Type: Regular

Prerequisites: Audition

Length/Credit: Year/1.0

Fee: Up to, but not to exceed \$100 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.

Important Notes: At least one year of previous music study is required.

Course Description: Mariachi is an ensemble designed for the study and performance of the popular Latin music. The popular music of South America, Mexico, the Southwestern United States, and Latin population is included in this course offering.

Music Composition

Course Number: 72535

Grade Level(s): 9-12

Course Type: Regular

Length/Credit: Year/1.0

Fees: None

Course description: In music composition, students will learn the basics of music theory including how to read music, how to build chords, and how to use chords appropriately. Students will also learn basic performance skills on instruments such as voice, xylophone, marimba, vibraphone, and bells. Students will learn to compose original songs for a variety of instruments and electronic formats. Students will also learn to play by ear, understand tonal and rhythmic concepts, and use movement to make musical decisions.

Drama I/II/III

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 75019/20/30

Course Type: Regular

Fee: The student may be required to pay a course fee for materials and supplies. Additionally, he/she may be required to pay for performance attire and some out of school activities.

Important Notes: The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.

Course Description: Drama I is a full-year, performance based course that serves as an introduction to theater arts. The student studies basic principles and techniques in acting, theater history, musical theater, staging, voice and diction, pantomime, improvisation, choral reading, readers' theater, storytelling, and oral interpretation. He/She is also introduced to stage makeup, stage lighting, and technical production techniques. The student will learn the relationship of drama to literature and other art forms.

He/She receives an overview of careers in theater and related fields. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course. **Course Description: Drama II** is a full-year, performance based course that serves as an intermediate acting and introduction to directing theater arts class. This course refines introductory acting skills and introduces basic directing skills. There is emphasis on potential career development in theater and related professions. The student continues to study principles and techniques in acting, musical theater, staging, voice and diction, pantomime, improvisation, and oral interpretation. He/She continues to explore stage makeup, stage lighting, and technical production techniques. The student participates and takes a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course. **Course Description: Drama III** is a full-year, performance based course that serves as an advanced acting and directing theater arts class. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theater and related professions. The student studies acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions. The student continues to study principles and techniques in acting, musical theater, staging, voice and diction, and oral interpretation. The student also studies directing techniques of organization, style, genre/period, production schedules, script and character analysis, production values, and rehearsal techniques. The student participates and is expected to take a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire.

Literacy is integrated throughout the course.

Stagecraft I/II/III/IV

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 75015/6/7/8

Course Type: Regular

Fee: The student may be required to pay a course fee for materials and supplies. Additionally, he/she may be required to pay for performance attire and some out of school activities.

Important Notes: The student is required to participate in regularly scheduled work/crew calls during and outside of the school day. Additional crew calls/running crew calls may be required outside of the school day.

Course Description: Stagecraft I/III address the analysis, planning, and practical application of stagecraft. Stagecraft I/III include all aspects of theater except acting. The students define fundamental stage terms, learn basic stock scenery construction, basic scene painting techniques, basic stage lighting, work with basic sound equipment, learn basic costume terminology and basic make-up technique. He/She is required to perform various technical projects and learn techniques through problem-solving and workshop procedure. Emphasis is placed on shop safety, the proper handling of tools and materials and backstage etiquette. The student also learns the application of technical skills and their relationship to theatrical and other trade careers. Literacy is integrated throughout the course.

Course Description: Stagecraft II is a more in-depth analysis, planning, and practical application of stagecraft. Stagecraft II includes all aspects of theater except acting. The student is required to perform various technical projects and learn techniques through actual design and production of specific plays. The student is expected to take a leadership role as a crew chief, committee head, and to supervise crews for various productions. He/She applies fundamental stage terms, maintains and upkeeps stock scenery, uses advanced painting techniques, maintains stage lighting and sound equipment, and applies costume and make-up techniques to specific performances. Emphasis is placed on shop safety, the proper handling of tools and materials and backstage etiquette. The student also learns the application of technical skills and their relationship to theatrical and other trade careers. Literacy is integrated throughout the course.

Theatre Production/Advanced Theatre Production

Grade Level(s): 10-12

Prerequisites: Audition/Teacher Recommendation

Course Number: 75025/6

Course Type: Regular

Fee: Students may be required to pay a course fee for materials and supplies. Additionally, students may be required to pay for performance attire and some out-of-school activities.

Course Description: Theater Production I is a full-year, performance arts course involving advanced acting, playwriting, directing and technical theatre. Study and evaluation of dramatic literature, critique and observation as well as stage management, theatre business, and

law and management is required. The student participates in regularly scheduled performances, rehearsals, work calls during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Course Description: Advanced Theater Production I is a full-year, performance arts course involving advanced acting, playwriting, directing and technical theatre. Study and evaluation of dramatic literature, critique and observation as well as stage management, theatre business, and law and management is required. The student participates in regularly scheduled performances, rehearsals, work calls during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.



General Electives

Capstone

Grade Level(s): 11-12

Prerequisites: N/a

Length/ Credit: 1 year

Course Number:

Course Type: Regular

Important Notes: Capstone work is meant to be community-driven. APS serves a robust and diverse sampling of high school communities. Individual school sites should collaborate with staff, students and community partners to ensure the course and resulting Capstone projects align with the needs of the individual school communities. Teachers should make strategic choices in regards to the curricular support provided here based on not only whole community input, but also based on the individual abilities, needs and interests of their students each year. They may want to blend units, eliminate or adjust them. This course is intended to appeal to a wide range of students, especially those who long to find more engagement with school. It is likely that many communities will see this as an opportunity to engage students who are typically disengaged with more traditional learning programs and structures. This is a great opportunity for cross-curricular, student-centered, project-based learning. Students should be encouraged to explore their project in the language of their choice. The Capstone course should provide an area for students to pursue a passion they may not be able to in other academic settings.

Course Description: In this year-long class, students will develop a variety of skills including how to conduct research, as well as critical thinking skills, resilience, problem-solving, time-management, integrity, positionality, identifying bias, community-mindedness, communication, and collaboration. Most importantly, students will develop the habits of self-directed learning. The capstone project is an exhibition of what a student can do when they apply knowledge in a particular area. Students may choose a topic, problem, service, community need, creation, performance piece, hypothesis, investigation or written document to develop as the capstone product. Some potential projects may be building a guitar after researching various models, engaging the community in a development project, working with the legislators to write potential legislation, writing and producing a [podcast series or short film, or constructing an engine from scratch.

Esports: Exploring Careers (I,II,III)

Grade Level(s):9-12

Prerequisites: None

Length/Credit: 1 year

Course Number:5011

Course Type: Regular

Important Notes: Students will have experiences meeting with colleges and employers in the world of esports and gaming. Equipment includes: access to computers, game consoles, and other digital devices and resources. requirements for computers include:

- 2-3 desktops to support sports casting, streaming and gaming video productions by students.
- Laptops for collaborative groups in dynamic restructuring of space for earning. This also includes support of the ISTE standards for Students and SAMR Model for collaborative higher order thinking activities.

* Optional: 2-3 game consoles, such as SWitch and Playstation to explore esports related to virtual reality and space. Explore next generation tools for future career exploration

Course Description: Students participating in this course will learn about all aspects of esports as an industry and the many opportunities for participation in colleges and careers. This innovative course is founded on the concept promoted by John Demery about experiential learning. Students will be immersed in experience where they will develop skills used in the esports industry and apply them for real world authentic proposals. In the process, they will maintain an electronic portfolio (ePortfolio) containing artifacts and documented experiences that they can use for applications to college and career opportunities.

By the second half of the course, the students will have multiple experiences managing and running high school esports events both live and recorded. The practical experiences and leadership opportunities will be based on a structured development of students as responsible and professional digital

citizens. Using the standards established by ISTE and resources from schools and organizations regarding Global Professional Skills (GPS), this course will prepare students to become proficient in the core skills, sometimes called soft skills, that will help them successfully navigate working with and leading teams to solve complicated problems, sometimes with creative solutions.

