

**Cibola High School**  
**“Home of the Cougars”**  
**2025-2026 Course Catalog**



**Pride of the West**



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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

# **CIBOLA HIGH SCHOOL**

## **“HOME OF THE COUGARS”**

FROM THE PRINCIPAL

Dear Cougar Students and Families,

Cibola High School is proud to offer a vast array of courses to meet the needs of all of our students. High school is a time for students to explore their interests, challenge themselves to learn at a high level, and start preparing for college and the world of work. As you consider your student's class selections for next school year, we encourage you to reflect on several points:

- What level of challenge do you want for your child? Will they try honors or AP courses? Do they need a foreign language for college admissions? Will they participate in work-study and get a job outside of school?
- What interests them? Are they involved in sports? Do they love math and science? Do they want to learn to play an instrument, participate in a play, or create art? Are they hands-on learners? Allow them to try new things or get involved with something they are passionate about.
- What careers might your student want to pursue? Do they want to participate in JROTC? Are they interested in a science, technology, or engineering career? Have they shown interest in cooking, writing, publishing, or fixing a car? Consider what classes might let them develop new skills that can carry over into a career.
- What would a balanced schedule look like for your child? Will they join extracurriculars or have after-school activities? Do they work to bring in extra income? Consider what their overall time commitment will be throughout the year.

All of these considerations will help set students on their unique pathway to success. High school is a special time for our children as they transition into young adulthood, so encourage them to try out something new, become experts at something they love, and prepare for life in college and careers.

With Cougar pride,

Kim Finke, Principal



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## **GENERAL INFORMATION**

### **SCHOOL INFORMATION**

Cibola High School is one of thirteen comprehensive high schools and 8 Schools of Choice in the Albuquerque Public School district with approximately 1,600 students in grades nine through twelve.

### **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 the school and bring a transfer approval to be able to enroll in classes. Contact the Student Services Open Enrollment Office at 855-9040 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 16.

### **TRANSFER STUDENTS**

Students entering from school situations other than APS must provide official documentation (an official transcript) of grades and credit earned. When a student transfers from one APS high school to another within ten (10) school days of the end of the semester, the sending school shall be responsible for that semester's grades. It is the responsibility of the student to make the necessary arrangements to complete all work. The transcript of the sending school should reflect the semester grades in all subjects. The sending school should make every effort to discourage transfers in the last 10 days of a semester. Students from a non-accredited school will receive credit on a pass/fail basis per APS procedural directives. Students who have been home-schooled and non-accredited schools 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.

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

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

### SCHOOL SCHEDULE

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 8:40-9:21	1 8:40-9:29	1 8:40-9:29	1 8:40-9:29	1 8:40-9:29
2 9:28-10:09	2 9:36-11:18	3 9:36-11:18	2 9:36-11:18	3 9:36-11:18
3 10:16-11:01				
4 11:43-12:14	4 11:25-1:04	5 11:25-1:04	4 11:25-1:04	5 11:25-1:04
5 12:24-1:13				
Lunch (Monday 1:19-1:49; Tues-Fri 1:09-1:39) 30 min.				
6 1:56-2:37	6 1:46-3:25	7 1:46-3:25	6 1:46-3:25	7 1:46-3:25
7 2:44-3:25				

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

**If the student is not successful after implementation of a support plan, the student *or* teacher may make a request to the curriculum assistant, no later than the end of the first 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 4<sup>th</sup> week of the semester.
- The student will be transferred to the level of the course that is appropriate for his/her academic skill level\* or courses that fulfill a graduation requirement (e.g.; Algebra I will replace Honors Algebra I, English 9 will replace Honors English 9, Chemistry I will replace AP Chemistry).
- When examining transfer options, class load maximums cannot be violated.
- The grade that the student earned in the course at the time of withdrawal will transfer to the new course. The transfer grade will not be weighted if the grade was from an AP or honors course.

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

## **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 Entering Freshmen 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 graduates (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](mailto: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](mailto: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 12<sup>th</sup>-grade year in a transition plan for a post-secondary or career related future.

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

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

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

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

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

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

This waiver applies only to students enrolling as freshmen in 2017-2018 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**

### **NCAA ELIGIBILITY**

<b>Division I</b>	<b>Division II</b>
<b>4</b> years of English <b>3</b> years of Math (Algebra 1 or higher) <b>2</b> years of Science (1 year of lab if offered) <b>1</b> year of additional English, Math or Science	<b>3</b> years of English <b>2</b> years of Math (Algebra 1 or higher) <b>2</b> years of Science (1 year of lab if offered) <b>3</b> years of additional English, Math or Science

<b>2 years of Social Science</b> <b>4 years of Additional courses</b> (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 <b>2.300</b>	<b>2 years of Social Science</b> <b>4 years of Additional courses</b> (any area above, foreign language or comparative religion/philosophy) Earn a core-course GPA of at least <b>2.200</b>
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### 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](http://www.aps.edu) (On the APS home page, in the red rectangle entitled "Students," click on "Summer Programs" and follow the links.), or contact the Summer Program staff for more information: (505) 855-9870.

### **APS MAGNET SCHOOLS**

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

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

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

The Career Enrichment Center (CEC) offers APS-approved classes to students enrolled in 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](http://cec.aps.edu).

**Student Profile:** CEC's programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. 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](http://cec.aps.edu). Prerequisites and recommendations for specific courses can also be found on our website at [cec.aps.edu](http://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](http://cec.aps.edu/eca). Students and families can access the application and admissions process and timeline at [cec.aps.edu/eca](http://cec.aps.edu/eca).

## **eCADEMY High School**

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

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

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

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

**Part-Time/Concurrent Program Features:** All of these courses at eCADEMY High School are offered online using Edgenuity. eCADEMY teachers are available on site at each traditional high school for students needing additional help from a highly qualified eCADEMY teacher during 5th, 6th and 7th periods. Courses can be taken as credit recovery, credit enhancement or credit advancement with priority given to seniors. Students enroll through their counselor at their high school in up to 2 classes at a time. There is a non-refundable registration fee of \$25 per semester if the student takes the class outside of the school day. Students may be enrolled in eCADEMY lab during their school day at their home high school and will not be charged the \$25 fee.



**Full-Time/BlendED Program Features:**

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

**Full-Time/Independent Program Features:**

eCADEMY High School provides a full-time online learning option for students and families who need more flexibility in their educational schedule. All courses, core and elective, are taught through Edgenuity. Students complete their courses asynchronously, with support from qualified teachers in each subject. There is a \$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](http://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 2<sup>nd</sup> St. NW, Albuquerque, NM 87107, (505) 468-7223**

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

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

# 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 47-48** 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 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.

**Course Number:** 25058

**Course Type:** AP

**Fee:** None

**NCAA:** Yes

## **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 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.

**Course Number: 25064**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

## **AP Research**

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

**Prerequisite: AP Seminar**

**Length/Credit: Year/1.0**

**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.

**Course Number :55522**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

## **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 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.

**Course Number: 24541**

**Course Type: Regular**

**Fee: None**

**NCAA: No**

### **College Prep Composition**

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

**Prerequisite: English 11**

**Length/Credit: Semester/.5**

**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.

**Course Number: 24531**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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**

**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).

**Course Number: 22037**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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**

**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.

**Course Number: 21533**

**Course Type: Regular**

**NCAA: Yes**

## **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.

**Course Number:** 21542

**Course Type:** Regular

**NCAA:** Yes

## **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.

**Course Number:** 205358

**Course Type:** Regular

**NCAA:** No

## **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 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

**Course Number:** 22072

**Course Type:** Regular

**NCAA:** Yes

## **ELD – Level I/II**

**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.

**CourseNumber(s):**2055A/2055B

**Course Type:** Regular

**NCAA:** not currently approved

## **ELD – Level III/IV**

**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 11<sup>th</sup> 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 9<sup>th</sup>, 10<sup>th</sup>, or 12

**Course Number(s):** 2055C/2055D

**Course Type:** Regular

**NCAA:** not currently approved



grade).

## **Mathematics**

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

### **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 Number: 35040**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

**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.

## **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 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: 36040**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

## **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**

**Course Description:** 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****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: 3804B****Course Type: Regular****Fee: None****NCAA: Yes****AP Pre-Calculus****Grade Level(s): 10-12****Prerequisite: Algebra I, Geometry, Algebra II****Length/Credit: Year/1.0**

**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.

**Course Number: 38052****Course Type: AP****Fee: None****NCAA: Yes****AP Pre-Calculus Bilingual****Grade Level(s): 10-12****Prerequisite: Algebra I, Geometry, Algebra II****Length/Credit: Year/1.0**

**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.

**Course Number: 38052b****Course Type: AP****Fee: None****NCAA: Yes****Transition to College Math****Grade Level(s): 11-12****Prerequisite: Algebra I, Geometry, Algebra II****Length/Credit: Year/1.0**

**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.

**Course Number: 38010****Course Type: Regular****Fee: None****NCAA: No****Transition to College Math Bilingual****Grade Level(s): 11-12****Prerequisite: Algebra I, Geometry, Algebra II****Length/Credit: Year/1.0**

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.

**Course Number: 38010b****Course Type: Regular****Fee: None****NCAA: No**

**Financial Literacy****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: 38011****Course Type: Regular****Fee: None****NCAA: No****Distance Education Financial Literacy****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: 38011DE****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

**Course Number: 38022****Course Type: AP****Fee: None****NCAA: Yes**

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.

### **Calculus**

**Grade Level(s): 11-12**

**Prerequisite: Algebra I, Geometry, Algebra II**

**Length/Credit: Year/1.0**

**Course Number 38051**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

**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, 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**

**Length/Credit: Year/1.0 Credit**

**Grade Level(s): 11-12**

**Course Number: 66150**

**Course Description:** 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.

## **Science**

<b>Year</b>	<b>Recommended Courses</b>
<b>Freshmen</b>	<b>Strand A:</b> Biology I Biology I Bilingual AP Biology (recommended after successful completion of Biology I)
<b>Sophomores</b>	<b>Strand B:</b> Chemistry I (recommended <i>after</i> successful completion of Algebra I) Chemistry I Bilingual AP Chemistry (recommended after successful completion of Chemistry I)
<b>Juniors</b>	<b>Strand C:</b> Physics I Physics I Bilingual AP Physics I AP Physics I Bilingual
<b>Seniors</b>	<b>Optional Science Electives: Check your school's offerings</b> 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**

**Course Number:** 44131



**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 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**

**Grade Level(s):** 11-12

**Length/Credit:** Year/1.0

**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.

**Course Number:** 43111

**Course Type:** Regular

**NCAA:** Yes

## **Physics I Bilingual**

**Grade Level(s):** 11-12

**Length/Credit:** Year/1.0

**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.

**Course Number:** 43111B

**Course Type:** Regular

**NCAA:** Yes

## **AP Physics I**

**Grade Level(s):** 11-12

**Length/Credit:** Year/1.0

**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.

**Course Number:** 43171

**Course Type:** AP

**NCAA:** Yes

## **Social Studies**

### **Personal Financial Literacy (backed with Health)**

**Grade Level(9):** Grad Standard Year 2029

**Length/Credit:** Semester/0.5

**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

**Course Number:**15017

**Course Type:** Regular

### **New Mexico History**

**Grade Level(s):** 10-12 Grad Standard Years 2025-2028

**Length/Credit:** Semester/0.5

**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.

**Course Number:** 10043

**Course Type:** Regular

**NCAA:** Yes

### **New Mexico History Bilingual**

**Grade Level(s):** 10-12

**Length/Credit:** Semester/0.5

**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.

**Course Number:** 10043B

**Course Type:** Regular

**NCAA:** Yes

### **World History/Geography**

**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:** 12019

**Course Type:** Regular

**NCAA:** Yes

### **World History/Geography Bilingual**

**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:** 12011B

**Course Type:** Regular

**NCAA:** Yes

**AP World History/Geography****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 Number: 12013****Course Type: AP****NCAA: Yes****AP World History/Geography Bilingual****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 Number: 1201B****Course Type: AP****NCAA: Yes****US History/Geography****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: 11011****Course Type: Regular****NCAA: Yes****US History/Geography Bilingual****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: 11011B****Course Type: Regular****NCAA: Yes**

