

*New Futures
School
Course Catalog
2025-2026*





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FROM THE SUPERINTENDENT

Dear APS Students,

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

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

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

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

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

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

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

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

You've got this!

Sincerely,
Gabriella Durán Blakey, Superintendent

FROM THE PRINCIPAL

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

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

Michelle Martinez

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Mission Statement

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

Vision Statement

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

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GENERAL INFORMATION

SCHOOL INFORMATION

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

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

We have 3 Counselors available to support students with their academics, as well as social and emotional support. Many of our students are reclassified. We have a 4x4 schedule to better accommodate students who may be experiencing a difficult pregnancy or an ill child.

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.

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

TRANSFER STUDENTS

All students in the APS District do not need a transfer to attend New Futures.

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 2024-2025 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

New Futures School is a block schedule with four (4) period schedule that provides 90 minutes of instructional time for academic standards and requirements and offers varied electives that support career pathways and academic rigor. Four quarters divide the school year of 182 instructional days.

Monday Advisory Schedule:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:15 am 10:28 am	9:15 am 10:28am	9:15 am 10:28 am	9:15 am 10:28 am	9:15 am 10:28 am
2	10:33am 11:46 am	10:33 am 11:46 am	10:33am 11:46 am	10:33 am 11:46 am	10:33 am 11:46 am
Advisory	11:51 am - 12:16 pm				
Lunch	12:23 pm - 12:53 pm				
3	12:59 pm 2:27 pm	12:59 pm 2:27 pm	12:59 pm 2:27 pm	12:59 pm 2:27 pm	12:59 pm 2:27 pm
4	2:32 pm 4:00 pm	2:32 pm 4:00 pm	2:32 pm 4:00 pm	232: pm 4:00 pm	2:32 pm 4:00 pm

Tues.- Wed.- Thurs.- Fri. Schedule:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:15 am 10:43 am	9:15 am 10:43 am	9:15 am 10:43 am	9:15 am 10:43 am	9:15 am 10:43 am
2	10:48 am 12:16 pm	10:48 am 12:16 pm	10:48 am 12:16pm	10:48 am 12:16 pm	10:48 am 12:16 pm
Lunch	12:23 - 12:53 pm				
3	12:59 pm 2:40 pm	12:59 pm 2:40 pm	12:59 pm 2:40 pm	12:59 pm 2:40 pm	12:59pm 2:40 pm
4	2:32 pm 4:00 pm	2:32 pm 4:00 pm	2:32 pm 4:00 pm	2 :32pm 4:00pm	2:32 pm 4:00 pm

GRADING POLICIES

Report cards with progress grades are issued every nine (9) weeks. A quarter consists of a 9-week grading period. Quarter 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 quarter. Progress reports are issued every 5 weeks prior to the end of the quarter 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 quarter a grade of F will be assigned. If a course is repeated, the higher grade will be recorded and computed in the student’s grade point average (GPA); however, the F remains on the transcript. Duplicate credit will not be granted for a course that is repeated.

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

WITHDRAWAL FROM COURSES

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

- This process has started within the first 10 (ten) school days.
- A student/parent/teacher/counselor conference is held within the 2nd to 3rd week of the school year. The goal of the conference is to develop a *Support Plan for Student Success* in the course.

- A minimum of two weeks is allowed for implementation of the support plan.
- A student/parent/teacher/counselor conference is held at the end of the support plan for student success timeframe. The goal of the conference is to determine if the plan has been successful and what further actions need to be taken. In addition, schedule change implications are discussed (changes in instructors, changes in class periods, appropriate course level changes, options for a substitute class, open periods and class load limits).

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

- The transfer process occurs no later than the first seven (7) weeks of the semester; but no sooner than the 4th week of the semester.
- The student will be transferred to the level of the course that is appropriate for his/her academic skill level* or courses that fulfill a graduation requirement (e.g.; Algebra I will replace Honors Algebra I, English 9 will replace Honors English 9, Chemistry I will replace AP Chemistry).
- When examining transfer options, class load maximums cannot be violated.
- The grade that the student earned in the course at the time of withdrawal will transfer to the new course. The transfer grade will not be weighted if the grade was from an AP or honors course.

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

Authority is granted to the principal to make an exception when, in the principal's judgment, it is warranted.

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

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 9:15 am – 4:15 pm. If the library is not going to be open during our regular hours, there will be a notice posted on the library doors and an announcement will be made during the daily announcements prior to the closing. A student identification card (ID) is required to check out any library materials. Fines are charged for items that have been damaged or lost.