Defensive Driving

Grade Level(s): 9-12

Length/Credit: Semester/0.50

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.

Important Notes: Students must be 15 years of age or turn 15 years of age by the last official day of this semester course. This course may be taught before and/or after the school day.

Course Number: 53020

Course Type: Regular

NCAA: No



Social Studies Electives

Ethnic Studies: Mexican American Studies

Grade Level(s): 11-12

Length/Credit: Year/1.0

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. Mexican-American Studies is a one-year course in which the student learns about the history and culture of the Hispanic people of the Southwest. Emphasis is on the social, political and historical factors that have shaped the culture.

Requirements of the class include reading, writing, research, and presentations. The core concepts of the course include: Spain and the conquest of the New World, Aztlán (U.S. Southwest), the Chicano Era, and Nuevo México.

***Option: Dual Credit 2.5 GPA required**

Course Number: 51507

Course Type: Regular

NCAA: No

CCS 2110 Intro to Chicana Chicano Studies

Course Description: Multidisciplinary examination of representation, ideologies, and material conditions of Chicanas/Chicanos, including colonialism, race, labor, immigration, poverty, assimilation, and patriarchy.

CCS 1110 Intro Comp Global Ethnic Study

Course Description: The course will explore the lived experiences and gendered complexities of Ethnic/Global communities as they relate to historical and contemporary international and global forces.

AP African American Studies

Course Number: 51251

Department: Social Studies

Course Type: AP

Prerequisites: There are no prerequisites for AP African American Studies. Students should be able to read college-level texts and write grammatically correct, complete sentences.

Length of Course: 1 year

Grade Level(s): 9-12

Important Notes:

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. The course focuses on four thematic units that move across the instructional year chronologically, providing students opportunities to examine key topics that extend from the medieval kingdoms of West Africa to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This new course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. The

course focuses on four thematic units that move across the instructional year chronologically, providing students opportunities to examine key topics that extend from the medieval kingdoms of West Africa to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This new course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

AP Psychology

Grade Level(s): 10-12

Length/Credit: Year/1.0

Course Number: 53041

Course Type: AP

NCAA: Yes

Course Description: The AP Psychology course introduces the student to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The student is exposed to the psychological facts, principles, and phenomena associated with each of the major fields within psychology (e.g., biological bases of behavior, sensation and perception, learning, cognition, motivation and emotion, states of consciousness, developmental psychology, personality, experimental and correlational design, abnormal psychology, treatment of psychological disorders, ethical use of data). The student also learns about the methods psychologists use in their science and practice. Literacy strategies and techniques are integrated throughout the curriculum.

Important Notes: The aim of AP Psychology is to provide the student with a learning experience similar to that obtained in most college introductory psychology courses with the intent of every student taking the AP Psychology exam administered by the College Board at the end of the school year.

Student Leadership I/II/III/IV

Grade Level(s): 9-12

Prerequisite: Student application

Length/Credit: Year/1.0

Course Number: 92301/2/3/4

Course Type: Regular

NCAA: No

Important Notes: The student must maintain a GPA as determined by the school, district, and New Mexico Activities Association (NMAA) regulations. **The student is expected to participate in school related activities outside regular school hours.**

Course Description: Student Leadership I is a general preparation course for student leadership. The student acquires the skills necessary to perform duties in student government by examining the fundamental concepts of communication, human relations and group dynamics. The course provides a laboratory for hands-on learning in the context of representative student government.

Course Description: Student Leadership II provides the student the opportunities to apply the concepts acquired in Student Leadership I. The student participates in the fundamentals of student government by demonstrating skills in communication, human relations, group dynamics and self-management. The course provides a hands-on laboratory of the application of communication and critical thinking skills in the context of representative student government.

Course Description: Student Leadership III provides the student with the opportunity to increase his/her knowledge of leadership and management techniques in the areas of communication, human relations, group dynamics and management. The student takes a more active role in student government in the areas of formal and informal presentations, community outreach, problem solving fundraising and other school government related activities. The course provides a hands-on laboratory for the implementation of communication and critical thinking skills in the context of representative student government.

Course Description: Student Leadership IV provides the student with the opportunity to assume responsibility for and the use of his/her skills in student leadership. The student performs appropriate leadership standards acquired in Student Leadership I, II, and III by serving as a role model and trainer for students enrolled in Student Leadership I, II, and III. The student applies parliamentary procedure, principles of representative government, and the dynamics of student leadership. The course provides a hands-on laboratory for the implementation and evaluation of communication critical thinking skills in the context of representative student government.

Law I

Grade Level(s):10-12

Prerequisite: None

Length/ Credit:Semester/ 1.0

Course Number: 16020

Course Description: In Law the student studies the American legal system and its application in daily life. Major areas of study are basic law concepts, criminal law, civil law, constitutional law/individual rights, law in daily life, and juvenile law. The course deals with contemporary law-related public issues and provides the student with the ability to identify, analyze, and evaluate ways to resolve legal disputes. The student is provided the opportunity to gain knowledge of the legal system and everyday legal problems. Field trips to courts and legal proceedings occur as opportunities arise and appropriate guest speakers are planned. Reading, writing, listening, speaking, and research strategies are integrated throughout the course.

Mock Trial

Course number: 16021

Course Description: Mock Trial I focuses on the fundamentals of the American legal system using the materials provided by the Center for Civic Values and members of the New Mexico Bar Association. The student examines criminal and civil law as it applies to a courtroom and daily life. The student investigates the fundamentals of communication, human relations, group dynamics and self-awareness skills necessary for being involved in a series of mock trial scrimmages and competitions.

Introduction to Philosophy

Grade Level(s): 10– 12

Length/Credit: Year/2.0

Course Description: By registering for “Introduction to Philosophy,” you are actually registering for two separate CNM courses. You will receive high school credit, but you will also receive college credit for the two courses. Below you will find the course descriptions for the CNM courses, HUMN1110 and PHIL1115.

Important Note: Students must take and pass the Accuplacer and register at CNM in the Fall.

Course Number: DUAL

Course Type: Dual Credit

NCAA: No

HUMN1110 Introduction to World Humanities I

Course Description: This course is an interdisciplinary introduction to the development of ancient world civilizations, emphasizing philosophical thought, artistic expression, religious practice, historical development, and technological achievement. This course presents an introduction to the historical and cultural roots of ancient world civilizations such as Mesopotamia, Egypt, Greece, Rome, early India, China, Africa, pre-Columbian Americas, and pre-Medieval Europe.

PHIL1115 Introduction to Philosophy

Course Description: In this course, students will grapple with some of the key questions of philosophy through the study of classical and contemporary thinkers. Students will become familiar with the perennial problems in subfields of philosophy such as metaphysics, epistemology, ethics, political philosophy, and aesthetics. They will learn to approach these problems both critically and sympathetically.



Language Arts Electives

MAKE HISTORY JOIN YEARBOOK	LOOKING FOR AN EXCUSE TO TALK TO YOUR CRUSH ON THE FOOTBALL TEAM? LOOK NO FURTHER. JOIN YEARBOOK. #	IF YOU WRITE BETTER THAN YOU SPEAK AND LISTEN BETTER THAN YOU WRITE... JOIN YEARBOOK. #	IF ART CLASS IS YOUR HAPPY PLACE AND YOU'RE NOT SCARED OF A DEADLINE... JOIN YEARBOOK. #
IF CLASSMATES ASK FOR YOUR NOTES BECAUSE YOU KEEP THEM SCARY ORGANIZED... JOIN YEARBOOK. #	IF YOU WANT TO MAKE SURE EVERY STUDENT IS REMEMBERED... JOIN YEARBOOK. #	YOUR INSTA CAPTION-WRITING SKILLS ARE REQUESTED IN THE YEARBOOK ROOM. JOIN TODAY. #	YEARS OF FIXING GRANDMA'S COMPUTER CAN FINALLY PAY OFF. JOIN YEARBOOK. #

Yearbook I/II/III/IV

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 24036/7/8

Course Type: Regular

NCAA: No

Course Description: In Yearbook 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 “deadlining” 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.