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

**Grade Level:** 12

**Length/Credit:** Semester /0.5

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

**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.

**Course Number:** 13011DE

**Course Type:** Distance Ed

**NCAA:** Yes

## **Government Bilingual**

**Grade Level:** 12

**Length/Credit:** Semester /0.5

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

**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.

**Course Number:** 1301B

**Course Type:** Regular

**NCAA:** Yes

## **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 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.

**Course Number:** 13016

**Course Type:** AP

**NCAA:** Yes

## **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 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

**Course Number:** 13016B

**Course Type:** Regular

**NCAA:** Yes

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**

**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: 15011**

**Course Type: Regular**

**NCAA: Yes**

### **Distance Education Economics**

**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: 15011DE**

**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)**

**Grade Level(s): 9**

**Length/Credit: Semester/0.5**

**Course Number: 48010**

**Course Type: Regular**

**NCAA: Yes**

**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.

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

**Grade Level(s): 9**

**Length/Credit: Semester/0.5**

**Course Number: 063TF**

**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**

**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 Number:**90000

**Course Type:** Regular

### **Marching Band I**

**Grade Level(s):** 9

**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.

**Course Number:**7303F

**Course Type:** Regular

### **Lifetime Sports I**

**Grade Level(s):** 9

**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.

**Course Number:**90100

**Course Type:** Regular

### **Team & Individual Sports I**

**Grade Level(s): 9**

**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.

**Course Number:90160**

**Course Type: Regular**

### **Weight Training I**

**Grade Level(s): 9**

**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.

**Course Number:90421**

**Course Type: Regular**

### **Yoga I**

**Grade Level(s): 9**

**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.

**Course Number:90450**

**Course Type: Regular**

### **Aerobics/Body Conditioning I**

**Grade Level(s): 9**

**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.

**Course Number:90446**

**Course Type: Regular**

### **Baile Folklorico I**

**Grade Level(s): 9**

**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.

**Course Number:61040**

**Course Type: Regular**

## **Interscholastic Athletics**

**Grade Level(s): 9**

**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 Number: 9241A-M**

**Course Type: Regular**

## **Marine Corps JROTC**



*The MCJROTC program consists of five major subject areas: Leadership, Citizenship, Personal growth and Responsibility, Public Service and Career Exploration, General Military Subjects.*

*Voluntary activities include: Armed Drill team, Unarmed Drill Team, Physical Fitness Team, Rifle Marksmanship Teams, Color Guards, Community Service Projects, Orientation trips.*

*Statewide inter-JROTC competitions, such as: Volleyball, Football, Softball, Basketball, and Bowling.*

*Focus: College bound, learn good study habits and self-discipline necessary to succeed at a university level, become eligible for scholarships and academy appointments not available to non-ROTC students, work bound, learn discipline, acquire good personal work habits, build self-confidence, responsibility, leadership traits, military bound, learn skills and organization, discipline, advanced placement in any branch of service which can mean up to \$8,000 additional pay during a four-year enlistment.*

**PE GRADUATION REQUIREMENT WAIVER FOR MARCHING BAND AND J.R.O.T.C. SEE PAGE 15 AND/OR PAGE 102**

### **Eligibility for the MCJROTC Program:**

*At least fourteen years of age*

- ***MUST WEAR THE UNIFORM ONE DAY A WEEK (ALL UNIFORMS ARE PROVIDED) & COMPLY WITH MARINE CORPS GROOMING STANDARDS***

## **Marine Corps JROTC LE I**

**Course Number: 09701**

**Lab Fee: \$25.00 per year**

**Prerequisites: None**

**Length/Credit: One Year for 1.0 Practical Arts or Elective Credit**

**Grade Level(s): 9-12**

*The student must comply with Marine Corps 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. Marine Corps JROTC LE I is a co-ed introductory course covering basic military terminology, essential subjects, leadership, academics, communication skills, health, physical fitness, drill and ceremony, and postsecondary exploration. Literacy strategies are integrated throughout the curriculum.*

## **Marine Corps JROTC LE II**

**Course Number:** 09702

**Lab Fee:** \$25.00 per year

**Prerequisites:** Successful completion of Marine Corps JROTC LE I

**Length/Credit:** One Year for 1.0 Practical Arts or Elective Credit

**Grade Level(s):** 10-12

*The student must comply with Marine Corps 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.* Marine Corps JROTC LE II covers the same major areas as LE I, but is more advanced, covering the areas in more detail. Emphasis is on practical application of leadership tenets, philosophy, and techniques as demonstrated by performing duties in specific billets and staff assignments. Literacy strategies are integrated throughout the curriculum.

## **Marine Corps JROTC LE III**

**Course Number:** 09703

**Lab Fee:** \$25.00 per year

**Prerequisites:** Successful completion of Marine Corps JROTC LE II

**Length/Credit:** One Year for 1.0 Practical Arts or Elective Credit

**Grade Level(s):** 11-12

*The student must comply with Marine Corps 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.* Marine Corps JROTC LE III is the third year of a four year curriculum. The student hones his/her skills from LE I and II and prepares for a post-secondary education (e.g., college, trade, military). Emphasis is on leadership training and leadership application. The student conducts training for LE I and II students, inspects and evaluates junior cadets, plans and conducts special events, and develops etiquette and positive behaviors for the workplace. Literacy strategies are integrated throughout the curriculum.

## **Marine Corps JROTC LE IV**

**Course Number:** 09704

**Lab Fee:** \$ 25.00 per year

**Prerequisites:** Successful completion of JROTC LE III

**Length/Credit:** One year for 1.0 Practical Arts or Elective Credit

**Grade Level:** 12

*The student must comply with Marine Corps 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.* LE IV is the culmination of a cadet's Leadership Education studies. It is a year when he/she really brings together all his/her previous learning experiences in the MCJROTC program. The LE IV cadet continues to be challenged academically and physically with independent studies and specialized projects. Areas of emphasis are leadership, communication skills, drill and ceremonies, and career exploration. Literacy strategies are integrated throughout the curriculum.

## **Military Skills I**

**Course Number:** 09901

**Lab Fee:** None

**Prerequisites:** Concurrent Enrollment in LE 1 or instructor approval

**Length/Credit:** One Year for 1.0 Practical Arts or Elective Credit

**Grade Level(s):** 9-12 (offered zero hour or eighth hour)

*Enrollment in this course is limited to the student who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition.*

Military Skills I introduces 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, 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.

## **Military Skills II**

**Course Number:** 09902

**Lab Fee:** None

**Prerequisites:** Successful completion of Military Skills I & Concurrent Enrollment in LE II or Instructor Approval

**Length/Credit:** One Year for 1.0 Practical Arts or Elective Credit

**Grade Level(s):** 10-12 (offered zero hour or eighth hour)

*Enrollment in this course is limited to the student who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition.*

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.

## **Military Skills III**

**Course Number:** 09903

**Lab Fee:** None

**Prerequisites:** Successful completion of Military Skills II & Concurrent Enrollment in LE III or Instructor Approval

**Length/Credit:** One Year for 1.0 Practical Arts or Elective Credits

**Grade Level(s):** 11-12 (offered zero hour or eighth hour)

*Enrollment in this course is limited to the student who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition.*

In Military Skills III the cadet acquires and applies higher level 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 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.

## **Military Skills IV**

**Course Number:** 09904

**Lab Fee:** None

**Prerequisites:** Successful completion of Military Skill III & Concurrent Enrollment in LE IV or Instructor Approval

**Length/Credit:** One Year for 1.0 Practical Arts or Elective Credit

**Grade Level:** 12

*Enrollment in this course is limited to the student who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition.*

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.

Course	Albuquerque	Atrisco	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	Artesco	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	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

## **Language Arts Elective Courses**

### **AP Capstone: Seminar**

**Course Number: 55521**

**Prerequisite: English 10 or English 10 Honors**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 11**

**Course Description:** AP Seminar is a college-level course that engages the student in exploring complex academic and real-world issues through cross-curricular discussions and analysis. This course emphasizes developing essential skills in investigation, research, and critical thinking as the student learns to analyze arguments, evaluate diverse perspectives, and synthesize information from multiple sources. Throughout the course, the student will work individually and in groups to communicate ideas effectively. AP Seminar builds fluency with college- and professional-level reading materials, and serves as a prerequisite course for AP Capstone: Research, which further extends these skills into independent research projects. Students work individually and in groups to communicate ideas effectively. Taking the AP exam is encouraged for all participants, and successful completion of the exam may earn college credit.

### **Communication Skills**

**Course Number: 20582**

**Prerequisite: None**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** This course is designed to enhance the student's ability to effectively express ideas and engage in meaningful interactions across a variety of settings. It focuses on essential skills such as active listening, public speaking, interpersonal communication, and persuasive messaging. Through a variety of activities, the student will develop confidence and professionalism in verbal and non-verbal communication. Emphasis is placed on adapting language and tone for different audiences, resolving conflicts constructively, and using digital tools for presentations. By building these practical skills, the course prepares the student for success in both academic and real-world environments.

### **Creative Writing I**

**Course Number: 24540**

**Prerequisite: Successful completion of English 9**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** Creative Writing is a course that immerses the student in the art of crafting original works in genres such as fiction, poetry, drama, and creative nonfiction. Throughout the course, the student will explore voice, style, and storytelling techniques while developing a personal portfolio that reflects their growth and versatility as a writer. Additionally, the student will take an active role in the school's literary magazine, gaining hands-on experience in editorial and production processes, including peer review, revision, and publication design. By the end of the course, the student will have a polished body of work and practical experience in literary production, preparing them for both creative and professional writing endeavors.

### **Music as Literature**

**Course Number: 24040**

**Prerequisite: Successful completion of English 9**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** In Music as Literature, the student explores how song lyrics reflect, influence, and engage with the social and political values of different time periods. Through the interpretation and evaluation of songs and their cultural significance, the student analyzes the role of music in society, examining how it is shaped by and contributes to larger historical and cultural forces. The course encourages critical thinking, questioning, and reflection through journals, peer collaboration, personal interpretation, and performance-based assessments. The knowledge and skills gained in this course are applicable to pathways in the Performing Arts, Journalism, and Broadcasting, particularly within the Arts, Audio-Video Technology, and Communications career clusters.



## **Newspaper I**

**Course Number: 24001**

**Prerequisite: None**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** In *Newspaper I*, the student is introduced to the basics of journalism and online media production. The course emphasizes foundational journalistic skills such as writing, editing, researching, and digital content creation, alongside essential teamwork and collaboration skills. The student will contribute to *The Golden Word* by creating digital content for the school's online newspaper, gaining experience in planning, decision-making, and meeting deadlines. Areas of focus include writing articles, photography, video production, basic design, and website management, all under the guidance of more experienced students and the teacher/advisor. The student will learn to navigate the process of producing an online publication while participating in group activities and project-based work.

## **Newspaper II**

**Course Number: 24002**

**Prerequisite: Newspaper I**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** In *Newspaper II*, the student builds upon the skills developed in *Newspaper I* and gains more specialized knowledge in one or more areas of online media production. Students refine their skills in writing, editing, photography, video production, and content management for *The Golden Word*, with an emphasis on storytelling for a digital audience. The student also takes on more responsibility in group processes, including decision-making, time management, and meeting publication deadlines. As part of the staff, students are encouraged to mentor newer members and take on leadership roles. The student will develop deeper expertise in areas such as editorial oversight, multimedia production, and online content strategy, contributing to the ongoing creation of digital content for the school and community.

## **Newspaper III**

**Course Number: 24003**

**Prerequisite: Newspaper II**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**Course Description:** In *Newspaper III*, the student takes on a more significant leadership role, honing skills in writing, editing, and content strategy for an online publication. As a staff leader, the student may serve as an editor, section leader, or mentor, coordinating the production of online content and overseeing the editorial process. The student is responsible for long-term planning, enforcing editorial standards, and ensuring that deadlines are met across multiple teams, including writers, photographers, videographers, and digital designers. Leadership skills are further developed through the organization of group projects, the refinement of digital publishing processes, and the continuous monitoring of content quality. The student will lead discussions on editorial direction and collaborate with the teacher/advisor to maintain the publication's vision.

## **Newspaper IV**

**Course Number: 24039**

**Prerequisite: Newspaper III**

**Length/Credit: Year/1.0**

**Grade Level(s): 12**

**Course Description:** In *Newspaper IV*, the student assumes the highest level of responsibility, acting as a senior leader and mentor within the *Golden Word* team. As an editor-in-chief or section leader, the student manages the overall direction and content of the online publication, coordinating efforts across all staff members. This course emphasizes advanced leadership, organizational, and communication skills, with the student overseeing editorial policy, content strategy, and digital publishing processes. The student also serves as a mentor for younger students, guiding them through the writing, editing, and production processes while modeling professional conduct. The student will work closely with the teacher/advisor to innovate new approaches to digital storytelling, continually refining their skills in producing content for an online platform.