The Library Media Center has a growing collection of books in all subject areas for students. The reference collection, both online and in paper, is continually updated to provide students with authoritative research. All library materials are selected to support the school curriculum. The selection of material is based on individual needs, varied interests, and the maturity levels of students.

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 (Most colleges and universities require 4-6 credits of the same modern, classical, or native language.)

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 with any questions. For more information visit the CNM website, Steps to Becoming a Dual Credit Student: <https://www.cnm.edu/depts/outreach/dual-credit/dual-credit-register>
- Call UNM's Admission Office at (505) 277-0262 or email dualcredit@unm.edu, or visit the UNM Dual Credit website at: <https://advisement.unm.edu/dual-credit/index.html>

DISTANCE LEARNING

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

Online courses are also available through eCADEMY, an APS School of Choice. eCADEMY registration is held in August and January.

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

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

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

SPECIAL EDUCATION PATHWAYS FOR GRADUATION

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

- **Standard Pathway** – Students must meet the standard graduation requirements and pass the graduation assessments.
- **Modified Pathway** –
 - Earn at least the district’s required number of credits (the IEP team determines the standard and alternate courses that will make up the student’s program of study and ensure the student meets requirements identified in the Standard for Excellence;
 - Achieve competency in all areas of the Employability and Career Development Standards with Benchmarks and Performance Standards; and take current graduation exit exam and achieve a level of proficiency determined by the student’s IEP team. The IEP team should document the classes, courses, and/or experiences which will be used to assure that the student achieves standards as identified in the Employability and Career Development Standards with Benchmarks and Performance Standards in the Program of Study section of the student’s IEP.
- **Ability Pathway** –
 - The majority of goals and objectives relate to functional life skills and community skills.
 - A student has been consistently working toward identified goals, objective, and benchmarks, developed by the IEP team; and

- Achieved a level of success that the IEP team agrees is commensurate with the student's abilities.
- Complete requirements of the ability graduation option, a student must complete the requirements through community-based instruction, transportation, work experience, community participation, recreation and leisure, accessing adult services, and independent living skills.
- The student must take either the current state graduation examination or the state-approved alternate assessment, achieving a level of proficiency to be determined by the student's IEP team, and meet all other graduation requirements established by the IEP team.

GRADE LEVEL CLASSIFICATION

Students must earn a set number of credits before they are classified at the next grade level. The following table illustrates the number of credits required for classification at each grade level.

2016 Graduates and later (entered high school in 2010 or thereafter)

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

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

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

This waiver applies only to students enrolling as freshmen in 2017-2018 or later. Students completing two years of JROTC or two consecutive fall semesters of Marching Band may apply for a waiver for PE. All eighth grade students who wish to fulfill the Physical Education graduation requirement through Band or ROTC will need to obtain and sign the "PE Graduation Requirement Waiver for Marching Band and JROTC" form no later than the first week of May during their eighth-grade year. If a student chooses to participate in PE at the time of pre-registration and later decides to waive the PE credit, the student and parent will need to schedule an appointment with their counselor within the first ten days of the school year to fill out the form and obtain a schedule change. Students will be scheduled into elective classes based on availability. If a student decides to withdraw from the Band or JROTC program before the completion of two years, they will need to arrange to take PE prior to graduation.

EARLY GRADUATES

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

1. Students must declare their plans to their school counselor during the period of time between the beginning of their sophomore year and before the start of the second semester of their junior year.
2. Students must enroll in senior classes (English 12, a fourth math course, government and

economics) during their graduating (3rd) year. Failure to do so will jeopardize their plans for early graduation.

3. Early graduates must take all high school assessments, as required by the Public Education Department, to earn a diploma. Early graduates will be classified as juniors until the diploma is granted.
4. Students completing graduation requirements at mid-year may participate in the spring commencement and receive their diplomas at that time. Diplomas are not issued mid-year.

CLASS RANKING

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

DIPLOMAS

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

TESTING INFORMATION

To graduate from a New Mexico public high school, students must meet both coursework and assessment requirements. Currently, New Mexico Administrative Code (NMAC) establishes the standards-based 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

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

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
<i>English:</i> English or Honors/Advanced Placement.....	4
<i>Mathematics:</i> Algebra I or Honors Algebra I, Geometry or Honors Geometry, Algebra II or Honors Algebra II, a fourth credit of math.....	4
<i>Social Studies:</i> US History and Geography or Advanced Placement US History, 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
<i>Science:</i> Biology, Chemistry, Physics, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics.....	minimum 3/preferred 4
<i>Modern, Classical or Native Language:</i> Most colleges require multiple years of the same language.....	minimum 2/ preferred 4