Important Notes: Yearbook I require the student to spend time outside of class to work on the yearbook production process, including taking photographs, selling advertising, and meeting individual and staff deadlines. The student is encouraged to participate in scholastic journalism conferences and competitions as approved by the teacher. Per Senate

Course Description: In Yearbook II, the student enhances individual skills in all journalistic areas and also develops areas of expertise, specializing in one or more areas of the yearbook production process. The student also refines skills with group processes, such as decision-making, conflict resolution, and time management with respect to individual and staff deadlines and mentors less experienced staff members. The Yearbook II student is encouraged to assume increased responsibility and to develop skills that lead to editorial positions with mentoring and coaching from more experienced staff members and with guidance from the teacher/advisor.

The student generates authentic work by producing a yearbook for the school and community.

Course Description: In Yearbook III the student refines and enhances previous journalistic skills and assumes increasingly more challenging and demanding leadership and mentoring roles on the newspaper staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget. The editor also orchestrates the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides writing and editing copy, advertising, art, and photography, the editor also coordinates desktop publishing according to printers’ specifications, within legal and ethical parameters, and within deadlines. The student generates authentic work by producing a yearbook for the school and community.

Course Description: In Yearbook IV, the student assumes more responsibility for visioning, leading, organizing, and mentoring less experienced editors and staff. As specified in the specific staff position description, the editor is responsible for long-range planning,

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reinforcing editorial policy, and operating the budget and orchestrating the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides honing specialty areas of interests, the editor also supervises desktop publishing according to printers’ specifications within legal and ethical parameters and within deadlines. The Yearbook IV student model’s collaborative leadership qualities in addition to making the newspaper a viable and competitive medium. The student generates authentic work by producing a yearbook for the school and community.

Film Criticism

Grade Level(s): 11-12

Prerequisite: Successful completion of English 10 (or substitute).

Special Requirements: Can be an elective course or English replacement for grades 11 and 12.

Course Number: 20538

Course Type: Regular

NCAA: No

Course Description: In Film Criticism, the student studies the history, development, and art form of the motion picture and its influence and reflection of society. The student studies the language of filmmaking, 55 techniques of filmmaking, and literary and technical analysis as criteria for evaluating films and literature from around the world. The student also applies media literacy techniques by “reading” visual images as “texts” and by comparing/contrasting original novels and stories to corresponding screenplays.

College Prep Composition 1

Grade Level: 12

Prerequisite: English 9, 10, 11

(Grants English 12 credit in conjunction with Mythology & Folklore)

Course Number: 24531

Course Type: Regular

NCAA: No

Course Description: In College Prep Composition, the student engages in a concentrated study of the writing process in expository writing and the art of rhetoric in persuasive writing. The student practices writing various types of essays and compositions to prepare for college-level writing. Models such as 6 Plus One! Traits are used to help the student develop ideas, organization, voice, style, and fluency in written work, including revision and polishing work for publication. The student reads exemplary works by authors from around the world and creates traditional and/or electronic portfolios to show progress of work over time using technology as a learning, writing, and research tool. In College Prep Composition, students write restaurant, music and art reviews, examine media and pop culture, and develop their individual voices while also generating their own topics to explore the world in which we live (as is true of many college composition courses). Students will enjoy many opportunities to develop reading and critical thinking skills as they employ standard usage in speaking and listening, research, and (of course) writing. As they choose, students may also write for contests and college scholarships. This course is offered in the fall semester in conjunction with Mythology and Folklore (22037) in the spring. Taken together, these two courses follow a college pattern and fulfill requirements for senior English, meeting or exceeding all Standards for Language Arts required by the State of New Mexico and APS.

CREATIVE WRITING I -

Grades: 9 – 12

Special Requirements: Not for English credit, Elective.

Course Number: 24540

Course Type: Regular

NCAA: No

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 will write in a variety of genres including short stories, one-act plays, poetry, fiction, and non-fiction. As 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 and contests. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print online literary magazines. The creative writing class assists in producing the school's literary magazine. Students will be expected to share their work in a writer's workshop setting. More than one half of the course work is devoted to composition.



Modern Languages

Albuquerque High School's Department of Modern Languages offers courses in two languages in order to enrich students' learning and to prepare students for their futures. In a world where communication across cultures is becoming increasingly important, the goal of the department is to prepare students to be successful in any career. Teachers in the department are passionate about what they teach and share that passion daily with students. We welcome you into our classrooms and hope that you will share in our enthusiasm.

Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time, learners develop the ability to write and speak in a meaningful and appropriate manner.

Note: Dual credit is available to qualified students through CNM in French courses.

French I (9-12)	Spanish I (9-12)	Spanish for Heritage Speakers I (9-12)	Spanish Language Arts I (9-12)
↓	↓	↓	↓
French II (10-12)	Spanish II (9-12)	Spanish for Heritage Speakers II (9-12)	Spanish Language Arts II (10-12)
↓	↓	↓	↓
	Spanish III (9-12)	AP Spanish Language OR CNM Dual Credit	AP Spanish Language and Culture (11-12)
↓	↓		↓
	Spanish Language Arts 1		AP Spanish Literature and Culture (12)

French I
Grade Level(s): 9-12
Prerequisites: None Length/Credit:
Year/1.0

Course Type: Regular Fee:
\$5 per year
NCAA: Yes

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

French II
Grade Level(s): 10-12
Prerequisites: French I
Length/Credit: Year/1.0

Course Number: 60011
Course Type: Regular
Fee: \$5 per year
NCAA: Yes

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. French II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the French 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.

FRENCH III

Course
Number
60012

Grades: 9 - 12

Prerequisite: Successful completion of French II or equivalent

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. French III reinforces and intensifies language skills: listening, speaking, reading and writing as well as encourages deeper appreciation of the French 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 and written communication skills to personal, academic and cultural activities.

Spanish for Heritage Speakers I
Grade Level(s): 9-12
Prerequisites: None
Length/Credit: Year/1.0

Course Number: 610301
Course Type: Regular
Fee: \$5 per year
NCAA: Yes

Course Description: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Spanish for Bilinguals 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.

Spanish I**Grade Level(s): 9-12****Prerequisites: None****Length/Credit: Year/1.0**

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.

Course Number: 61010**Course Type: Regular****Fee: \$5 per year****NCAA: Yes****Spanish II****Grade Level(s): 9-12****Prerequisites: Successful Completion of Spanish I****Length/Credit: Year/1.0**

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.

Course Number: 61011**Course Type: Regular****Fee: \$5 per year****NCAA: Yes****Spanish III****Grade Level(s): 10-12****Prerequisites: Successful Completion of Spanish II****Length/Credit: Year/ 1.0**

Course Description: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Spanish III reinforces and intensifies 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 and written communication skills to personal, academic, and cultural activities.

Course Number: 61012**Course Type: Regular****Fee: \$5 per year****NCAA: Yes****AP Spanish Language and Culture V****Grade Level(s): 11****Prerequisites: None****Length/Credit: Year/1.0**

Course Description: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. AP Spanish Language V reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture, language, literary genres, and value to career opportunities. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.

Important Notes: Although the Advanced Placement examination is not a course requirement, students are encouraged to take the exam.

Course Number: 61026**Course Type: AP****Fee: \$5 per year****NCAA: No****AP Spanish Literature and Culture V****Grade Level(s): 12****Prerequisites: None****Length/Credit: Year/1.0**

Course Description: Colleges and universities identify the AP Spanish Literature V course as a third-year college introduction to Hispanic Literature. The course includes selected works from seven centuries of Hispanic Literature and exposes students to a wide range of genres that traces the history of the development of literature written in Spanish.

Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications.

Important Notes: This course is taught in Spanish. The content of this course is the same as the standard New Mexico AP Spanish Literature V course. Course materials and instruction are presented in both languages. This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Although the Advanced Placement-Literature examination is not a course requirement, students are encouraged to take the exam.

Course Number: 61025**Course Type: AP****Fee: \$5 per year****NCAA: No**

Spanish Language Arts I**Grade Level(s): 9-12****Prerequisites: None****Length/Credit: Year/1.0**

Course Description: The Spanish Language Arts course is designed for students who possess literacy skills in Spanish. Competencies to be acquired are communication, cultures, connections, comparisons, and communities with emphasis on speaking, writing, listening, reading, language functions, and personal applications.

Course Number: 61027**Course Type: Regular****Fee: \$5 per year****NCAA: Yes****Spanish Language Arts II****Grade Level(s): 10-12****Prerequisites: Spanish Language Arts I or Placement Test****Length/Credit: Year/1.0**

Course Description: Spanish Language Arts II is designed for students to enhance their literacy skills in Spanish. Areas of increased competency are communication, cultures, connections, comparisons, and communities with emphasis on speaking, writing, listening, reading, language functions, and personal applications.

Course Number: 61028**Course Type: Regular****Fee: \$5 per year****NCAA: Yes**

Physical Education

Physical Education provides an important link in the total education and health of young adults. The Physical Education staff is committed to providing each student an opportunity to reach their full potential. This can be achieved by students understanding that physical activity provides opportunities for enjoyment, competition, self-expression, physical wellbeing, and social interaction. Required physical education classes, as well as elective classes are taught throughout the day. Foundations of Physical Education are required to meet the 1 credit PE requirement for graduation. It is a required 9th grade class and is a prerequisite for all other physical education classes. After completion of the foundation courses, students are encouraged to take elective courses during the remainder of their tenure at AHS.

Foundations of Physical Education**Grade Level(s): 9-12****Prerequisites: None****Length/Credit: Year/1.0**

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.

Important Notes: The student is required to have a suitable change of clothing and shoes.

Course Number: 90000**Course Type: Regular****Fee: None****NCAA: No****Team and Individual Sports I/II/III****Grade Level: 10-12****Prerequisites: Successful Completion of Foundations of Physical Education****Length/Credit: Year/ 1.0**

Course Description: Team and Individual Sports emphasizes learning and improving techniques, skills, and strategies in team and individual sports, and prepares the student to aid with teaching and coaching sports to young children. The student is introduced to at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate frisbee, racquetball, and softball. Literacy strategies are integrated throughout the course.

Important Notes: The student is required to have a suitable change of clothing and shoes (shorts or sweatpants, T-shirt or sweatshirt, socks, and athletic shoes).

Course Description: Team and Individual Sports II emphasizes continued learning and improving of techniques, skills, and strategies in team and individual sports, and continues to prepare the student to aid with teaching and coaching sports to young children. The student is exposed to a more in-depth strategy phase of at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate frisbee, racquetball, volleyball, rugby, and softball. Literacy strategies are integrated throughout the course.

Course Description: In Team and Individual Sports III the student develops, clarifies and applies his/her philosophy of the techniques, skills and

strategies of the course, and continues to prepare in the aiding, teaching and coaching of sports to young children. The student, while employing leadership skills and techniques, develops and refines a more in-depth strategy phase of at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate frisbee, racquetball, volleyball, rugby, and softball. Literacy strategies are integrated throughout the course.

Sports Medicine I/II/III

Grade Level(s): 10-12

Prerequisites: None

Length/Credit: Year/1.0

Course Description: Sports Medicine I is recommended for the student who is considering a career in the health- or medicine- related field. The student examines anatomical and physiological systems of the human body and how they relate to physical activity. Special attention is given to the following topics: skeletal, muscular, respiratory, and nervous systems; the prevention, cause/effect, treatment, and reconditioning of athletic injuries; emergency care and first aid; and athletic training. Literacy strategies are integrated throughout the curriculum. The student is encouraged to acquire CPR and First Aid certification. This course may require outside observation hours at athletic events or practices. This course may require outside observation hours at athletic events or practices.

Course Description: Sports Medicine II builds on Sports Medicine I and is recommended for the student who is serious about health- or medical-related careers. The student acquires knowledge of sport-related injury recognition and prevention; emergency care and first aid; and rehabilitation. Special emphasis is placed on musculoskeletal, cardiorespiratory, and neuromuscular body systems as well as evaluation techniques and disposition of athletic injuries. Literacy strategies are integrated throughout the curriculum.

Course Description: Sports Medicine III is recommended for the student with a strong desire to investigate a medical-related field. The student investigates sports-related injuries in the areas of recognition and prevention; evaluation; first aid and emergency care; and rehabilitation. Other topics of special emphasis, but not limited to, are body systems, exercise physiology, kinesiology and conditioning, and epidemiology. Literacy strategies are integrated throughout the curriculum.

Weight Training I/II/III

Grade Level(s): 10-12

Prerequisites: Foundations of Physical Education

Length/Credit: Year/1.0

Course Number: 90421/2/3

Course Type: Regular

Fee: \$15 per year

NCAA: No

Course Description: Weight Training I is a basic weight training course. The student investigates strength training principles, routines, fundamental techniques and methods of lifting for the development of major muscle groups, and nutrition and diet information for health and fitness. Safety techniques and proper spotting are emphasized. Literacy strategies are integrated throughout the course.

Important Notes: The student is required to have a suitable change of clothing and shoes. Lifting belts are recommended.

Course Description: Weight Training II is an advanced weight-training course. The student investigates physical fitness, health maintenance, power lifting, and Olympic-style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. Emphasis is placed on steroid and other supplement use and abuse. Literacy strategies are integrated throughout the course.

Course Description: Weight Training III is designed for the student who is earnest about strength development. The student continues to investigate physical fitness, health maintenance, power lifting, and Olympic-style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. Emphasis is placed on steroid and other supplement use and abuse. In addition, the student develops an individualized weight-lifting program and demonstrates and participates in fitness testing techniques. Literacy strategies are integrated throughout the course.

Interscholastic Athletics I/II/III/IV

Grade Level(s): 9-12

Prerequisites: Foundations of Physical Education and Coach Approval

Length/Credit: Year/1.0

Course Number: 9241A-G

Course Type: Regular

Fee: None

NCAA: No

Course Description: Interscholastic Athletics I is designed for the student athlete who participates in a school-sponsored team sport or activity. The student explores the fundamental concepts and skills related to a specific sport or activity and gains introductory knowledge of the rules, safety issues, proper techniques in performing special skills, and building personal strength, endurance, and flexibility specific to the sport or activity.

Important Notes: Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class.

Yoga/Pilates 1**Grade Level(s):9-12****Length/Credit: Year/1.0****Course Number: 90450**

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.

YOGA/PILATES II**Course Number: 90451****Grades:**10 – 12**Prerequisite:** Successful completion of Yoga I**Special Requirement:** *Individual mat and proper athletic gear.*

Yoga/Pilates II builds on the skills acquired in Yoga/Pilates I. The goal is achievement of healthy behaviors that endure throughout life. The student works at a pace that fits in with his/her established personal goals. 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, career options, and personal enjoyment. Reading, writing, speaking, and research strategies are integrated throughout the course.

**JROTC**

Army Junior ROTC – the most exciting course you can take in high school. Why? Unlike other classes, Army Junior ROTC is hands-on. You learn and then you do. Instead of learning theories and concepts, you instantly apply what you've learned. This makes the class fun, exciting, and challenging.