## **Yearbook I**

**Course Number: 24036**

**Prerequisite: None**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** In Yearbook I, students are introduced to the foundational skills of yearbook production. This class provides hands-on experience in the basics of digital photography, layout design, and content creation for the school's yearbook. Students will collaborate with peers to capture school events, write engaging copy, and contribute to page layouts, all under the guidance of the teacher and more experienced student editors. Marketing and advertising are essential elements of the course, as students will need to promote the yearbook to the school community. As a team, students will also learn the importance of meeting deadlines and managing time efficiently. This course provides an entry point into the creative process of yearbook production.

## **Yearbook II**

**Course Number: 24037**

**Prerequisite: Yearbook I**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** In Yearbook II, students refine their skills in photography, design, and content creation while taking on more specialized roles in the yearbook's production. They will begin to focus on specific sections of the yearbook (e.g., sports, academics, clubs, or student life) and gain experience managing those areas. In addition to contributing content, students will be expected to develop marketing strategies, including working to sell advertisements and promoting yearbook sales to the student body. Students will also cover school events, some of which may occur outside of the regular school day, and will learn to manage deadlines and contribute to the overall creative direction of the yearbook. As they work toward more independent roles, students will gain valuable experience in leadership and teamwork within a production environment.

## **Yearbook III**

**Course Number: 24038**

**Prerequisite: Yearbook II**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**Course Description:** Yearbook III gives students a chance to assume a more prominent leadership role, overseeing the production process for specific sections of the yearbook or acting as team leads for photo shoots, interviews, and layout design. Students will be responsible for leading the creative direction of their sections, collaborating with other team members, and ensuring that deadlines are met. Marketing and advertising continue to be a key component, with students expected to take initiative in driving sales, managing ad placements, and coordinating promotional efforts across campus. Coverage of school events, including those outside of school hours, will be expected, and students will practice advanced skills in storytelling, design, and editing. As part of their role, students will mentor newer members of the yearbook team, helping to ensure consistent quality and cohesion across the publication.

## **Yearbook IV**

**Course Number: 24039**

**Prerequisite: Yearbook III**

**Length/Credit: Year/1.0**

**Grade Level(s): 12**

**Course Description:** In Yearbook IV, students are expected to take ownership of the yearbook's production, from conceptualization to final print. As senior editors or section leaders, students will lead and oversee the creative vision of the entire yearbook, managing layout design, photo selection, copy editing, and coordination of schoolwide coverage. Students will also take on the crucial task of leading the marketing and advertising efforts. The course will require students to demonstrate initiative, advanced organizational skills, and effective communication as they work with both their peers and the wider school community. Leadership is emphasized as students mentor younger yearbook staff members and ensure that the publication reflects the spirit and history of the school. By the end of the course, students will have developed professional-level skills in publishing, marketing, and team leadership.

## **Science Elective Courses**

### **Anatomy and Physiology**

**NCAA: Approved**

**Course Number: 44115**

**Recommended Prerequisites: Biology I and Chemistry I**

**Fees: \$15.00 (to purchase preserved specimen for dissection)**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 11-12**

**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.

### **Astronomy**

**NCAA: Approved**

**Course Number: 43131**

**Prerequisites: Successful completion of Algebra I or concurrent enrollment in Algebra I**

**Fees: None**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 9-12**

**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 (e.g., reading, writing, speaking, and research) are integrated throughout the curriculum. A variety of labs, projects, field trips, and the use of the Internet supplement the class activities.

### **Health Careers I**

**Course Number: 48020**

**Recommended Prerequisites: Successful completion of Health 1 and Biology**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10-12**

**Course Description:** Health care has grown into a multi-billion dollar industry that has profound effects on our society. As medical advancements continue to grow, so do issues faced by society, patients, and health care providers. In Health Careers I, the student studies a variety of topics that include, but are not limited to, health promotion; acquisition of health information; health behaviors; health factors; interpersonal communications skills; goal setting; health advocacy; safety, first aid, and emergency care; and career readiness. The student networks with health care professionals both in and out of the classroom setting. He/She explores a variety of health careers (e.g., dentistry, pharmacy, geriatric care). Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course can be applied to the Health Science and the Human Services Career Clusters and their respective pathways and New Mexico Health and Biosciences Career Clusters.

## **Introduction to Forensics**

**Course Number: 43142**

**Recommended Prerequisites: Successful completion of Health 1 and Chemistry I**

**Lab Fee: \$20.00**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10-12**

**Course Description:** This laboratory course focuses on the application of scientific principles to legal issues and evidence. Students will develop logical reasoning skills, learn how to analyze different types of evidence, and explore career options in the Forensic fields. Units of study will include Types of Evidence, Fingerprint Analysis, DNA Analysis, Forensic Anthropology, Forensic Pathology, Tool mark Analysis, Trace Evidence Analysis, Crime Scene Processing, and more. Case studies will enhance each unit. Mature behavior is required due to the nature of the content covered; a parent permission form is required to view forensic-related material.

## **Science of Small Animals**

**Course Number: 40000**

**Recommended Prerequisites: Biology I is recommended**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10-12**

**Course Fee: \$25.00**

**Course Description:** This course conveys information about the care and management of domesticated animals including: nutrition, health, reproduction, genetics, facilities (including husbandry housing and care), and an introduction to the agriculture industry. This course also includes a survey of different breeds of a variety of different species of domesticated animals, including identifying features and differences between breeds. The study of anatomy and physiology of livestock and other domesticated animals are all possible topics. This course surveys the examination of developmental stages, analysis of feed rations for different parts of an animal's life cycle, and the identification of environmental factors that affect an animal's performance. The course will also focus on recognition of animal behaviors to ensure that animals are handled appropriately and safely. This course also explores small animal's health management and understanding molecular and organismic biotechnology. This course identifies career possibilities in the animal industry including veterinary science, boarding facilities, biomedical research, animal health management, zoo keepers, animal trainers (behavior, protection, companionship, entertainment and working animals) Specific focus is on small animals including dogs, cats, rabbits, and fowl.

**NOTE:** If you have any known allergies please know live animals are housed in the classroom and some live animals are guests in the classroom.

## **Health Education II**

**Course Number: 48013**

**Prerequisite: Successful Completion of Health I**

**Fee: \$15.00 Covers CPR certificate, Personal training and Field trips.**

**Length/Credit: Year/1.0 ELECTIVE CREDIT**

**Grade Level(s): 10-12**

**Course Description:** The aim of this course is to increase the depth and interest of health education components and issues. The student studies a variety of topics that include, but are not limited to, health promotion; acquisition of health information; health behaviors; health factors; interpersonal communications skills; goal setting; health advocacy; safety, first aid, and emergency care; and career readiness. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course can be applied to the Health Science and the Human Services Career Clusters and their respective pathways and New Mexico Health and Biosciences Career Clusters.

## **Social Studies Electives**

### **AP African American Studies**

**Course Number: 51251**

**Prerequisite: None**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 10-12**

**Course Description:** AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences by exploring authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This course is intended to prepare students for the optional Advanced Placement Exam in the subject and should follow the published College Board guidelines.

### **AP European History**

**Course Number: 16042**

**Prerequisites: None**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10 – 12**

Advanced Placement European History is a college level survey course that covers the time period from approximately 1450 until present. The course builds on an understanding of economic, social, cultural, intellectual, political and diplomatic themes in European history. The student will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. The course emphasizes and develops close reading, writing and research skills that are necessary for success in the class. 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 Human Geography**

**Course Number: 16015**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade 9-12**

**Course Description:** Human Geography AP focuses on the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The student employs spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The student uses and thinks about maps and spatial data; understands and interprets the implications of associations among phenomena in place; recognizes and interprets at different scales the relationships among patterns and processes; defines regions and evaluates the regionalization process; and characterizes and analyzes changing interconnections among places. The student is encouraged, but is not required, to take the AP exam at the end of the school year.

### **Classical Greek and Roman Studies - This course meets current NCAA requirements.**

**Course Number: 12039**

**Prerequisite: None**

**Fee: \$10**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 10 -12**

**Course Description:** Classical Greek and Roman Studies is an elective survey Social Studies course. The chief emphasis is placed on those aspects of classical Greek and Roman civilization that have retained a perennial significance for Western society – literature, politics, historical writing and philosophy. The student examines aspects of Classical Greek and Roman culture such as history, civilization, literature, art, architecture, religion, military developments and urban life. The student develops and applies his/her social studies, literacy and communication skills throughout the course.

## **Ethnic Studies**

**Course Number: 51211**

**Lab Fee: None**

**Prerequisites: None**

**Length/Credit: One year for 1.0 Elective/Semester**

**Grade Level(s): 11-12**

**Course Description:** This course explores the social, political, historical, and cultural experience of ethnicities, genders, class 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.

## **Holocaust and Human Behavior**

**Course Number: 53042**

**Prerequisites: None**

**Length of Course: Year/1.0 Elective Credit**

**Grade Level(s): 10-12**

**Important Note:**

The Holocaust, by its very nature, is disturbing. Therefore, this class follows the Guidelines for Teaching the Holocaust as developed by the U.S. Holocaust Memorial Museum (USHMM). The objective of this protocol is to create a sense of safety for students. Examples include: ensuring class ends on a note of hope; use of images such as the cattle cars of victims, people in the gas chambers, etc. are used infrequently and intentionally; they are not used for shock value. Additionally, as the course title implies, we explore the choices of individuals during this time. We do so through a non-judgmental lens of “what choices did individuals have available to them and what choices did they make?” We also look at the post-Holocaust period through studying the Nuremberg Trials. Throughout the class, students are encouraged to read and think as historians. While this class cannot shy away from the atrocities, the pedagogy of teaching this history provides time to reflect and then to move into survivors and the power of being an Upstander. Professional development through Facing History and Ourselves is highly recommended for any teacher wishing to teach this course.

**COURSE DESCRIPTION:** This Humanities elective explores the choices individuals make and how those choices create history. Using the Holocaust as the primary case study, students will consider the range of choices that led to the failure of a democracy, the rise of fascism, and ultimately the targeting and murder of millions of people. Students will also explore the consequences of the Holocaust in the years after World War II and the legacy of this history in our world today. This course uses a variety of sources to include primary sources and testimonies, literature, informational texts, artwork, film, historical documents, current events, and students’ own experiences in order to investigate the complexities of human behavior, judgment, memory, and how individuals can make a difference in the world today. This is a year-long course. Students who successfully complete the course will earn 1 elective credit.

## **Law I - This course meets current NCAA requirements.**

**Course Number: 16020**

**Prerequisite: None**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 10 - 12**

**Course Description:** In Law I 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 the contemporary law-related public issues and provides the student with the ability to identify, analyze and evaluate the 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 may occur as opportunities arise and appropriate guest speakers are planned. Reading, writing, listening, speaking and research strategies are integrated throughout the course.

## **Law II**

**Course Number: 16027**

**Prerequisite: Successful Completion of Law I**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 11 – 12**

**Course Description:** Law II continues the study of the American legal system and its application in daily life. An emphasis is placed on constitutional issues, basic law concepts in the criminal and civil systems and contemporary law-related issues. The student identifies and analyzes concepts and evaluates ways to resolve issues which may result in legal disputes. The student integrates reading, writing, listening, speaking and research strategies while learning about mock legal proceeding and studying in depth contemporary cases. Skills and knowledge acquired in this course can be applied to the Law, Public Safety, and Security and Government and Public Administration career cluster and their respective pathways and the New Mexico Business Services cluster.

## **Mock Trial I**

**Course Number: 16021**

**Length/Credit: Year/1 Credit Elective**

**Grades Levels(s): 9-12**

**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.

## **Philosophy**

**Course Number: 14009**

**Prerequisite: None**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 10 - 12**

**Course Description:** Philosophy is an elective survey social studies course in which the student examines the history of philosophy and the basis of philosophical / logical thought. The student develops thoughtful attitudes toward life and the world through encounters with the ideas of great philosophers, acquires philosophical materials and skills that build upon and integrate previous social studies classes and obtains a foundation in knowledge and skills that prepare him/her for post-secondary education. Literacy is integrated throughout the course.