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

COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES

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

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

NEW MEXICO FIRST SEMESTER* AND LOTTERY SCHOLARSHIPS

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

IMPORTANT NOTE: New Mexico post-secondary institutions have different criteria for accessing this scholarship money (different admission deadlines for receiving these awards, semesters in which these awards can be used, exams that must be taken prior to receiving the awards, financial aid applications that must be completed prior to receiving the awards, etc.). Students should check with the post-secondary institution to which they are applying for scholarship criteria. More information can be

found at: <http://www.hed.state.nm.us/students/lotteryscholarship.aspx>

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

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

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

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

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

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA

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

assistance. For more information, visit the NCAA Eligibility Center website at <https://web3.ncaa.org/ecwr3/>

ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES

CAREER PATHWAYS

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

Introduction and Definitions

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

WORK EXPERIENCES

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

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND ATHLETICS

Student participation in interscholastic activities plays a significant role in personal and educational development. It is used as a means of developing wholesome attitudes and well-rounded citizens, who are better prepared to face the challenges of adult life as a result of their interscholastic experiences.

Participation is a privilege, not a right. Students earn the privilege to participate by adhering to high standards of personal conduct and academic performance. Personal conduct and attitude of student participants must reflect high standards of respect, integrity, and responsibility.

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

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

SUMMER PROGRAMS

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

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

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

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

APS MAGNET SCHOOLS

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

Career Enrichment Center (CEC)

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

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

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

Student Profile: CEC's programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. Meeting the needs of a diverse

student body in college readiness, career exploration, career preparation, internships, dual enrollment, and leadership development is an integral component of CEC's curriculum and course offerings.

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

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

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

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

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

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

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 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 a 5-Star childcare center.

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

Transition Outcomes

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

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

Juvenile Detention Center Educational Unit and Continuation School

5100 2nd St. NW, Albuquerque, NM 87107, (505) 468-7223

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

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

ELECTIVES

Child Development I 1.0 Credit 832031/832032

Description: The student/mother learns about infants ranging in age from birth to four months. The student works cooperatively with the instructor and the childcare assistants, observing and participating in activities, routines, and practices that encourage the physical, social, cognitive, and emotional development of the infants. Some of the topics in Child Development I include, but are not restricted to, child growth and development, safety and health, learning environment and relationships, pregnancy and prenatal care, and career readiness.

Child Development II 1.0 Credit 832041/832042

Description: Child development two offers student/mothers the opportunity to work cooperatively with the instructor and the Child Development Assistants in the care of children who range in age from birth to 15 months. Student/mothers observe and participate in activities routines and practice

Parent/Infant Health .5 Credit

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

Parent/Toddler Health .5 Credit

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

Service Learning 1.0 Credit 530121/530122

Description: 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 engages him/her in action research and that identifies a community need. Through this process, he/she enhances his/her social, personal, and career development and gains a sense of civic responsibility and understanding of diversity and mutual respect among all participants.

Note: 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 to make our communities better. It is a process that requires the support of school administration and community leaders and is a critical element in the success of the program.

Community Service 1.0 Credit 530101/530102

Description: Community Service is a course that emphasizes responsibility, what youth can contribute to the needs of society, how to make a difference to others, and to experience being needed. Areas of study include, but are not limited to, life skills, employability skills, career exploration, and community involvement. The student's experiences can also be used to enhance problem-solving, decision-making, and communications skills (e.g., reading, writing, and speaking).

Personal Finance 1.0 Credit 843291/843292

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

Digital Film Production I 1.0 Credit 715811/715812

Description: Digital Film Production I is a fundamental, theory driven, hands-on instruction in film-making techniques. Digital Film Production introduces the student to the necessary skill sets, key concepts, and processes that lead to the creation of digital film/media products. Literacy is integrated throughout the course.

Digital Film Production II 1.0 Credit 715821/715822

Materials Fee: \$20

Description: Digital Film Production II focuses on the mastery of the theory, skills and concepts related to film production. The student develops advanced techniques and applies them to individual, collaborative and community-based projects. The student continues to investigate and analyze current trends in filmmaking, including career opportunities, contemporary technical and aesthetic considerations. He/she analyzes and applies best practices to film production projects, and evaluates their effectiveness in field productions.

Ace/Internships

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. Students should plan to have a job outside of school and are expected to work an entire semester at the same job, provide own transportation to and from work, and provide proof of continued employment. A portfolio of lessons learned while working is required. Volunteer work is acceptable if all other requirements are met.