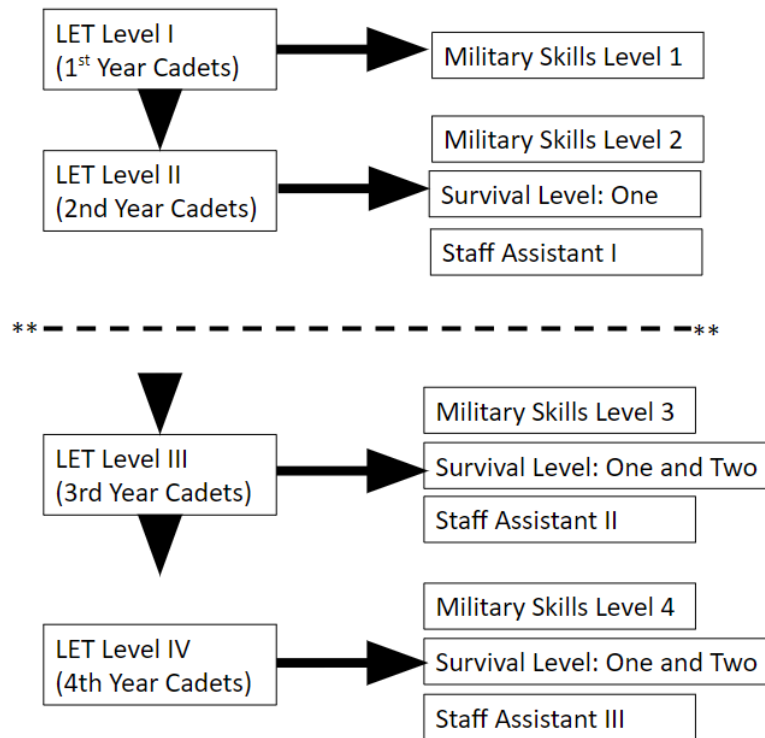
First year cadets will learn how to follow and observe your student leaders and delve into Intro to Drone Flight and Operations. Second year cadets will become Squad Leaders in charge of nine other cadets and venture into Underwater Robots Engineering and Fabrication. Third year cadets will become a Company Commander or First Sergeant in charge of 29 other cadets. Fourth year cadets will try out for the Battalion Staff, which oversees all the cadets in JROTC. In addition to classroom activities, you can sign up to participate in one of the extra-curricular teams: Armed Drill, Unarmed Drill, Rifle, Raider, Physical Fitness, Color Guard, Drones, Underwater Robots and Cyber-Patriot. These teams compete against other high schools all over the southwest.

There is a \$25 lab fee.. All uniforms, materials, supplies, and equipment are paid for by the US Army or the school. The only cost not covered is meals on field trips. There is absolutely no obligation to join the military after graduation! However, if you do decide to join, all military services award one rank and \$250 more per month for having successfully completed JROTC.

Objectives of the Army JROTC Program:

- Maximize potential for success through learning and self-management.
- Develop leadership skills.
- Incorporate principles of mental and physical wellness into behaviors and decisions.

****Two Years of JROTC their freshmen and sophomore year will exempt cadets from the NM State PE Requirement.****



****Through out the year JROTC offers many "Before and After School" Clubs (Must be in JROTC to participate)**

Archery
 Color Guard Male/Female
 Cyber Patriots (Computer Defense)
 Drill Team: Armed/Unarmed
 Drones (Earn FAA Pilots License)
 Flag football
 Marksmanship (NCAA Eligibility)
 Physical Fitness Team Male/Female
 SeaPearch (Under water Robots)

Army JROTC LET I/II/III/IV

Grade Level(s): 9-12

Prerequisites: LET I pre-req for LET II, LET II for Let III, etc.

Length/Credit: Year/1.0

Course Number: 09601/2/3/4

Course Type: Regular

Fee: \$25 per year

NCAA: No

Important Notes: If a student fails at any level of the program, they will not be able to continue. The student must comply with Army grooming standards and uniform requirements. Failure to do so may be cause for failure/disenrollment. The student must be capable of participating in a program of physical fitness and military drill within personal limitations. The intent is NOT to cover every standard listed in this framework in one year, but to cover them over a four-year period. Successful completion of LET I and LET II (During Freshmen and Sophomore years only) will satisfy the New Mexico requirements for Physical Education.

Course Description: Army JROTC LET I is a co-ed ROTC program that focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The program is one of the Army's contributions to assist America's youth to become successful students and productive adults, while fostering a more constructive and disciplined learning environment. The program places emphasis on drone operations, service learning, community service, and teen anti-drug efforts. Areas of study include, but are not limited to, leadership, academics, communications skills, health and physical fitness, drill and ceremony, and post-secondary educational and career exploration. Literacy strategies are integrated throughout the curriculum.

Course Description: Army JROTC LET II is a co-ed ROTC program that focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The program is one of the Army's contributions to assist America's youth to become successful students and productive adults, while fostering a more constructive and disciplined learning environment. The program places emphasis on drone operations, service learning, community service, and teen anti-drug efforts. Areas of study include, but are not limited to, leadership, academics, communications skills, health and physical fitness, drill and ceremony, and post-secondary educational and career exploration. Literacy strategies are integrated throughout the curriculum.

Course Description: Army JROTC LET III is a co-ed ROTC program that focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The program is one of the Army's

contributions to assist America's youth to become successful students and productive adults, while fostering a more constructive and disciplined learning environment. The program places emphasis on drone operations, service learning, community service, and teen anti-drug efforts. Areas of study include, but are not limited to, leadership, academics, communications skills, health and physical fitness, drill and ceremony, and post-secondary educational and career exploration. Literacy strategies are integrated throughout the curriculum.

Course Description: Army JROTC LET IV is a co-ed ROTC program that focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The program is one of the Army's contributions to assist America's youth to become successful students and productive adults, while fostering a more constructive and disciplined learning environment. The program places emphasis on drone operations, service learning, community service, and teen anti-drug efforts. Areas of study include, but are not limited to, leadership, academics, communications skills, health and physical fitness, drill and ceremony, and post-secondary educational and career exploration. Literacy strategies are integrated throughout the curriculum.

JROTC Survival I/II

Grade Level(s): 9 -12

Prerequisites: Successful Completion of LET I

Length/Credit: Year/1.0

Course Number: 09907/8

Course Type: Regular

Fee: \$25 per year

NCAA: No

Course Description: JROTC Survival I focuses on two components: survival and leadership education. In the survival component the student examines and demonstrates theory of survival, navigation, and orienteering skills. In the leadership education component, the student examines and applies leadership qualities, traits, principles, and practices. Literacy skills are integrated throughout the course.

Course Description: JROTC Survival II continues to focus on the two components introduced in Survival I. In the survival component, the student masters the skills of wilderness survival in the areas of emergency medicine, search management, and rescue operations. In the leadership

Important Notes The student must comply with the JROTC grooming standards and uniform requirements; failure to do so may be cause for course failure. The student should be physically qualified to participate in a program that involves military drill and field trips to various locations around the city and the state. Other extracurricular and co-curricular activities are optional. JROTC program uniforms are provided at no cost to the student.

Military Skills I/II/III/IV

Grade Level(s): 9 -12

Prerequisites: MS I pre-req for II, III, IV.

Length/Credit: Year/1.0

Course Number: 09901-4

Course Type: Regular

Fee: \$25 per year

NCAA: No

Important Note: Cadets are required to enroll as a member of a competition team.

Course Description: Military Skills I introduce the cadet to fundamental skills necessary to compete against other cadets of the same or different services in competitions (e.g. drill, air rifle, color guard, and physical fitness) and/or public performances throughout the year. The student gains communication and leadership skills. Areas of emphasis include, but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.

Course Description: Military Skills II builds on the fundamental skills necessary to compete against other cadets of the same or different services in competitions (e.g. drill, air rifle, color guard, physical fitness) and/or public performances throughout the year. The cadet enhances his/her communication and leadership skills by filling entry level leadership positions. Areas of emphasis include but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.