## **Psychology - This course meets current NCAA requirements.**

**Course Number: 53040**

**Prerequisite: None**

**Fee: \$10**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 10 – 12**

**Course Description:** *Sensitive topics may be discussed in this course.* Psychology is the scientific study of the behavior of individuals and their mental processes. This course attempts to make a meaningful understanding of psychology in the student's individual life. Areas of study include, but are not limited to, approaches and methods; brain, body and behavior; personality and human growth; consciousness and altered states; and psychological disorders and treatment. Literacy (e.g., reading, writing, speaking) strategies are integrated throughout the curriculum.

## **AP Psychology - This course meets current NCAA requirements.**

**Course Number: 53041**

**Prerequisite: None**

**Fee: \$10**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 10 - 12**

**Course Description:** This 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.

## **Reel History-(US History through Film)**

**Course Number: 16025**

**Prerequisite: None.**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level: 10-12**

**Special Requirements: A Course fee for supplies: \$5.00**

**Course Description:** Reel History is a comparative study between film and United States history. Exploration of fact and fiction is made through the use of various film genres in an attempt to understand popular culture and its role in the history of the United States. The student discovers how truths and misconceptions have impacted popular culture. Critical thinking skills are used in identification and evaluation of course material. Cause and effect and interpretations of various political and social messages as well as comparisons of different media are measured. Formulation of questions and the use of primary and secondary material are used to contrive well-thought conclusions regarding subject material. The student recognizes the relationships between Social Studies and global changes, applying a base of Social Studies knowledge to recognize allusions to important places, persons, and events in media. The student examines questions as to why and how things have changed, using this information to predict what may happen in the future. Areas of study include, but are not restricted to, historical relevance, major film players, analysis and interpretation, expression of ideas, appreciation of film as an art form, and media literacy. We will travel through a cultural history of film and cinema from its earliest appearances to the modern era.

## **Reel History II**

**Course Number: 16026**

**Prerequisite: Reel History I**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 10– 12**

**Course Description:** Reel History II is a continuation of Reel History I and focuses on the years 1940 – 1979. Reel History II examines movements, trends, political ideologies, and social trends in historical context. Fact and fiction are weighed through the use of various film genres to understand how world politics were affected by the actions that occurred in the forty year period. In addition to the U. S. films that are screened, foreign films are also used to emphasize important beliefs and views that were influential during the time period. Primary and secondary materials are used to contrive well thought out conclusions to subject material. Using literacy strategies and techniques, the student presents findings in a variety of ways including presentations, short films, discussion, and written works.

## **Rock & Roll: A History and Appreciation**

**Course Number: 11028**

**Prerequisite: None**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9 – 12**

**Course Description:** Rock and Roll: A History of Appreciation focuses on the comparative study between rock and roll music and American History. The student explores the birth of rock and roll in the 1950's and examine the various trends that evolve. He/she analyzes how rock and roll music often reflects the political and/or social values of the time period. The course also offers the student opportunities for appreciation of the various music genres by listening, analyzing and evaluating the artists that best represent the eras or music types. Areas of emphasis include, but are not limited to, rockabilly roots, teen idols, surf, Motown, British invasion, protest songs, psychedelic rock, heavy metal, and grunge.

## **Social Psychology**

**Course Number: 16030**

**Length/ Credit: 1 Credit Elective/Year**

**Grade Level (s): 10-12**

**Course Description:** In Social Psychology the student studies human behavior and the ways in which each becomes a unique person. The course attempts to help the student understand himself/herself and others in addition to the uses of psychology in everyday life. Areas of study include, but are not limited to, introduction to psychology, history, and methods; abnormal behaviors and treatment; personality theories; personality assessment; brain, body, and behavior; and consciousness and altered states. The student also investigates careers in psychology and related fields.



**Sociology – (Combo w/ NM History)** this course meets current NCAA requirements.

**Course Number:** 16040

**Prerequisite:** None

**Fee:** \$10

**Length/Credit:** One Semester for .05 Elective Credit

**Grade Level(s):** 10 - 12

**Course Description:** Sociology is the comparative study of groups and people and the ways in which they interact. Areas of study include, but are not limited to, sociological perspective, culture, interaction and social structures, socialization, social institutions, social groups, deviance and social stratification. Reading, writing and speaking strategies are integrated throughout the curriculum. (This class should be taken with the semester Anthropology course to ensure a full year elective credit).

## **Modern, Classical and Native Languages**

### **New Mexico State Seal of Bilingualism-Biliteracy**

#### **State Requirements**

A student may demonstrate proficiency by meeting both the units of credit and assessment requirements.

**(1)** The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, a student may not use units of credit in English language arts or English as a second language for English language learners.

**(2)** The student must meet the assessment of proficiency requirement as follows:

**(a)** the student must attain a score of three or higher on an advanced placement examination for a language other than English; or

**(b)** the student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or

**(c)** the student must score proficient on a national assessment of language proficiency in a language other than English; or

**(d)** the student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.

<https://webnew.ped.state.nm.us/bureaus/languageandculture/seal-of-bilingualism-biliteracy/>

Cibola High School offers the NM State Seal of Bilingualism-Biliteracy. In order to satisfy the State requirements for the NM State Seal of Bilingualism-Biliteracy, a student must have a "C" or higher in 4 credits of study in the foreign language with AP being the culminating credit. Furthermore, the student must take a proficiency test during their final course of study. Cibola has chosen the AAPPL as its proficiency test and for the 2025-2026 academic year, the student must make an Intermediate 3 or higher on each of the 4 components of the AAPPL test. For further information and detail please contact Cibola's Bilingual Seal Coordinator, Toni McRoberts, at [toni.mcroberts@aps.edu](mailto:toni.mcroberts@aps.edu).

*Students are encouraged to take challenging courses through the Advanced Placement (AP) offerings, with a caution on overloading their schedules with demanding coursework. As collegiate style and level courses, students can expect the AP courses to be very rigorous, demanding and require additional outside-of-class preparation time. Students are expected to further develop their advanced reading, writing and critical/analytical thinking skills. It is important to note colleges require students to take at least two years of the same foreign language, and many colleges require three years of the same foreign language.*

#### **AP French, French IV, AP Spanish and Spanish IV:**

**Note:** Students enrolled in these classes have the opportunity to earn a Spanish/French New Mexico State Seal- Bilingualism and Biliteracy if they have four (4) course credits in Spanish/French with a grade of C or higher and pass the national assessment with an intermediate 3 or higher.

#### **AP French Language and Culture**

**NCAA: approved**

**Course Number: 60014**

**Prerequisite: A grade C or higher in French III or Permission of Instructor**

**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**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 French V reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the French 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.

**NOTE:** Bilingual Seal opportunities see guidance counselor, and/or the school Bilingual Seal coordinator.

#### **AP Spanish Language and Culture**

**NCAA: approved**

**Course Number: 61026**

**Prerequisite: A grade C or higher in Spanish III or Permission of Instructor**

**Fee: \$5.00 per year**

**Length/Credit: One year for 1.0 Elective Credit**

**Grade Level(s): 9- 12**

**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.

**NOTE:** Bilingual Seal opportunities see guidance counselor, and/or the school Bilingual Seal coordinator.

#### **French I**

**NCAA: approved**

**Course Number: 60010**

**Prerequisite: None**

**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**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. *(This course MAY be eligible for dual credit at CNM – please see both your instructor and counselor).*

## **French II**

**NCAA: approved**

**Course Number: 60011**

**Required Prerequisite: Successful Completion of French I or Permission of Instructor**

**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**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. *(This course MAY be eligible for dual credit at CNM – please see both your instructor and counselor).*

## **French III**

**NCAA: approved**

**Course Number: 60012**

**Required Prerequisite: Successful Completion of French II or Permission of Instructor**

**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**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. 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. *(This course MAY be eligible for dual credit at CNM – please see both your instructor and counselor).*

## **French IV**

**NCAA: approved**

**Course Number: 60013**

**Required Prerequisite: French III with a “C” or better or Placement Test or Permission of Instructor**

**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Students must interview with the instructor. 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. French IV reinforces and intensifies language skills: listening, speaking, reading, and writing, as well as encourages deeper appreciation of the French culture, language, literary genres, and value to career opportunities, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.

**NOTE:** Bilingual Seal opportunities see guidance counselor, and/or the school Bilingual Seal coordinator.

## **Spanish I**

**NCAA: approved**

**Course Number: 61010**

**Prerequisite: None**

**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**Course Description:** Spanish I introduces the basic skills—listening, speaking, reading, and writing—and the basic structures of Spanish taught within the cultural context. Areas of study include: expression, comprehension, relationship between language and culture, cultures, language functions, connections and personal applications. Emphasis is placed on oral and written communication skills, and cultural activities.

## **Spanish II**

**NCAA: approved**

**Course Number: 61011**

**Required Prerequisite: Passing grades in both semesters of Spanish I, or Spanish Placement Exam, or Permission of Instructor**  
**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**Course Description:** 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, relationship between 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 III**

**NCAA: approved**

**Course Number: 61012**

**Required Prerequisite: Successful Completion of Spanish II, or Placement Exam, or Permission of Instructor**  
**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**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, relationship between 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 IV**

**Course Number: 61013**

**Required Prerequisite: Successful Completion of Spanish III with a C or higher or Permission of Instructor**  
**Fee: \$5.00**

**Length/Credit: Year/1.0 Elective Credit**

**Grade Level(s): 9-12**

**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 IV 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, relationship between 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.

**NOTE:** Bilingual Seal opportunities see guidance counselor, and/or the school Bilingual Seal coordinator.

## **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

# Career and Technical Education (CTE)

## ***Program contact information:***

*If you are interested in earning credit for Academic Career Experience (ACE), please speak with the teachers/counselors listed below. Teacher approval must be received before enrolling in any ACE course.*

- *Job Mentorship program, contact Joe Sena in the Counseling office (ACE)*

## **Business Management & Administration Pathway**

The Business Management and Administration Pathway equips students with essential skills in leadership, financial literacy, and organizational management. Through DECA involvement and managing the school snackbar, students gain real-world business experience. Senior year internships with local businesses provide additional professional exposure. This pathway prepares students for higher education and careers in various fields of business and administration.

<b>Introductory Courses</b>	<b>Concentrator Courses</b>	<b>Completer Courses</b>
Introduction to Business	Business Management I Business Mentorship (ACE)	Business Internship

## **Supplementary Courses**

*Courses that help to support the pathway*

<b>Complementary Electives</b>	Communication Skills, Introduction to Hospitality & Tourism, Student Leadership
<b>CEC Courses Available</b>	Business Law

## **Engineering Pathway**

The Engineering Pathway provides students with hands-on experience, with an emphasis on mechanical engineering. This program emphasizes critical thinking, problem-solving, and collaboration through project-based learning and real-world applications. In their senior year, students have the opportunity to participate in internships, gaining valuable industry experience and making professional connections. This pathway ensures students build a solid foundation in STEM principles, preparing them for further education and careers in engineering, robotics and technology.

<b>Introductory Courses</b>	<b>Concentrator Courses</b>	<b>Completer Courses</b>
Engineering Design I Intro to Robotics	Engineering Design II Engineering Design III	Engineering Internship

**Supplementary Courses**  
*Courses that help to support the pathway*

<b>Complementary Electives</b>	Art, Communication Skills, Drawing & Painting, Introduction to Business, Student Leadership
<b>Dual Credit Courses</b>	UNM Mechanical Engineering ME 1606
<b>Mathematics &amp; Science</b>	AP Computer Science Principles, AP Calculus, AP Physics, AP Pre-Calculus

**Hospitality Pathway**

The Hospitality Pathway offers students hands-on experience in culinary skills and hospitality management. Throughout the program, students will engage in critical thinking, problem-solving, and teamwork through various projects and real-world applications. In their junior year, students participate in mentorships with industry professionals, gaining valuable insights and guidance. During their senior year, they have the opportunity to complete internships, providing practical experience and professional networking. This pathway prepares students for further education and careers in the culinary and hospitality industries.