Student Aide 1.0 Credit 530911/530912

Description: Course Description: Student Aide provides the student with the opportunity to work in one of several campus offices (i.e., main office, attendance office, counseling office, daycare 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.

AP African American Studies 1.0 Elective 51251

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.

Intro to Computer Science 66136 GRADE 9-12, Course Credit: 1.0

Description: Introduction to Computer Science introduces the fundamentals of computer architecture, writing programs to solve a variety of problems and the ethical use of computer systems. The student learns about the software and hardware components of the computer and how those components interact to execute a computer program. Areas of study include, but are not limited to, computer architecture and function, types of programming languages, computer programming and algorithm development, ethical use of computing resources, study of nontraditional math topics, and career applications.

FOREIGN LANGUAGE

We recommend three (3) or more years of a single language for college prep and four (4) or more years for highly competitive colleges. These courses are academic electives that require regular outside study. One Career Cluster/Workplace Readiness Course is required for graduation. A modern, classical or native language course meets this requirement and also serves as an elective credit.

Spanish I 1.0 Credit 610111/610112

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

Spanish II 1.0 Credit

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

VISUAL ARTS

Art I 1.0 Credit 700301/700302

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

Art II 1.0 Credit 700401/700402

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.

Ceramics I 1.0 Credit 705111/705112

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 1.0 Credit 705121/705122

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.

Drawing & Painting I 1.0 Credit 710101/710102

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, oil painting, watercolor, acrylic, pastels, dyes, inks). He/she studies the making of art and directs his/her awareness and growth through art history, aesthetics, and art criticism. The student prepares work for the market and uses this venue to pursue career possibilities.

Drawing & Painting II 1.0 Credit 710121/710122

Description: This is a studio course for students who have completed Art I and Drawing and Painting I. Students review painting and drawing and painting and explore advanced painting and drawing techniques in a variety of media. The student 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.

Ethnic Studies 1.0 Credit 512111/512112

Description: This yearlong course explores the social, political, historical, and cultural experiences of ethnicities, genders, classes and/or ability groups. As it impacts self-identity, the students will engage in self-discovery while gaining an understanding of the multi-faceted world around them. The students will come to an understanding of the connection between ethnicity and the restriction of human rights.

Mexican American Studies 1.0 Credit 515071/515072

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

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

Film Criticism 1.0 Credit 205381/205381

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 film making, techniques of film making, 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. The student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

Newspaper I 1.0 Credit 240011/240112

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

Newspaper II 1.0 Credit 240021/240022

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

Creative Writing I 1.0 Credits 245401/245402

Description: In Creative Writing I, the student reads, analyzes, and discusses selected models of various American authors to gain a background for extensive original thought and writing. The student experiments with and creates working and showcase portfolios (traditional and/or electronic) representing the best work in various genres (e.g., short stories, one-act plays, poetry, fiction and nonfiction). As a part of the creative process, the student identifies and concentrates on individual needs for vocabulary development, spelling, sentence structure and revision, and prepares freelance work for submission to publishers. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print and online literary magazines. Weekly writing assignments and a journal are required. The Literary Magazine provides an opportunity for students to work closely with creative students and to generate, edit, and produce a magazine of significant literary and artistic merit. Students should be prepared to devote time to the magazine both in and out of school.

Creative Writing II 1.0 Credit 215411/245412

Prerequisite: Successful completion of English 11 for English 12 Credit

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 write in a variety of genres including, short stories, one-act plays, poetry, fiction, and non-fiction. As part of the creative process, the student refines technique and style and revises work through peer and self-editing. In addition, the student prepares freelance work for submission to contests and publishers. The student shares work in class discussions and uses technology to support writing, research, and procedures for submitting work for consideration to print an online literary magazine. The class assists in producing the school's literary magazine. More than one half of the course work is devoted to composition. Students will be expected to share their work in a writers' workshop setting.

Yearbook I 1.0 Credit 240361/240362

Description: Yearbook I, the student applies entry-level journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, management, and meeting deadlines with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.

Yearbook II Credit 1.0 240371/240372

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

Driver's Education Credit 1.0

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

Lit Strategies:

Description: This multi-level course is designed to provide both individual and small group instruction in order to meet each student's needs in reading. Research-based instruction is guided by ongoing assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure, and comprehension. This course may be in addition to English requirement, or instead of based on individual need and pathway.

Math Strategies 1.0 Credit

Description: This course is for the student who needs extensive support with Algebra I skills and concepts (e. g. operations with integers, solving equations, graphing), and is concurrently taking special ed Algebra I. The student receives personalized instruction in his/her areas of need and learns through a variety of strategies, techniques (e.g. graphic organizers), and technology (e.g. graphing calculators and computers). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills. This course may be in addition to Algebra I requirement, or instead of based on individual need and pathway.