Course Description: In Military Skills III the cadet acquires and applies higher level skills necessary to compete against the cadets of the same or different services in competitions (e.g. drill, air rifle, color guard, physical fitness) and/or public performances throughout the year. The cadet employs leadership skills and techniques by assisting, instructing, and supervising Level I and II cadets. Areas of emphasis include, but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.

Course Description: In Military Skills IV the cadet leads a team to compete against other cadets of the same or different services in competitions (e.g. drill, air rifle, color guard, physical fitness) and/or public performances throughout the year. The cadet employs leadership skills and techniques by

assisting, instructing, and supervising Level I, II, and III cadets. Areas of emphasis include, but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.



Science Electives

Anatomy & Physiology/Anatomy & Physiology Bilingual

Grade Level(s): 11-12

Length/Credit: Year/1.0

Fee: \$30.00

Prerequisites: Biology I and Chemistry I are highly recommended.

Course Description: Anatomy and Physiology is a survey course of study directed through the anatomical and physiological systems of humans. This laboratory course* is designed for the student interested in health occupations and in how the body works. The student explores the structure and function of systems and how each contributes to the complete homeostasis of the body, including integumentary, skeletal, muscular, nervous, circulatory, digestive, renal, respiratory, and reproductive. The student also participates in the examination of cells, histology, and basic chemistry as it applies to the study of physiology. Dissection is required for the anatomy portion of the course.

Course Number: 44115

Course Type: Regular

NCAA: Yes

Astronomy I

Grade Level: 10-12

Length/Credit: Year/1.0

Prerequisites: Successful Completion of Algebra I or Concurrent Enrollment in Algebra I

Course Description: This laboratory course* is designed to teach the student to develop a clear understanding of the universe, Milky Way, stars, solar system, and the Earth's position in these. The student studies the formation of the solar system, workings of the sun, comparison of planets, orientation and placement of the Earth in the Milky Way galaxy, formation of galaxies, theories about cosmology, the Big Bang, and the possibility of life in the universe. The history and development of astronomy, the major tools, including ground-based and space-based telescopes, spectroscopy, are investigated intensely. Astronomy uses algebra and geometry to support a deeper understanding of celestial mechanics, Kepler's and Newton's laws, and methods of measuring stars. The student studies the life cycles of stars, including stellar evolution, supernovae, neutron stars, and black holes. The student examines scientific thinking and practices and how science impacts individuals and society. Literacy strategies are integrated throughout the curriculum. A variety of labs, projects, field trips, and the use of the Internet supplement the class activities.

Course Number: 43131

Course Type: Regular

NCAA: Yes

AP Biology

Grade Level(s): 11-12

Length/Credit: Year/1.0

Prerequisites: Completion of Biology and Chemistry with a C or better is strongly recommended

Fee: \$30.00

Course Description: This laboratory course* is designed to be the equivalent of a college introductory biology course taken by biology majors. It is an intense course of study stressing strong study skills, critical thinking skills, and time management skills. Topics of study include molecules, cells, heredity, evolution, organisms, populations, and ecology. Laboratory work is strongly emphasized, including DNA biotechnology, biochemistry, and population dynamics. At the completion of this course, the student is strongly encouraged to take the AP exam. The student who demonstrates sufficient qualification on this exam may receive college level credit and advance to upper level course work in biology at the college level. The student is expected to complete some course assignments outside the school year (i.e., summer).

Important Notes: The College Board states that, "The AP Biology course is designed to be taken by students *after the successful completion of a first course in high school biology and one in high school chemistry* as well."

Course Number: 44131

Course Type: AP

NCAA: Yes

AP Chemistry

Grade Level: 11-12

Length/Credit: Year/1.0

Fee: \$30.00

Prerequisites: Successful Completion of Chemistry I and Algebra II is recommended

Course Description: This laboratory course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The student attains a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The student acquires the abilities to think clearly and to express his/her ideas orally and in writing, with clarity and logic. The student examines the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Laboratory work is strongly emphasized. At the completion of this course, the student is strongly encouraged to take the AP exam. The student who demonstrates sufficient qualifications on this exam may receive college level credit

Course Type: AP

Course Number: 44132

NCAA: Yes

and advance to upper level coursework in chemistry at the college level. Students earn a weighted grade for this course.

Important Note: AP Chemistry is a Chemistry 2 course, and is designed to be taken by students *after the successful completion of a first course in high school chemistry*.



Special Education

All students must have an IEP to enroll in the following classes through the Special Education programs. See the other department listings for department-specific information and course descriptions of electives listed on the grade-level registration course card. Students requiring minimum through maximum support hours will be placed in the appropriate group setting through the IEP process.

Small Group Instruction: Ability Pathway		
064FA 064FB 064FC 064FD	Functional Academics I/II/III/IV	These courses are available to those students following an ability pathway to the diploma. Placement is determined by the IEP Committee
064VP1 064VP2 064VP3 064VP4	Home/Community Living I/II/III/IV	
064VA 064VB 064VC 064VD	Vocational Skills I/II/III/IV	
064vG1 064vG2 064VG3 064VG4	Appl Life Skills I/II/III/IV	This course is designed to improve interpersonal skills by developing independence, self-confidence, socially acceptable behaviors, and the maintenance of relationships.
064VK1 064VK2 064VK3 064VK4	Social Adaption I/II/III/IV	
064FR 064Fs 064FT 064FV	Functional Reading	
0646A 0646B 0646C 0646D	Functional Math	

Small Group Instruction: Cross Cat Electives		
0620E 0620F 0620G 0620H	Study Skills I/II/III/IV	<p>These elective choices are based on IEP team recommendations.</p> <p>The study skills curriculum is designed to enhance the student's ability to process, store and recall information. These skills are taught directly and then applied to the content area courses the student is taking. The curriculum is particularly beneficial to students as they are included into general education courses and are increasingly more responsible for their own study and learning.</p> <p>Note taking, test taking and outlining skills are stressed. This is not a study hall</p>
06231 06232 06233 06234	Lit Strats I/II/III/IV	
06261 06262 06263 06264	Math Strats I/II/III/IV	
06251 06252 06253	Acad Ex I/II/III	Grades 10-12 only

CORE REPLACEMENT: Small Group Instruction		
0624A 06291 06292	English 9 SP ELD 9 ½ SP ELD 9 ¾	See course descriptions under Language Arts Department
0624B 06293 06294	English 10 SP ELD 10 ½ SP ELD 10 ¾	
0624C 06295 06296	English 11 SP ELD 11 ½ SP ELD 11 ¾	
0624D 06297 06298	English 12 SP ELD 12 ½ SP ELD 12 ¾	
062C1	Algebra I	See course descriptions under Math Department
062C3	Geometry	
062C2 <hr/> 062D2	Algebra II <hr/> Financial Literacy	
0622A	Health	See course descriptions under Science Department
062MD	Biology I	

062MM	Chemistry	
062MT	Physics	
062RD	World History-Geography	See course descriptions under Social Studies Department
062KC	US History-Geography	
0621A	Government	
062FA	Economics	
062RG	New Mexico History	
065PE	Adaptive P.E.	Placement by IEP committee

GIFTED EDUCATION PROGRAM

Gifted Health I / P.O.W.E.R (Gifted only)

Grade Level(s): 9

Length/Credit: Sem/0.5

Prerequisites: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).