<b>Introductory Courses</b>	<b>Concentrator Courses</b>	<b>Completer Courses</b>
Pro Start I Introduction to Hospitality & Tourism	Pro Start II Pro Start Mentorship	Pro Start Internship

**Supplementary Courses**  
*Courses that help to support the pathway*

<b>Complementary Electives</b>	Communication Skills, Introduction to Business, Nutrition, Student Leadership
<b>Dual Credit Courses</b>	CNM CULN 1103

**Automotive Pathway**

The Automotive Technology Pathway provides students with hands-on training in automotive repair, diagnostics, and maintenance. Emphasizing both practical skills and theoretical knowledge, this program prepares students for industry certifications and careers in automotive technology. In their senior year, students have the opportunity to participate in internships with local automotive businesses, gaining valuable real-world experience and professional connections. This pathway ensures students are well-equipped for further education and careers in the automotive industry.

<b>Introductory Courses</b>	<b>Concentrator Courses</b>	<b>Completer Courses</b>
Automotive Technology I	Automotive Technology II Automotive Technology III	Automotive Internship

**Supplementary Courses**

*Courses that help to support the pathway*

<b>Complementary Electives</b>	Communication Skills, Introduction to Business, Student Leadership
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### **Academic Career Experience (ACE) I**

**Course Number: 53060**

**Prerequisite: none**

**Fee: none**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**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.

### **Academic Career Experience (ACE) I**

**Course Number: 53061**

**Prerequisite: none**

**Fee: none**

**Length/Credit: Year/ up to 2.0**

**Grade Level(s): 9-12**

**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.

### **Automotive Technology I**

**Course Number: 80233**

**Prerequisite: none**

**Fee: \$25.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** In Automotive Technology I the student learns how to service and maintain his personal automobile. Topics range from basic automotive principles to performing preventive maintenance. This course requires no prior experience with auto mechanics and emphasizes maintenance that can be performed without specialized equipment. The laboratory component of the course includes various activities that follow the guidelines the National Institute for Automotive Service Excellence (ASE).

### **Automotive Technology II**

**Course Number: 80234**

**Prerequisite: Successful completion of Automotive Tech I**

**Fee: \$25.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** Auto Technology II provides application of the knowledge and skills learned in Auto Technology I. This course is designed to prepare students with the fundamentals needed to study, diagnose, and repair automotive mechanical and electrical systems. Emphasis is placed on automotive systems (brakes, steering and suspension, and electrical/ electronic), occupational safety, and workplace skills. School-owned vehicles (or teacher approved personally-owned vehicle) and equipment are used. The laboratory component of the course includes various activities that follow the guidelines of the National Institute for Automotive Service Excellence (ASE).



### **Automotive Technology III**

**Course Number: 80237**

**Prerequisite: Successful completion of Automotive Technology II**

**Fee: \$25.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 11- 12**

**Course Description:** Auto Technology III provides application of the knowledge and skills learned in Auto Technology II. This is an automotive laboratory course that deals with the diagnosis and repair of common automotive problems. All diagnosis and repair are done under the supervision of the instructor. Service, diagnosis, and repair procedures are performed on personal or school-owned vehicles to simulate working in the industry. Emphasis is placed on a particular system (brakes, steering and suspension, or electrical) as decided upon by the instructor, parent/guardian, and student. The laboratory component of the course includes various activities that follow the guidelines of the National Institute for Automotive Service Excellence (ASE).

### **Automotive Internship**

**Course Number: 53061**

**Prerequisite: Successful completion of Automotive Technology III**

**Requirement: Teacher Permission and Signature**

**Length/Credit: Year/1.0**

**Grade Level(s): 12**

**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.

### **Engineering Design 1**

**Course Number: 80331**

**Prerequisite: None**

**Lab Fees: \$20.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** In Engineering Design 1, the student studies the process of converting ideas and designs into technical drawings and communicates these ideas through drafting and design techniques. The student achieves understanding of the design and communication process by understanding traditional drafting techniques and increasing productivity through the use of CAD software. Career interests are explored.

### **Engineering Design 2**

**Course Number: 80332**

**Recommended Prerequisite: Engineering Design 1**

**Lab Fees: \$20.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Description:** In Engineering Design 2, the student utilizes the computer to learn advanced drafting and design techniques while applying drafting theories and standards to solve design problems. The student focuses on the integration of general employability skills with the course design problems.-

### **Engineering Design 3**

**Course Number: 80346**

**Recommended Prerequisite: Engineering Design 2**

**Lab Fees: \$20.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**Description:** In Engineering Design 3 the student pursues advanced directed study in an area of Engineering graphics and design, building on the skills developed in Engineering Design 1 and 2. The student produces a project(s) which demonstrates knowledge of Engineering content guided by the Instructor. 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.

### **Engineering Internship**

**Course Number: 80348**

**Recommended Prerequisite: Engineering Design 3**

**Requirement: Teacher Permission and Signature**

**Length/Credit: Year/1.0**

**Grade Level(s): 12**

**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.

### **Intro to Robotics**

**Course Number: 696131**

**Recommended Prerequisite: Successful completion of Algebra I**

**Fee: \$20.00**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** An Engineering laboratory course designed to teach the student digital circuit principles, functions of electronic devices, and robotic and material fabrication methods. Students design and build automated systems that incorporate the principles of electrons, physics, and robotics to gain an enriched understanding of the contemporary mechanical world.

### **Pro Start I**

**Course Number: 83011**

**Prerequisite: none**

**Fee: \$25.00 per semester**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** Pro Start 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.

### **Pro Start II**

**Course Number: 83012**

**Recommended Prerequisite: Pro Start I**

**Fee: \$25.00 per semester**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** Pro start II is designed for the student who is interested in extending his/her Pro Start. Pro Start 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.

### **Pro Start Mentorship/Internship I**

**Course Number: 83013**

**Prerequisite: Successful Completion Pro Start II**

**Fee: \$25.00 per semester**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**Course Description:** A student enrolled in the mentorship works with the Pro Start lab or shadows in jobs related to food service or hospitality (e.g., restaurants, hospitals, motels). The student learns specific occupational skills related to food services as well as specific job, hospitality, and interpersonal relationship skills. The student examines the many occupations and career in the food services area. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Business and career readiness skills are demonstrated and perfected through catering or culinary-related businesses or lab experience.

### **Pro Start Internship II**

**Course Number: TBD**

**Prerequisite: Successful Completion of Pro Start Mentorship**

**Requirement: Teacher Permission and Signature**

**Length/Credit: Year/1.0**

**Grade Level(s): 12**

**Course Description:** Through work experiences as supported by a 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.

### **Introduction to Business**

**Course Number: 84320**

**Prerequisite: none**

**Fee: \$20.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 9-12**

**Course Description:** Introduction to Business is an innovative, introductory course which explores the world of business, marketing, and finance. This course focuses on the skills, knowledge, and attitudes demanded by employers in the workplace. Areas of study include career interests and aptitudes, employability skills, business, economic, financial, and marketing concepts. Emphasis is placed on business computer applications including word processing, spreadsheets, and multimedia applications. DECA, an Association of Marketing Students, is an integral part of this program.

### **Business Management I**

**Course Number: 84321**

**Prerequisite: Successful completion of Introduction to Business**

**Fee: \$20.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** Business Management continues the exploration of business, marketing, and financial concepts. This course continues to focus on the skills, knowledge, and attitudes demanded by employers in the workplace. The student studies advanced economic, marketing, and financial concepts. Emphasis is placed on business computer applications including word processing, spreadsheets, and multimedia applications. DECA, an Association of Marketing Students, is an integral part of this program.

### **Business Mentorship/Internship I**

**Course Number: 86121**

**Prerequisite: Teacher Permission and Signature**

**Fee: \$ 20.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**Course Description:** In Business Mentorship 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. Students will work in the snack bar during lunch.

### **Business Internship II**

**Course Number: 86124**

**Prerequisite: Teacher Permission and Signature**

**Fee: \$ 20.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**Course Description:** In Business Internship 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. Students will work in the snack bar during lunch.

### **Nutrition**

**Course Number: 83359**

**Prerequisite: none**

**Fee: none**

**Length/Credit: Year/1.0 ELECTIVE CREDIT**

**Grade Level(s): 9-12**

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

### **Hospitality and Tourism**

**Course Number: 83104**

**Prerequisite: none**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** Hospitality and Tourism introduces the student to the various service areas of the hospitality and tourism industry. The student develops general and industry specific skills and may explore numerous careers in the hospitality and tourism industry through job mentoring, shadowing, field trips, or job co-ops. Areas of study include, but are not limited to, career pathways, academic skills (e.g., literacy and numeracy), organization and structure, lodging management, customer service, and safety and security.

# Fine Arts

## *(Performing Arts and Visual Arts)*

*Classes in Visual 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. Classes in Performing Arts sometimes have fees that are used to provide such things as festival registration, text, transportation, etc. Student grades are not determined by the payment of these fees.*

### **Performing Arts:**

#### **AP Music Theory**

**Course Number: 72533**

**Recommended Prerequisite: Ability to Read Music and Two Years of a Music Course or Instructor Permission**

**Fee: \$25 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10-12**

**Course Description:** AP Music Theory is a college music course introducing the first-year student to musicianship, theory, musical materials, and procedures. This course incorporates a variety of titles: Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music. AP Music Theory emphasizes one aspect of music, such as harmony and integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to this course. It is recommended that the student have acquired at least basic performance skills in voice or on an instrument for two years prior to taking this course. The goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students can take the College Board AP Music Theory Exam at the end of the course. Literacy is integrated throughout the course.

#### **Music Appreciation**

**Course Number: 72532**

**Prerequisite: None**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 9-12**

**Course Description:** This course surveys different musical styles and periods with the intent of increasing enjoyment of different musical styles and/or developing an artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

#### **Music Tech I**

**Course Number: 75562**

**Prerequisite: None**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 9-12**

**Course Description:** Students become experts at Garage band software. They will create electronic music in various styles and learn to mix and master their arrangements. The students will also learn music technology that include soundboard, light board microphone setup, concert setup, amplifier setup and other performance technologies.

## **Jazz Band I-IV**

**Course Number: 7304K/7304L/7304M/7304N**

**Required Co-requisite: Director Approval**

**Fee: \$65**

This course is a performance course for the student to receive experience and knowledge in Jazz Band stylings (e.g. swing, blues, and rock) and experience on standard woodwind brass and rhythm section instruments. Jazz Band I 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 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.

## **Marching Band I- IV (Zero Hour 1<sup>st</sup> Semester)**

## **Concert Band I-IV (Zero Hour, 2<sup>nd</sup> Semester)**

## **Marching Auxiliary I-IV (Color Guard) (1<sup>st</sup> Period)**

***\* Students must sign up for all courses. Please see Ms. Jones if you have questions.***

**Course Numbers:**

**9<sup>TH</sup>: 7303F, 73037 & 92211 (Marching Band I, Concert Band I & Marching Auxiliary I)**

**10<sup>TH</sup>: 7303G, 7303A & 92212 (Marching Band II, Concert Band II & Marching Auxiliary II)**

**11<sup>TH</sup>: 7303H, 7303B & 92213 (Marching Band III, Concert Band III & Marching Auxiliary III)**

**12<sup>TH</sup>: 7303J, 7303C & 92214 (Marching Band IV, Concert Band IV & Marching Auxiliary IV)**

**Required Prerequisites: Director Approval, Physical (NMAA)**

**Fee: \$200/Year**

**Length/Credit: One Year for 1.0 Elective Credit per Class**

**Grade Levels: 9-12**

**Course Description:** Marching Auxiliary is a performance course that is a direct extension of the band program and is only open to members of the Marching Band Auxiliary Unit (i.e., Flag, Rifle, and Saber). The student acquires sequential and systematic learning experiences in the area of equipment work (i.e., Flag, Rifle, and Saber) Ballet, Modern, and Jazz movement. He/she engages in activities that utilize a wide variety of materials and experiences and develops techniques designed appropriately within the Color Guard genre, including individual and group instruction in performance repertoire and skills. The student in this class participates in the Marching Band during first semester and in Winter Guard during second semester. Literacy is integrated throughout the course. Two week band camp in late-July is required. A secondary camp in the Spring is required, along with after school rehearsals.