Math Strategies II 1.0 Credit

Description: This course is for the student who needs extensive support with Geometry skills and concepts (e. g. lines, planes, polygons, circles, three-dimensional figures and their measurements), and is concurrently taking special ed Geometry. The student receives personalized instruction in his/her areas of need and learns through a variety of strategies, techniques (e.g. graphic organizers), and technology (e.g. calculators) and the use of construction tools (e.g. compass, protractor, straight edge). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills. This course may be in addition to Geometry requirement, or instead of based on individual need and pathway.

Math Strategies III 1.0 Credit

Description: This course is for the student who needs extensive support with Algebra II skills and concepts and is concurrently taking special ed Algebra II. The student receives personalized instruction in his/her areas of need and learns through a variety of strategies, techniques (e.g. graphic organizers), and technology (e.g. graphing calculators and computers). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and

internalize critical-thinking skills. This course may be in addition to Algebra II requirement, or instead of based on individual need and pathway.

Academic Career Experiences (ACE) I/II/III 1.0 Credit 84320 53060/ 53062/ 53063

Description: Business Internship allows students to extend learning and practice skills in their career choice by receiving 15 hours of work experience each week, and one period of classroom instruction each day related to the occupation.

HEALTH EDUCATION

Foundations of Physical Education 1.0 Credit 900001/900002

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

Lifetime Sports I 1.0 Credit 901001/901002

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.

Yoga and Pilates 1.0 Credit 904501/904502

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.

Nutrition 1.0 Credit 83359

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

Weight Training I 1.0 Credit 904211/904212

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 1.0 Credit 904221/904222

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.

MATHEMATICS

Algebra I 1.0 Credit 330401/330402

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. Literacy strategies are integrated throughout the curriculum.

Geometry 1.0 Credit 350401/350402

Description: In Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, computers and software programs (e.g., Geometer's Sketchpad, Geometry), 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

Algebra II 1.0 Credit 360401/360402

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.

Financial Lit 1.0 Credit 380111/380112

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.

Transition to College Math 1.0 credit

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. Transitions to College Math course satisfies the fourth-year mathematics requirement.

SCIENCE

Biology I 1.0 Credit 41111/41112

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.

Chemistry I 1.0 Credit 421111/421112

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.

Physics I 1.0 Credit 431111/431112

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.

LANGUAGE ARTS

English 9 1.0 Credit 250311/250312

Description: In English 9, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various genre and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous selections by a wide variety of authors. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research, and through the use of technology as a learning tool.

English Language Development 9 (ELD) 1.0 Credit

Description: This course fulfills the requirement for English 9. The teacher will access the 9th grade language arts standards in order for students to receive English 9 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students' progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

English 10 1.0 Credit 250411/250412

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

English Language Development 10 (ELD) 1.0 Credit

Description: This course fulfills the requirement for English 10. The teacher will access the 10th grade language arts standards in order for students to receive English 10 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students' progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

English 11 1.0 Credit 250511/250512

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

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

English Language Development 11 (ELD) 1.0 Credit

Description: This course fulfills the requirement for English 11. The teacher will access the 11th grade language arts standards in order for students to receive English 11 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students' progress from an average understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

English 12 1.0 Credit 250611/250612

Description: In English 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. –A.D. 428 to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected genre across time periods (e.g. mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of World History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research, and through the use of technology as a learning tool

English Language Development 12 (ELD) 1.0 Credit

Description: This course fulfills the requirement for English 12. The teacher will access the 12th grade language arts standards in order for students to receive English 12 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students' progress from an average understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

SOCIAL STUDIES

The Social Studies program focuses on people, on the world, and on the relationships between the two. It draws substance from the disciplines of anthropology, economics, geography, government, history, philosophy, and sociology. The social studies curriculum seeks to help students become thinkers who take responsibility for their actions; citizens who are willing to hear both sides of a debate and form opinions based on reasoned inquiry; and people who value character in its various manifestations. Students are required to pass the following courses to fulfill graduation requirements:

New Mexico History 0.5 Credit 10043

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

World History 1.0 Credit 120191/120192

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

US History 1.0 Credit 110111/110112

Description: U.S. History/Geography is a survey course on post-Reconstruction United States (1877 – present). Emphasis is on American society, culture and politics. Students use critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Economics 0.5 Credit 150111/150112

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.

Government 0.5 Credit 130111/130112

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.