Course Number: 063TF

Course Type: Special Ed

NCAA: No

Course Description: Philosophy of Wellness that Enriches Relationships (POWER) focuses on ‘real life’ problems. The student studies, analyzes, interprets, and evaluates universal topics. Components range from self-concept, self-analysis, nutrition, brain research, relationships, substance abuse, healthcare inequities, technology, mental, spiritual, physical, and sexual health. The themes woven throughout the course balance independent learning, interest development, communication, critical thinking, ethical reasoning, leadership, interpersonal skills, creativity, and problems solving. Based on their research, analysis, synthesis, and evaluation each student begins to develop their own philosophy for life. The small class size supports discussion, creativity, and higher-level thinking skills. This course seeks to promote positive relationships, accurate interpretation of alternative points of view, and the refinement of personal life management skills. Areas of focus are health promotion, behaviors, factors, and advocacy; career readiness; communication/expression; art; and math and science as inquiry with emphasis on problem solving, critical/creative thinking, and cooperation (teamwork). Literacy strategies are integrated throughout the course. The course is designed to meet the needs of the academically talented student, the student that needs organizational skills, the student leader, and the student needing to improve leadership skills. This class promotes student initiative, student interest development, and student communication.

Great Books I/II

Grade Level(s): 10-12

Length/Credit: Year/1.0

Course Number: 063GB/2

Course Type: Special Ed

NCAA: No

Important Notes: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).

Course Description: Great Books I is an elective course in which the student examines a variety of literature and texts considered to be relevant within the history of human thought. The student studies and considers a broad spectrum of themes and perspectives across a variety of traditional texts while making connections between themselves, his/her peers, and society. Although there may be a wide variety of supplemental and anticipatory activities, Great Books I combine Great Books materials and the Shared Inquiry™ method. The Great Books curriculum develops thinking and language together through interactive learning; develops oral language and literacy through appropriately challenging learning; draws on literature from many genres, time periods, and cultures; emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse; provides for literacy in all forms of media, embeds skills instruction in meaningful learning; teaches the strategies necessary for acquiring academic knowledge and attaining independence in learning; builds on the language, experiences, strategies, and interests that the student brings to school; and develops each student’s distinctive writing or speaking voice.

Course Description: Great Books II is an elective course in which the student builds on literary analysis and discussion skills from Great Books I in order to examine a wider variety of literature and relevant texts. The student is expected to develop skills for an increasing leadership role during discussion and text selection as well as to begin to examine sustained themes across increasingly more complicated texts. The student is also encouraged to expand the definition of relevant texts across cultures and non-traditional formats. The student studies and considers a broad spectrum of themes and perspectives across a variety of texts while making connections between themselves, his/her peers, and society. Although there may be a wide variety of supplemental and anticipatory activities, Great Books combines Great Books materials and the Shared Inquiry™ method. The

Great Books curriculum develops thinking and language together through interactive learning; develops oral language and literacy through appropriately challenging learning; draws on literature from many genres, time periods, and cultures; emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse; provides for literacy in all forms of media, embeds skills instruction in meaningful learning; teaches the strategies necessary for acquiring academic knowledge and attaining independence in learning; builds on the language, experiences, strategies, and interests that the student brings to school; and develops each student's distinctive writing or speaking voice.

Guided Study I/II**Grade Level(s): 10-12****Length/Credit: Year/1.0****Course Number: 063GH/I****Course Type: Special Ed****NCAA: No****Important Notes:** The student must currently be receiving gifted services through an Individualized Education Plan (IEP).**Course Description:** The teacher recognizes that the characteristics of successful guided study students include the motivation, commitment, organizational skills, and academic skills necessary to work somewhat independently. As necessary, the teacher assists motivated and committed students in strengthening their organizational and academic skills so they can work independently, meets daily in the class setting to provide needed instruction, adequately judge student progress, and make appropriate modifications on student progress, and provides supports for parents/guardians, and other responsible adults who are consulted and/or work with guided study students.

The student designs a Guided Study program so he/she explores and acquires a strong knowledge base in an area of individual interest; exercises independence in learning; develops basic research skills and study skills; develops skills specific to an area of individual interest; develops a variety of presentation and communication skills; develops critical thinking and problem solving skills; explores career fields of individual interest; develops goal setting and decision making skills; and practices time management and organizational skills.

Gifted Academic Career Experience (Gifted ACE) I/II**Grade Level(s): 10-12****Length/Credit: Year/1.0****Course Number: 0631G/0632G****Course Type: Special Ed****NCAA: No****Important Notes:** The student must currently be receiving gifted services through an Individualized Education Plan (IEP).**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.**Important Notes:** The student must currently be receiving gifted services through an Individualized Education Plan (IEP). This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Standards and skills are acquired through course and/or work experiences and demonstrated in a cumulative ACE portfolio. Minimum requirements are documentation of time sheets, evaluation, work site agreement, and proof of APS insurance where applicable**Contemporary Issues I/II****Grade Level(s): 9-12****Prerequisites: Contemp. Issues I pre-req. for Contemp. Issues II****Length/Credit: Year/1.0****Course Number: 063GC/D****Course Type: Special Ed****Fee:****NCAA: No****Important Notes:** The student must currently be receiving gifted services through an Individualized Education Plan (IEP).**Course Description:** The Gifted Contemporary Issues I class is a Social Studies elective course designed to provide the student with an up-to-date view of the world around him/her. Emphasis is placed on an analysis of real-world issues, which have a direct impact on students' lives. The student focuses on improving geographic knowledge, reading, writing, and vocabulary skills as a means for understanding important issues and communicating facts, his/her ideas, and opinions to others. The curriculum framework contained in this document identifies learner outcomes, suggested classroom illustrations, and suggested valuation/assessment activities.**Course Description:** The **Contemporary Issues II** class is a gifted elective course designed to provide the student with an up-to-date view of the world around them. Emphasis is placed on an analysis of real-world issues, which have a direct impact on students' lives. In Contemporary Issues II the expectation is that the student has experience with the Problem-Solving Model and is able to choose topics that are more global, complex, or controversial. The student focuses on improving geographic knowledge, reading, writing, and vocabulary skills as a means for understanding important issues and communicating facts, his/her ideas, and opinions to others. The curriculum framework contained in this document identifies learner outcomes, suggested classroom illustrations, and suggested valuation/assessment activities.

Indian Education's Indigenous Education Programs will now be offered at Albuquerque High School. Students who enroll in a course will be able to take the CEC buses that are offered at their home school.

NATIVE AMERICAN STUDIES & GOVERNMENT / ECONOMICS

Grades: 9th, 10th, 11th, 12th

Prerequisites: None

Additional requirements: none

Fees: None

Dual Credit: No

This course offers both Government and Economics credit and meets the APS graduation requirement and state content standards. The course teaches Government and Economics through a Native American perspective. Government (Fall Semester w/Native Studies I) is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American and Native American (Tribal) 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 dual citizen and how to exercise them as well as experience the political process at local state, tribal, and national levels of governments. Economics (Spring Semester w/Native Studies II) is a semester course with an emphasis on the allocation of scarce resources and the economic reasoning used by government agencies, Native American tribes, 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. Native American Studies I (Fall semester with Government) and Native American Studies II (Spring semester with Economics) - A general survey course that traces the cultural and historical development of Native American nations from pre-history to present. Additional Course Information: *Students receive 1.5 credits per semester for these classes. These classes cannot be split up and must be taken together to receive credit. Session / Days / Times Course Length Credit Information Session II Mon thru Fri • 1:40-3:10 pm Full Year 1.5 credits per semester Fall semester: Government / Native Studies I Spring semester: Economics / Native Studies II

NATIVE AMERICAN LEADERSHIP AND PERFORMING ARTS

Grades: 10th, 11th, 12th

Prerequisites: None

Additional requirements: None

Fees: None

Dual Credit: No

Native American Leadership is an advanced Native American Studies (NAS) course designed for students who take an additional interest in the Native American Performing Arts. This course is designed to give a thorough and in depth look at contemporary and traditional forms of Native American leadership and government. It allows students to explore performing arts by applying music and leadership to the knowledge learned in previous NAS classes by asserting and demonstrating leadership, motivational, and skills-building techniques. Expectations are high as students are required to head school and community project planning committees, present information to a variety of audiences using various mediums and technologies (e.g., video, power point, poster boards), and communicate and engage with local Native American organizations. Native American Classes 48 Session / Days / Times Course Length Credit Information Session IIIA Mon & Wed • 3:10-5:10 pm *Students will be expected to participate in after-school events and activities. Full Year 1.5 elective credits per semester