**Band website: <https://sites.google.com/view/cibola-band-boosters/home>**

**PE GRADUATION REQUIREMENT WAIVER FOR MARCHING BAND AND J.R.O.T.C. SEE PAGE 14 AND/OR PAGE 90**

## **Marching Band I-IV( Zero Hour, 1<sup>st</sup> Semester)**

## **Concert Band I-IV (Zero Hour, 2<sup>nd</sup> Semester)**

## **Symphonic Band I-IV (1<sup>st</sup> Period)**

***\* Students must sign up for all courses. Please see Ms. Jones if you have questions.***

**Course Numbers:**

**9<sup>th</sup>: 7303F, 73037 & 7304E (Marching Band I, Concert Band I & Symphonic I)**

**10<sup>TH</sup>: 7303G, 7303A & 7304F (Marching Band II, Concert Band II & Symphonic Band II)**

**11<sup>TH</sup>: 7303H, 7303B & 7304G (Marching Band III, Concert Band III & Symphonic Band III)**

**12<sup>TH</sup>: 7303J, 7303C & 7304H (Marching Band IV, Concert Band IV & Symphonic Band IV)**

**Required Prerequisites: Director Approval and Concurrent Enrollment in Concert/Symphonic Band**

**Fee: \$200/Year**

**Length/Credit: One Year for 1.0 Elective Credit per Class**

**Grade Level: 9-12**

**Marching Band Course Description:** Marching Band I-IV is designed to present marching band techniques with appropriate music. Students in Marching Band I-IV 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. Spring tour fee is additional.

**Concert Band Description:** This course is designed for the instrumental student who has attained Levels I and II of the APS Band Curriculum. Students receive training in Levels III and IV and will also receive Concert and Marching Band instruction. The class

emphasis is on performance for a wide variety of school and community functions in both Concert and Marching Band activities. The band will be responsible for presentation of band shows at home football games, other performances and competitions at the band director's discretion. Fundraising is done by the students to offset any trip expenses.

**Symphonic Course Description:** Concert/Symphonic Band is an intermediate course where the student continues to receive experience on standard woodwind, brass, or percussion instruments while progressing towards more advanced music literature. Symphonic band teaches the intermediate techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student continues to perform within the traditions and standards of a Wind Band using graded music III- through IV. The student provides instruments and accessories although some school instruments may be available for student use. He/she practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy integrated throughout the course. Spring tour fee is additional. **Band website:** <https://sites.google.com/view/cibola-band-boosters/home>

**PE GRADUATION REQUIREMENT WAIVER FOR MARCHING BAND AND J.R.O.T.C. SEE PAGE 14 AND/OR PAGE 102**

### **Concert Choir**

**Course Numbers:**

**9<sup>th</sup>: 74048 (Concert Choir I)**

**10<sup>th</sup>: 7404A (Concert Choir II)**

**11<sup>th</sup>: 7404B (Concert Choir III)**

**12<sup>th</sup>: 7404C (Concert Choir IV)**

**Required Prerequisite: Director Approval**

**Fee: \$60 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level: 9-12**

**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 student desiring the opportunity to sing in an advanced choir. The student/singer experiences activities designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Choir 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. Singers are encouraged to take private voice lessons to facilitate their vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of basic choral technique. Concert Choir is an advanced SATB choral ensemble of 30-40 students. By its very nature this course will have required, graded after school rehearsals and performances. Concert Choir learns and performs a wide variety of great choral works (sacred and secular) from the 18th Century on. Sight-singing, music literacy and professional performance practices are also studied.

### **Treble Choir**

**Course Numbers:**

**9<sup>th</sup>: 74049 (Treble Choir I)**

**10<sup>th</sup>: 74050 (Treble Choir II)**

**11<sup>th</sup>: 7405A (Treble Choir III)**

**12<sup>th</sup>: 7405B (Treble Choir IV)**

**Required Prerequisite: None**

**Fee: \$60 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9 -12**

**Course Description:** The student enrolled in the Treble Choir course develops musicianship and basic performance skills through ensemble singing. Activities in this class are designed to give the singer basic experience in diverse styles of beginning to intermediate choral literature. Treble Choir provides instruction in basic vocal development, performing, listening, and analyzing music, in addition to focusing on the specific text being sung. They are encouraged to take private voice lessons to facilitate their vocal improvement. Public performances serve as a culmination of daily rehearsal and music goals. 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. By its very nature this course will have required, graded after school rehearsals and performances. Treble Choir learns and performs a wide variety of great choral works (sacred and secular) from the 18th Century on. Sight-singing, Music literacy and professional performance practices are also studied. **Note:** This ensemble is for unchanged voices.

## **Mixed Chorus**

### **Course Numbers:**

**9<sup>th</sup>:** 74051 (Mixed Chorus I)

**10<sup>th</sup>:** 7405C (Mixed Chorus II)

**11<sup>th</sup>:** 7405D (Mixed Chorus III)

**12<sup>th</sup>:** 7405E (Mixed Chorus IV)

**Required Prerequisite:** None

**Fee:** \$60 per year

**Length/Credit:** One Year for 1.0 Elective Credit

**Grade Levels:** 9-12

**Course Description:** Beginning SATB choral ensemble. Sacred and secular repertoire will be studied. Students will also study sight-singing, proper vocal technique, breath management, vowel formation, diction, and music literacy. By its very nature this course will have required, graded after school performances.

## **Drama I**

**Course Number:** 75019

**Prerequisite:** None

**Fee:** \$35 per year

**Length/Credit:** One Year for 1.0 Elective Credit

**Grade Level(s):** 9-12

**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.

## **Drama II**

**Course Number:** 75020

**Required Prerequisite:** Drama I, preferably with a 'C' or better, or by Audition

**Fee:** \$35 per year

**Length/Credit:** One Year for 1.0 Elective Credit

**Grade Level(s):** 10-12

**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 theatre 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.

## **Theatre Production**

**Course Number:** 75025

**Required Prerequisite:** Drama I/II or Stagecraft I, Preferably With a "C" or Better, *or* Instructor Signature

**Fee:** \$35 per year

**Length/Credit:** One Year for 1.0 Elective Credit

**Grade Levels:** 10-12

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



## **Advanced Theatre Production**

**Course Number: 75026**

**Required Prerequisite:** Theatre Production, Preferably With a “C” or Better, *or* Instructor Signature

**Fee: \$35 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 12**

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

## **Stagecraft I**

**Course Number: 75015**

**Recommended Prerequisite: Complete Drama I**

**Fee: \$35 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Stagecraft I addresses the analysis, planning, and practical application of stagecraft. Stagecraft I includes all aspects of theatre except acting. The students defines 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 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.

## **Stagecraft II**

**Course Number: 75016**

**Recommended Prerequisite: Complete Stagecraft I**

**Required Prerequisite: Stagecraft I, Preferably With a “C” or Better**

**Fee: \$35 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 10-12**

**Course Description:** Stagecraft II is a more in-depth analysis, planning, and practical application of stagecraft. Stagecraft II includes all aspects of theatre 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, 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.

## **Stagecraft III**

**Course Number: 75017**

**Required Prerequisite: Stagecraft II, Preferably With a “C” or Better**

**Fee: \$35 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 11-12**

**Course Description:** Stagecraft III is concerned with the advanced analysis, planning and practical application of specific play production. Emphasis is placed on individual development of technical skills and their relationship to theatrical and other trade careers. Advanced students will act as tutors to beginning students in all aspects of the class. Stagecraft II includes all aspects of theatre except acting. Literacy is integrated throughout the course.

## **Stagecraft IV**

**Course Number: 75018**

**Required Prerequisite: Stagecraft III, Preferably With a “C” or Better**

**Fee: \$35 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level: 12**

**Course Description:** Stagecraft IV requires more individual work in specific technical areas both in school and the community. Students must attend productions and critique technical aspects. Advanced students will act as tutors to beginning students. This course helps the student to discover the technical aspects of play production as a creative art. is concerned with the advanced analysis, planning and practical application of specific play production. Emphasis is placed on individual development of technical skills and their relationship to theatrical and other trade careers. Advanced students will act as tutors to beginning students in all aspects of the class. Stagecraft II includes all aspects of theatre except acting. Literacy is integrated throughout the course.

## **Advanced Guitar**

**Course Number: 75557**

**Recommended Prerequisite: Intermediate Guitar and/or Audition. *Must be able to read basic music notation and have basic knowledge of chords.***

**Fee: \$40 per year**

**Length/Credit: 1 Year for 1.0 Elective Credit**

**Grade Level(s): 11-12**

**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 is required to participate in school and community performances. Literacy is integrated throughout the course.

## **Beginning Guitar**

**Course Number: 75555**

**Prerequisite: None**

**Fee: \$40.00 per year Required Materials: Acoustic Guitar (Classical Preferred)**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**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.

## **Intermediate Guitar**

**Course Number: 75556**

**Required Prerequisite: Successful Completion of Beginning Guitar or Audition. *Must be able to read basic music notation and have basic knowledge of chords.***

**Fee: \$40.00**

**Required Materials: Acoustic Guitar (Classical Preferred)**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**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.

### **Guitar Literature (Level 4 Guitar)**

**Course Number: 75554**

**Required Prerequisite:** Advanced Guitar and/or Audition. *Must be able to read basic music notation and have basic knowledge of chords.*

**Fee: \$40.00 per year**

**Required Materials:** Acoustic Guitar (Classical Preferred)

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 11-12**

**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.

### **Orchestra I - IV (Intermediate and Advanced Strings Orchestra)**

**Course Numbers:**

**9<sup>th</sup>: 73544**

**10<sup>th</sup>: 7354G**

**11<sup>th</sup>: 7354H**

**12<sup>TH</sup>: 7354J**

**Required Prerequisite:** One year of playing experience on the violin, viola, cello, or string bass; harp option

**Fee: \$75.00 per year (due by the 3rd week of classes) for materials, supplies, and instrument maintenance. Students will bear expenses for out-of-town tours.**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Intermediate Orchestra teaches the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of an orchestra using graded music I through V. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. 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.

### **Piano Laboratory I**

**Course Number: 75558**

**Prerequisite: None**

**Fee: \$40**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Piano One is an introductory course open to all students in grades 9-12. Focus of this course is beginning level piano skills, focusing on basic technique, basic music theory, music literacy, and performance etiquette. A course of study is determined by student conference with the teacher. Progress toward established goals is the student's responsibility. Students will participate in class presentations and prepare for and participate in recital performances.

### **Piano Laboratory II**

**Course Number: 75559**

**Required Prerequisite:** Piano I, Preferably With a "C" or Better *or* Instructor Permission

**Fee: \$40**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Group Piano Laboratory Two is an intermediate level course open to all students in grades 9-12. Focus of this course is a continued development of piano skills, focusing on technique, music theory, music literacy, and performance etiquette. A course of study is determined by student conference with the teacher. Progress toward established goals is the student's responsibility. Students will participate in class presentations and prepare for and participate in recital performances.

### **Piano Laboratory III**

**Course Number: 75560**

**Required Prerequisite: Piano II, Preferably With a “C” or Better *or* Instructor Permission**

**Fee: \$40**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Group Piano Laboratory Three is an early advanced level course open to all students in grades 9-12. Focus of this course is a continued development of piano skills, focusing on advanced technique, music theory, music literacy, and performance etiquette. Additionally, this course begins focusing students on standard Classical solo repertoire and performance practices of the different musical periods. A course of study is determined by student conference with the teacher. Progress toward established goals is the student's responsibility. Students will participate in class presentations and prepare for and participate in recital performances.

### **Piano Laboratory IV: Advanced Piano Literature**

**Course Number: 75561**

**Required Prerequisite: Successful Completion of Piano Laboratory III or Instructor Permission**

**Fee: \$40**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Group Piano Laboratory Four: Advanced Piano Literature is an advanced level course open to all students in grades 9-12. Focus of this course is on advanced standard Classical solo piano repertoire and performance practices of the different musical periods. Continued study of advanced technique, music theory, music literacy, and performance etiquette is also studied. Advanced players expand their current skills and further their experience with literature appropriate for their level. A course of study is determined by student conference with the teacher. Progress toward established goals is the student's responsibility. Students have the opportunity to play for each other in the class as well as play duets, and/or accompany other musicians. Students will participate in class presentations and prepare for and participate in recital performances.

## **Visual Arts:**

### **Art I**

**Course Number: 70030**

**Prerequisite: None**

**Fee: \$30 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 9-12**

**Course Description:** Art I is an entry level course recommended as a prerequisite for all visual art courses. Art I is a design and visual fundamentals class which exposes the student to a variety of methods, techniques and media. Students will focus on elements of art and principles of design. Literacy is integrated throughout the course.