NAVAJO HISTORY AND GOVERNMENT

Grade: 12th

Prerequisites: A CIB and a 506 Form on file with Indian Education Department

Additional requirements: None

Fees: None

Dual Credit: No

Navajo History and Government will offer the history and government of the Navajo Nation. Major historical themes include the Navajo Creation story, Navajo Long Walk, Stock Reduction, and the Navajo Code Talkers. Major government themes will include the traditional Navajo leadership, the Navajo Treaty of 1868, the evolution of the Navajo Nation Chapters, evolution of the Navajo Tribal Council, and the Navajo government today. Curriculum is developed by the Navajo Nation Office of Dine' Culture, Language and Community Services and is designed to qualify Navajo Nation students for the Chief Manuelito Scholarship. Additional Course Information: This class does NOT count for Govt credit for graduation purposes. Session / Days / Times Course Length Credit Information Session IA M, Tu & Th: Monday • 8:40-10:00 am Tues & Thurs • 8:40-11:00 am Fall -OR- Spring semester 0.5 elective credit per semester

NAVAJO LANGUAGE I / II

Grades: 10th, 11th, 12th

Prerequisites: Students taking Navajo II must have a passing grade in Navajo I. Students also must be enrolled in a federally recognized tribe and have a 506 and CIB data on file with the district.

Additional requirements: None

Fees: None

Dual Credit: Yes - IAIA

Would you like to learn a language spoken by grandparents, parents, and tribal leaders? This class teaches students to read and write Navajo and opens doors to understand Southwestern culture: • This class will allow students to study Navajo culture, traditions, and language. • Successful completion of both classes will qualify students for the district and state bilingual seals. • This class satisfies the language requirement to be eligible for the Chief Manuelito Scholarship, which is given only to eligible Navajo students who have taken a Navajo class. Students also need 0.5 credit of Navajo Government and a 3.0 GPA. Navajo I (IAIA NAVJ101*): Introduces students to the basic skills – listening and speaking – and to the basic structures of Navajo taught within the cultural context. Areas of study include expression, comprehension, language and culture, language functions, connections and personal applications. Emphasis is placed on listening and speaking, communication skills, and cultural activities. 49 Navajo II (IAIA NAVJ102*): Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Navajo II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Navajo 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. Additional Course Information: IAIA Dual Credit may be available, but is not guaranteed.** IAIA Dual Credit is a possibility for

NAVAJO LANGUAGE III / IV Grades: 10th, 11th, 12th

Prerequisites: Successfully completed Navajo I and II. Students also must also be either enrolled in a federally recognized tribe with a CIB on file or of tribal descent and have a completed 506 on file with the district.

Additional requirements: None

Fees: None

Dual Credit: Yes - IAIA

Navajo III is an intermediate Navajo language course for students with previous exposure (e.g. Navajo I and Navajo II). This class will focus on the continued development of all four language skills (speaking, listening, reading, writing), with an emphasis on listening and speaking. The goal of this course is to develop Navajo language skills to be able to communicate at the intermediate level (low-mid). The course will use a communicative approach for students to learn about the fundamentals of conversation, vocabulary, and grammar. Lessons are enhanced with learning opportunities that connect families, community and school. Navajo IV is a continuation of NAVAJO III and builds on those concepts. This class continues to focus on the continued development of all four language skills (speaking, listening, reading, writing), with an emphasis on listening and speaking. The goal of this course is to develop Navajo language skills to be able to communicate at the intermediate level (high). The course will use a communicative approach for students to learn about the fundamentals of conversation, vocabulary, and grammar. Students at this level are fully immersed with learning opportunities that connect families, community and school to prepare for the APS and State Bilingual Seals. Includes a portfolio and essay component.

SHIWI'MA BENA:WE / ZUNI LANGUAGE I / II

Grades: 10th, 11th, 12th

Prerequisites: Students will be an enrolled member of the Pueblo of Zuni and have a 506 and a CIB document on file with the APS Indian Education Department. Students taking Zuni II will have successfully completed Zuni I.

Additional requirements: None

Fees: None

Dual Credit: Yes - IAIA

Would you like to learn a language spoken by your grandparents, parents, and tribal leaders? Zuni language classes reconnect students to their families and communities. Zuni students will: • Be immersed in listening, speaking, reading, and writing the Zuni language. • Successfully complete Zuni I and II language classes and qualify for the APS Indian Education Department's Native American Bilingual Seal and state bilingual seal. Zuni I: introduces students to the basic skills – listening and speaking – and to the basic structures of Zuni taught within the cultural context. Areas of study include expression, comprehension, language and culture, language functions, connections and personal applications. Emphasis is placed on: • Listening, and speaking • Communication skills • Cultural activities Zuni II: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Zuni II continues the focus on the basic language skills and proceeds to an intermediate level of listening, speaking, reading, and writing as well as encouraging deeper appreciation of the Zuni language and culture. 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 academic, personal, and Zuni language activities.

**2025-2026
ALBUQUERQUE HIGH
AVID APPLICATION**

Name_____

Date _____

Current Grade Level_____

Birth Date_____

Parent/Guardian Name _____

Address _____

Home Phone_____

Work Phone _____

Are you willing to take AVID all year as ONE OF YOUR electives? _____

Do you and your parents understand that parent participation is an essential part of your success and the success of the program?

Please read and sign the Terms of Agreement for Enrollment in AVID and submit with this application.

For more information, please call Randi Banach at 843-6400 ext. 20137

Thank you!

I agree to enroll in the AVID class for the entire 9th or 10th grade academic year. I

agree to take notes in all my core subject areas as required in AVID

I agree to keep my binder organized as required by AVID.

I agree to maintain good attendance and be punctual for all my classes.

I agree to participate fully in tutorials as required by AVID.

I agree to participate in field trips, college visitation and other AVID activities.

I agree to keep my parents fully informed of AVID program activities.

I agree to complete all my assignments in all classes including AVID.

I agree to ask for help, talk to my AVID teacher or counselor if necessary.

I agree to keep a positive attitude and be enthusiastic about preparing for college.

(Student Signature)

(Parent/Guardian Signature)

2025/2026 Albuquerque High School **Student Leadership (Senate) Application**

Name: _____

Current Grade: _____ Student ID: _____

Email: _____

Student Leadership, or Senate, is responsible for putting on school functions and helping around our school and surrounding community. As Senators, we represent the students at AHS and are expected to set good examples for the rest of the Student Body. Senate meets during zero hour three times a week and requires hours outside of class. Although Senate is a commitment, it is really fun to be involved in your school and to help serve others.

Interest Survey

Please rate the following based on your preference: (1=not interested, 2=possibly interested, 3=really interested, 4=absolutely love)

_____ speaking on the mic in front of large crowds, getting students pumped up and excited at games, creating pictures/videos of all activities, etc

_____ planning staff, student and athletic recognitions, community service, campus clean-up, encouragement campaigns, etc

_____ decorating for dances, athletic events, and assemblies; creating signs, posters, informational flyers for activities/events; decorating bulletin boards around campus

_____ creating spirit weeks throughout the year, fun Friday activities, lunchtime activities, rallies, creating school spirit, etc.

Are you willing to work and improve on activities that you marked as a 1? _____

Why do you want to join Senate? _____

If selected to be an AHS Senator, you must agree to uphold the following terms and conditions for your elected membership: Maintain a 2.0 GPA with no F's per 6-week grading period, demonstrate exemplary behavior in and out of school, make an effort to attend ALL Student Senate meetings, Student Senate events and fundraisers, and to perform ALL Student Senate duties and assignments.