### **Art II**

**Course Number: 70040**

**Prerequisite: Successful completion of Art 1**

**Fee: \$30 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10-12**

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

### **AP Studio Art Drawing**

**Course Number: 72070**

**Prerequisite: Successful Completion of a High School Art Course**

**Fee: \$50.00 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level: 11-12**

**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.

### **AP Studio Art 2-D Design**

**Course Number: 72071**

**Prerequisite: Successful Completion of a High School Art Course**

**Fee: \$50.00 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**GRADE: 11-12**

**Course Description:** The AP Studio Art 2-D Design course is a rigorous college level course designed for students who are seriously interested in the practical experience of art. AP Studio Art 2-D Design 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 the AP Studio course. Literacy is integrated throughout the course.

### **AP Studio Art 3D Design**

**Course Number: 72072**

**Prerequisite: Successful completion of a High School Art Course**

**Fee: \$50 per year**

**Length/Credit: 1 Year for 1.0 Elective Credit**

**Grade Level(s): 11-12**

**Course Description:** The AP Studio Art 3-D Design course is a rigorous college level course designed for students who are seriously interested in the practical experience of art. AP Studio Art 3-D Design is not based on a written exam; instead, students submit portfolio(s) for evaluation at the end of the school year. The student fully investigates the Breadth, Concentration and Quality components of the AP Studio courses. Literacy is integrated throughout the course.

### **Ceramics I**

**Course Number: 70511**

**Recommended Prerequisite: None**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 9-12**

**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.

### **Ceramics II**

**Course Number: 70512**

**Recommended Prerequisite: Ceramics I, preferably with a "C" or better**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10-12**

**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.

### **Ceramics III**

**Course Number: 70513**

**Recommended Prerequisite: Ceramics II, preferably with a “C” or better**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 11-12**

**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.

### **Ceramics IV**

**Course Number: 70514**

**Required Prerequisite: Successful completion of Ceramics III with a “C” or better**

**Fee: \$50.00 per year**

**Grade Levels: 12**

**Length/Credit: One Year for 1.0 Elective Credit per Class**

**Course Description:** In Ceramics IV the student develops, clarifies, and applies his/her philosophy of ceramics. 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 ceramic forms. Literacy strategies are integrated throughout the curriculum. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology and Communications Career Cluster and respective pathways and to the New Mexico Arts and Entertainment career cluster.

### **Computer Graphics I**

**Course Number: 71570**

**Prerequisite: None**

**Fee: \$25 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Computer Graphics I offers 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.

### **Computer Graphics II**

**Course Number: 71572**

**Recommended Prerequisite: Computer Graphics I, preferably with a “C” or better**

**Fee: \$25.00 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 10-12**

**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.

### **Computer Graphics III**

**Course Number: 71574**

**Recommended Prerequisite: Computer Graphics II, preferably with a “C” or better**

**Fee: \$25.00 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 11-12**

**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 view point.

### **Computer Graphics IV (3D ANIMATION)**

**Course Number: 71576**

**Prerequisite: Computer Graphics III, preferably with a “C” or better, and teacher approval**

**Fee: \$20.00 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 11-12**

**Course Description:** Students continue their study of computer graphics applications with emphasis on mastery of advanced technical skills and concepts. The student applies visual design elements and principles, uses the computer as a visual design medium, and gains 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. An introduction to the digital camera will allow individual application of subject to their graphics. Emphasis is placed on creating an individualized body of work that represents a personal exploration of viewpoints.

### **Drawing and Painting I**

**Course Number: 71010**

**Required Prerequisite: Art I, preferably with a “C” or better**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 10-12**

**Course Description:** Drawing and Painting I is a studio course and requires the student to have an understanding of the basic design and visual art fundamentals acquired in Art I. The student works in various drawing and painting media (e.g., pencil, colored pencil, charcoal, crayon, gouache, 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.

### **Drawing and Painting II**

**Course Number: 71012**

**Prerequisite: Drawing and Painting I or Art II, preferably with a “C” or better**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 11-12**

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

### **Drawing and Painting III**

**Course Number: 71014**

**Required Prerequisite: Drawing and Painting II, preferably with a “C” or better**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 12**

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

### **Illustration I**

**Course Number: 71030**

**Recommended Prerequisite: Art 1**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**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.

### **Illustration II**

**Course Number: 71031**

**Prerequisites: Successful completion of Illustration 1**

**Fee: \$50 per year**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 10-12**

**Course Description:** In Illustration II the student demonstrates progress in the acquired skills. This course is designed for the student interested in continuing the improvement of his/her drawing skills, and marketable processes of commercial art utilizing the elements and principle of design. A variety of media (e.g., as pencil, marker, oil pastel, pastel, watercolor, ink and colored pencil) may be used. 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 and Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster.

### **Photography I**

**Course Number: 71530**

**Recommended Prerequisite: Art I**

**Fee: \$60 per year Plus Additional Costs for Film and Photo Paper**

**Required Materials: Digital camera, film, and photo paper.**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Photography I develops 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. Alternative photography processes will be introduced.



## **Photography II**

**Course Number: 71532**

**Prerequisite: Photography I, Preferably With a “C” or Better**

**Fee: \$60 per year Plus Additional Costs for Film and Photo Paper**

**Required Materials: Digital camera, film, and photo paper.**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Levels: 10-12**

**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.

## **Photography III**

**Course Number: 71534**

**Prerequisite: Photography II, Preferably With a “C” or Better**

**Fee: \$60 per year Plus Additional Costs for Film and Photo Paper**

**Required Materials: 35mm camera (SLR), digital camera, film, and photo paper.**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level: 11- 12**

**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, solar, multiple exposures, film or digital camera) and assorted techniques. Literacy is integrated throughout the course and career possibilities are pursued. (Students work with independent study.)

## **Photography IV**

**Course Number: 71536**

**Prerequisite: Successful completion of Photography III, Preferably With a “C” or Better**

**Fee: \$60 per year Plus Additional Costs for Film and Photo Paper**

**Required Materials: Digital camera, film, and photo paper.**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level: 12**

**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. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology and Communications Career Cluster and respective pathways and to the New Mexico Arts and entertainment career cluster. (Students work with independent study.)

## **General Electives**

### **Amigos**

**Course Number- Year 1 -53001/Year II-53002**

**Length/Credit: One Year/1.0 Elective Credit**

**Grade Levels: 9-12**

**Course Description:** Amigos creates opportunities to develop new friendships, leadership skills and inclusive learning with individuals with and without disabilities. Activities provide students who have a diverse set of abilities opportunities to engage with their peers throughout the Cibola campus. Staff will supply training and assistance to work with all students. Amigos provides tools and training to participate in a wide range of activities with all types of learners. Students will work with peers who have a variety of skill levels, while also focusing on relationship building. We will work on a variety of lesson plans that include social emotional learning, community building and academic learning. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course apply to the education and training career cluster. Students will create projects with one another and work towards a goal as a team. This is a great class to work on team building, problem solving, and bridging the gap in social inclusion. Amigos is a great way to meet new people and create lifelong friendships.

### **Capstone**

**Course Number: 46003**

**Prerequisite: N/A**

**Length/Credit: Year/1.0**

**Grades: 11 - 12**

**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 legislators to write potential legislation, writing and producing a podcast series or short film, or constructing an engine from scratch. Successful completion of the capstone course and symposium will earn students a capstone seal, graduation regalia, and recognition.

### **Defensive Driving**

**Course Number: 53020**

**Prerequisites: None**

**Length/Credit: One Semester for 0.5 Elective Credit**

**Grade Level(s): Student must be at least 14 + 8 months to be eligible to take the course. Sign up in the Counseling Office.**

**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.

*Space is limited in this class.*

- *This class is offered before and/or after school*

## **Esports: Exploring Careers I**

**Course Number: 5011/5021**

**Prerequisite: none**

**Fee:**

**Length/Credit: Year/1.0 ELECTIVE CREDIT**

**Grade Level(s): 9-12**

**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 Dewey about experiential learning. Students will be immersed in experiences where they will develop skills used in the esports industry and apply them for real world authentic purposes. 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. These 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.

## **Jobs for America's Graduates (JAG) I – Career Awareness**

**Course Number: 53075 (JAG 1)**

**53076 (JAG 2)**

**53077 (JAG 3)**

**Prerequisites: Pre-screening interview prior to acceptance**

**Length of Course: One Year/1.0 Elective**

**Grade Level(s): 10 - 12**

**Course Description:** This course includes in-classroom instruction for high school students. Students will develop the following competencies in a structured JAG curriculum. Career Development competencies encompass students' awareness of special aptitudes, abilities, interests, life goals and desired life styles. Students acquire information about the world of work, various occupations and career paths. Students develop basic writing and math skills critical to success in postsecondary education, on the job and in everyday life. Leadership competencies develop functional team and organizational skills. **Personal skills** enable students to understand and develop value systems, responsibility, and decision-making skills and to set realistic goals. Performance Standards reflect the JAG Curriculum Competencies.

The main objectives of the program are to:

- (1) Help students graduate from high school
- (2) Seek post-secondary education
- (3) Obtain a job
- (4) Get started on a solid career path

**STUDENTS WILL** complete assignments and projects that demonstrate achievement of the JAG employability competencies. They will be active members of the National Career Association chapter and participate in meetings, activities, field trips and conferences as schedule permits. All seniors will maintain monthly contact with JAG Specialist for one year after graduation.

## **Service Learning**

**Course Number: See instructor**

**Prerequisites: None**

**Length/Credit: Year/1.0 ELECTIVE CREDIT**

**Grade Level(s): 9-12**

The goal for this class is to provide a program that connects learning with academic study by helping the student transfer knowledge and skills from one setting to another and deepens his/her understanding of how we can all work together to make our communities better. Service learning is designed to provide the student with opportunities to use academic lessons in a real-world context. This course develops skills and abilities in problem solving, decision making, critical analysis, collaboration, and team building. The goal is for the student to design one or more service projects that engage him/her in action research and that identifies a community need. Through this process, he/she enhances his/her social, personal, and career development and gains a sense of civic responsibility and understanding of diversity and mutual respect among all participants.

## **Student Aide**

**Course Number: 53009**

**Prerequisite: None**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grades: 11-12**

***Special Note: Student Aide can only be taken ONCE for credit. You MUST have at least a 2.0 GPA, less than 10 absences the previous semester, and have had no discipline referrals. A form must be completed and all appropriate signatures obtained prior to enrollment for aide. Forms are available in the counseling office.***

Course Description: Student Aide provides the student with the opportunity to work in one of several campus offices (i.e., main office, attendance office, freshman office, counseling office, athletic/activity office, library or with individual teachers). The student assists the appropriate professionals with their duties. The student develops good communication and interpersonal skills and demonstrates workplace skills. Daily attendance is required. A final examination is mandatory.

**Note: Grading will be a Pass/Fail scale**

**<The following courses take place outside of the regular school day>**

## **Student Leadership I (Senate)**

**Course Number: 92301**

**Prerequisites: None**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 9 - 12**

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. ***See \* below.***

## **Student Leadership II\*(Senate)**

**Course Number: 92302**

**Prerequisites: Student Leadership I**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 10 - 12**

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. ***See \* below.***

## **Student Leadership III\* (Senate)**

**Course Number: 92303**

**Prerequisites: Student Leadership II**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 11 - 12**

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. ***See \* below.***

## **Student Leadership IV\*(Senate)**

**Course Number: 92304**

**Prerequisites: Student Leadership III**

**Length/Credit: One Year for 1.0 Elective Credit**

**Grade Level(s): 12**

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. ***See \* below.***

***\* 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.***

**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.

**To sign up, click link below:**

**<https://forms.gle/wYXhFSHKjismDBsN7>**

# Physical Education and Athletics Electives

## **Aerobics and Body Conditioning I (Dance)**

**Course Number:** 90446

**Uniform:** Cibola shirt and black shorts/sweatpants (no pockets)

**Required Prerequisite:** Foundations of Physical Education

**Fee:** \$15.00 per year

**Length/Credit:** Year/1.0

**Grade Level(s):** 10-12

**Course Description:** Aerobics I is an introductory course designed to develop an awareness of the effects and importance of physical fitness and daily exercise utilizing correct techniques required for a safe and effective workout (including appropriate attire). The course focuses on participation in a variety of high and low impact activities (e.g., step, cardio-boxing, water aerobics, body conditioning). Literacy is integrated throughout the course.

## **Aerobics and Body Conditioning II (Dance)**

**Course Number:** 90447

**Uniform:** Cibola Shirt and black shorts/sweatpants (no pockets)

**Required Prerequisite:** Aerobics and Body Conditioning I

**Fee:** \$15.00 per year

**Length/Credit:** Year/1.0

**Grade Level(s):** 11-12

**Course Description:** Aerobics II is an introductory course designed to develop an awareness of the effects and importance of physical fitness and daily exercise utilizing correct techniques required for a safe and effective workout (including appropriate attire). The course focuses on participation in a variety of high and low impact activities (e.g., step, cardio-boxing, water aerobics, body conditioning). Literacy is integrated throughout the course.

## **Aerobics and Body Conditioning III (Dance)**

**Course Number:** 90448

**Uniform:** Cibola shirt and black shorts/ sweatpants (no pockets)

**Required Prerequisite:** Aerobics and Body Conditioning II

**Fee:** \$15.00 per year

**Length/Credit:** Year/1.0

**Grade Level(s):** 12

**Course Description:** In Aerobics III the student applies the skills and knowledge acquired in Aerobics II to further enhance cardiovascular fitness and strives toward the goal of making exercise a positive life-long habit. Additional activities may be introduced to expose and/or prepare the student for possible group fitness instructor certification. Literacy is integrated throughout the course.

## **Certified Personal Trainer Preparation**

**Course Number:** 90704

**Required Prerequisite:** Physical Education, Weight Training, Anatomy and Physiology I or Sports Medicine I

**Length/Credit:** One Year for 1.0 Elective Credit

**Lab Fee:**

**Grade Level(s):** 11-12

**Course Description:** Personal Trainer Preparation focuses on the proper scientific approaches to personal training and the terminology used by the National Academy of Sport Medicine. The student acquires the scientific education, teaching tools and practical rehearsal experience necessary to perform assessments, create individualized programs, and train clients one-on-one.

The course is designed to prepare the student to take the National Academy of Sport Medicine Certified Personal Trainer (NASM CPT) exam. Literacy strategies are interpreted throughout the curriculum.



## **Lifetime Sports I**

**Course Number: 90100**

**Required Prerequisite: Foundations of Physical Education**

**Length/Credit: One Year for 1.0 Elective Credit**

**Lab Fee: \$15.00 per year plus fees for field trips**

**Grade Level(s): 10-12**

**Course Description:** The student takes 3 – 5 field trips a year, varying at each school site. A fee is assessed for each field trip. Lifetime Sports emphasizes learning and improving techniques, skills, and strategies in lifetime sports. The student is introduced to at least six of the following sports, but not limited to: golf, badminton, swimming, bowling, archery, tennis, fishing, orienteering, weight lifting, cycling, mountaineering, angling, and racquet handball. 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 student to improve his/her skills and strategies in those activities. Mountaineering, fishing, and orienteering allow the student to participate in nontraditional physical education activities that can be utilized after graduation and throughout his/her lifetime. Literacy strategies are integrated throughout the course.

## **Lifetime Sports II**

**Course Number: 90101**

**Required Prerequisite: Length/Credit: One Year for 1.0 Elective Credit**

**Lab Fee: \$15.00 per year plus fees for field trips**

**Grade Level(s): 11-12**

**Course Description:** Lifetime Sports II emphasizes an extension and refinement of techniques, skills, and strategies from activities directly related to Lifetime Sports, and continues to prepare the student to aide with teaching and coaching of these activities to young children. The student is exposed to a focus on individual, dual, and small group non-traditional activities that tie to activity and life outside of school. This more in-depth focus brings in cross curricular content through the use of outdoor, recreational, and leisure activities that may include but are not limited to: golf, badminton, swimming, bowling, archery, tennis, fishing & angling, orienteering, weight lifting, cycling, mountaineering, and raquet handball. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course can be applied to careers in hospitality and tourism, education and training, arts and entertainment, and health and bioscience pathways.

## **Team and Individual Sports I**

**Course Number: 90160**

**Uniform: Cibola shirt and black shorts/sweatpants (no pockets)**

**Prerequisite: Successful Completion of Foundations of Physical Education**

**Fee: \$15.00 per year plus fees for field trips**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**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.

### **Team and Individual Sports II**

**Course Number: 90161**

**Uniform: Cibola shirt and black shorts/sweatpants (no pockets)**

**Prerequisite: Successful Completion of Team and Individual Sports I and/or Instructor's Approval**

**Fee: \$15.00 per year plus fees for field trips**

**Length/Credit: Year/1.0**

**Grade Level(s): 11- 12**

**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 aide 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.

### **Team and Individual Sports III**

**Course Number: 90162**

**Uniform: Cibola shirt and black shorts/sweatpants (no pockets)**

**Prerequisite: Successful Completion of Team and Individual Sports II and/or Instructor's Approval**

**Fee: \$15.00 per year plus fees for field trips**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**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.

### **Weight Training I**

**Course Number: 90421**

**Uniform: Cibola shirt and black shorts/sweatpants (no pockets)**

**Prerequisite: Successful Completion of Foundations of Physical Education**

**Fee: \$15.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**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.

### **Weight Training II**

**Course Number: 90422**

**Uniform: Cibola shirt and black shorts/sweatpants (no pockets)**

**Prerequisite: Successful Completion of Foundations of Physical Education and Weight Training I**

**Fee: \$15.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**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.

### **Weight Training III**

**Course Number: 90423**

**Uniform: Cibola shirt and black shorts/sweatpants (no pockets)**

**Prerequisite: Successful Completion of Weight Training II**

**Fee: \$15.00 per year**

**Length/Credit: Year/1.0**

**Grade Level(s): 12**

**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.

### **Yoga I**

**Course Number: 90450**

**Prerequisite:** Successful completion of Physical Education

**Fee: \$15.00**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**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 II**

**Course Number: 90451**

**Prerequisite:** Successful completion of Yoga I

**Fee: \$15.00**

**Length/Credit: Year/1.0**

**Grade Level(s): 10-12**

**Course Description:** 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.

### **Yoga III**

**Course Number: 90453**

**Prerequisite:** Successful completion of Yoga II

**Fee: \$15.00**

**Length/Credit: Year/1.0**

**Grade Level(s): 11-12**

**Course Description:** Yoga / Pilates III builds on the skills acquired in Yoga / Pilates I & II. The goal is achievement of healthy behaviors that endure throughout life. The student works at a pace that fits 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, coordination, 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 this course.

### **Interscholastic Athletics I (Freshman)**

**Course Number:** See Coach for specific course numbers

**Uniform:** team apparel

**Required Prerequisite:** Successful Completion of Foundation of Physical Education

**Length/Credit: Year/1.0**

**NCAA Approved:** No

**Grade Level(s): 9-12**

**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 the 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.***

### **Interscholastic Athletics II (Sophomore)**

**Course Number:** See Coach for specific course numbers

**Required Prerequisite:** Interscholastic Athletics I

**Length/Credit: Year/1.0**

**NCAA Approved:** No

**Grade Level(s): 10-12**

**Course Description:** Interscholastic Athletics II is designed for the student athlete who participates in a school-sponsored team sport or activity. The student acquires the fundamental concepts and develops an improved performance level of skill related to a specific sport or activity. He/she demonstrates the knowledge of the rules, injury prevention through safety measures, and the development of consistent levels of performance through personal physical fitness. The student examines leadership roles for team motivation and success. ***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 the 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.***

### **Interscholastic Athletics III (Junior)**

**Course Number:** See Coach for specific course numbers

**Required Prerequisite:** Interscholastic Athletics II

**Length/Credit:** Year/1.0

**NCAA Approved:** No

**Grade Level(s):** 11-12

**Course Description:** Interscholastic Athletics III is designed for the student athlete who participates in a school-sponsored team sport or activity. The student demonstrates an advanced level of performance skills and knowledge of concepts related to a specific activity. The student exhibits his/her personal application of the complexity and integration of the rules, strategies, and techniques necessary for successful team performance and personal physical fitness. The student exemplifies leadership responsibility for team motivation and success. ***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 the 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.***

### **Interscholastic Athletics IV (Senior)**

**Course Number:** See Coach for specific course numbers

**Required Prerequisite:** Interscholastic Athletics III

**Length/Credit:** Year/1.0

**NCAA Approved:** No

**Grade Level(s):** 12

**Course Description:** Interscholastic Athletics IV is designed for the student athlete who participates in a school-sponsored team sport or activity. The student demonstrates a mastery level of performance skills and knowledge of concepts related to a specific activity. The student exhibits his/her personal application of the complexity and integration of the rules, strategies, and techniques necessary for successful team performance and personal physical fitness by demonstrating leadership within the team through effective communication, ability to motivate team members, and effective delegation of responsibility. ***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 the 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.***

# Special Education

*Students will need a current Individualized Education Plan (IEP) in order to take the following courses. ONLY students enrolled in a gifted elective, will have an annual IEP! If you opt out of gifted elective, you will have a general education advisor for that year. Gifted students are free to come in and out of the program.*

## **Gifted Academic Career Experience (ACE) I- (Gifted Mentorship)**

**Course Number: 0631G**

**Prerequisite: Identification of Gifted & receiving services**

**Fee: None**

**NCAA approved: NO**

**Length/Credit: Year/ 1.0 Credit**

**Grade Level(s): 11-12**

**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. \*Student will need their own transportation.

## **Gifted Academic Career Experience (ACE) II (Gifted Mentorship)**

**Course Number: 0635G**

**Prerequisite: Identification of Gifted & receiving services; Successful completion of ACE I**

**Fee: None**

**NCAA approved: NO**

**Length/Credit: Year/1.0 Elective Credit**

**Grade level(s): 11-12**

**Gifted Course Description:** The student develops career decision-making and employability skills to gain an understanding of workplace cultures and expectations. The student develops an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelations; 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. \*Student will need their own transportation.

## **Academic Career Experience (ACE) Special Ed**

**Course Number: 06050**

**Prerequisite: Students receiving special Ed services**

**Fee: None**

**NCAA approved: NO**

**Length/Credit: Year/1.0 -3.0 Elective Credit**

**Grade level(s): 11- 12**

**Course Description:** Through the experience, students explore personal and career interests, aptitudes and abilities. Personal management of time, health and finances are also included. Responsible workplace behavior and job mentoring/coaching are key components. Learning to build a resume and a portfolio are required components. \*Students will need their own transportation.

**Contemporary Issues I****Course Number: 063GC****Prerequisite: Identification of Gifted & receiving services****Fee: None****NCAA approved: NO****Length/Credit: Year/1.0 Elective Credit****Grade level(s): 9-12**

**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.

**Contemporary Issues II****Course Number: 063GD****Prerequisite: Identification of Gifted & receiving services****Fee: None****NCAA approved: NO****Length/Credit: Year/1.0 Elective Credit****Grade level(s): 10-12**

**Course Description:** The Contemporary Issues II class is a gifted elective 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.

## PE GRADUATION REQUIREMENT WAIVER FOR MARCHING BAND AND J.R.O.T.C.

Student Name: \_\_\_\_\_

ID: \_\_\_\_\_

This waiver is in accordance with New Mexico State Statute 22-13-1.1 that allows a waiver of the Fundamentals for Physical Education (PE) required credit through participation in Marching Band or Junior Reserve Officers' Training Corps (JROTC).

The state content and performance standards of PE are a graduation requirement because of the lifelong benefits and the overall health and wellness of the whole child. However, we recognize and honor parent and student choice in allowing students to waive the PE credit in accordance with the state statute and different pathways to graduation.

### **Marching Band:**

Successful completion of two consecutive fall semesters, beginning in the 9<sup>th</sup> grade, of Marching Band will meet PE graduation requirements.

### **JROTC:**

Successful completion of two consecutive years (2.0 credits), beginning in 9<sup>th</sup> grade, of JROTC Leadership I and Leadership II will meet PE graduation requirements.

Mixing and matching of Band and JROTC courses to meet the PE waiver requirements is prohibited.

### **Waiver**

I understand that I am waiving the required PE performance and state standards that include:

**Content Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

**Content Standard 3:** Exhibits knowledge and ability to participate in a physically active lifestyle.

**Content Standard 6:** Demonstrates understanding and respect for differences among people in physical activity settings.

**Content Standard 7:** Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Upon successful completion of Marching Band or JROTC, as outlined above, I will waive my PE credit requirement. I understand that by waiving my PE credit, I am adding an additional elective credit (1.0) to my required electives for graduation. I also understand that I may enroll in upper level PE electives concurrently with my second year of marching band and JROTC.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please attach this form to a transcript indicating that Band or JROTC required courses have been completed satisfactorily.**

Curriculum Assistant Signature: \_\_\_\_\_ Date \_\_\_\_\_