



# **West Mesa High School 2026-2027 Course Catalog**



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## **FROM THE SUPERINTENDENT**

**Dear APS Students,**

High school is an exciting place to be. These years are full of possibilities, and the choices you make now will help shape the opportunities waiting for you after graduation.

Whether you're just beginning ninth grade or preparing to walk the stage as a senior, this is the perfect time to explore your interests, imagine your future, and set goals that inspire you. Perhaps you envision yourself attending college, serving in the military, pursuing a trade, or landing a great job immediately after graduation. Wherever you're headed, you'll find pathways here that can help you get there.

Our district continues to expand options, allowing you to build a high school experience that reflects your strengths, passions, and goals. We continue to offer more flexibility and additional ways to personalize your learning experience. The aim is simple: when you earn your diploma, you should be fully prepared for college, a career, or any next step you choose to take.

This course catalog is your guide. Think of it as a menu of possibilities. Inside, you'll find a clear outline of graduation requirements and a wide range of classes to explore. If college is your next stop, you can learn about advanced courses and opportunities to earn college credit before you even graduate. If you're interested in skilled trades or technical careers, you'll discover hands-on programs designed to give you real-world experience. If you're passionate about serving in the military, explore our strong JROTC and leadership pathways.

And don't forget the many electives that make high school meaningful—music, art, theater, world languages, and Career Technical Education programs. You can challenge yourself with AP, IB, dual credit, and honors courses, and you can build sequences of related classes that deepen your skills and open doors for your future.

Choosing classes can feel overwhelming, but you are surrounded by support. Our counselors are experts at helping students plan their path. Your teachers and families can also help you think through your choices and dream big.

Take your time exploring the opportunities ahead of you—and choose the ones that spark your curiosity and excitement.

You're capable of great things.

Sincerely,

Gabriella Durán Blakey, Superintendent

## **FROM THE PRINCIPAL**

Hello Mustangs!

It is that time of year again! We are preparing for another exciting year of academic pursuits and personal growth. As the proud principal of West Mesa High School, I'm excited about the growth we have experienced over the last couple of years. We continue enhancing our academic, extracurricular, and cultural excellence at West Mesa.

At West Mesa, we are committed to providing comprehensive choices of courses to foster to the diverse needs and aspirations of our students. We encourage you to explore our varied academic offerings, which include challenging courses through our Career Technical Education programs, AVID program, and Advanced Placement and Honors tracks.

For those seeking additional support or credit recovery, we offer intervention and online courses to ensure that every student has the opportunity to thrive in their high school journey. Additionally, our Dual Enrollment classes, available both on campus and at CNM and UNM, present an outstanding chance for students to earn up to ten college credits at no cost, with textbooks provided by APS.

West Mesa takes pride in hosting one of the most rigorous Bilingual Programs in the state, further enriching the educational experience for our students.

West Mesa has an excellent selection of elective courses that satisfy all students' interests. Our catalog outlines all of our courses and descriptions. Students, please choose your classes wisely. We want to ensure that you meet your graduation requirements and satisfy an area of interest to enhance your educational experience at our school.

It's important to note that once schedules are finalized, there will be no further changes. Your commitment to your chosen courses will contribute to a successful and fulfilling educational journey.

I wish each and every one of you continued success throughout your high school years and beyond. Remember, the West Mesa community is here to support and inspire you. Once a Mustang, always a Mustang!

And always remember... In a world where you can be anything, please be kind!

Sincerely,

Michele Torres  
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## **GENERAL INFORMATION**

### **SCHOOL INFORMATION**

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

We are a community school dedicated to bilingual education and career and college readiness.

### **ENROLLMENT REQUIREMENTS**

You must live in our attendance area to enroll in classes. Students who apply for and receive an approved enrollment form (transfer) to attend our school need to contact the school and bring a transfer approval to be able to enroll in classes. Contact the Student Services Open Enrollment Office at 855-9040 to get more information and apply for a transfer.

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

### **TRANSFER STUDENTS**

Students entering from school situations other than APS must provide official documentation (an official transcript) of grades and credit earned. When a student transfers from one APS high school to another within ten (10) school days of the end of the semester, the sending school shall be responsible for that semester's grades. It is the responsibility of the student to make the necessary arrangements to complete all work. The transcript of the sending school should reflect the semester grades in all subjects. The sending school should make every effort to discourage transfers in the last 10 days of a semester. Students from a non-accredited school will receive credit on a pass/fail basis per APS procedural directives. Students who have been home-schooled and non-accredited schools must provide a portfolio demonstrating work accomplished, a summary of courses taken and credits earned, and supporting information (standardized test scores, textbooks, curriculum, etc.). Our staff will review the portfolio to determine appropriate credit in accordance with curriculum standards from the New Mexico Public Education Department.

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

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

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

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

All students will submit their course requests through the spring pre-registration process. The students' actual

schedules will be determined by pre-requisite requirements, sufficient student interest through course requests, and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the 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

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

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Zero Hour</b> 7:40-8:30	<b>Zero Hour</b> 7:40-8:30	<b>Zero Hour</b> 7:40-8:30	<b>Zero Hour</b> 7:40-8:30	<b>Zero Hour</b> 7:40-8:30
<b>1</b> 8:40-9:21	<b>1</b> 8:40-9:29	<b>1</b> 8:40-9:29	<b>1</b> 8:40-9:29	<b>1</b> 8:40-9:29
<b>2</b> 9:28-10:09	<b>2</b> 9:36-11:14	<b>3</b> 9:36-11:14	<b>2</b> 9:36-11:14	<b>3</b> 9:36-11:14
<b>3</b> 10:16-10:57				
<b>4</b> 11:38-12:24	<b>4</b> 11:21-1:03	<b>5</b> 11:21-1:03	<b>4</b> 11:21-1:03	<b>5</b> 11:21-1:03
<b>5</b> 12:31-1:12				
<b>Lunch</b> (Monday 1:19-1:49; Tues-Fri 1:10-1:40) 30 min.				
<b>6</b> 1:56-2:37	<b>6</b> 1:47-3:25	<b>7</b> 1:47-3:25	<b>6</b> 1:47-3:25	<b>7</b> 1:47-3:25
<b>7</b> 2:44-3:25				

## GRADING POLICIES

Report cards with progress grades are issued every nine (9) weeks. A semester consists of two (2) 9-week grading periods. Semester grades are posted on a student's permanent record (transcript). The grading scale is:

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

Credit is granted for successful completion of each class at the end of the semester. Progress reports are issued every 9 weeks prior to the end of the semester and reflect the cumulative grades for each class. Credits are granted with passing grades: A, B, C, or D. Credit is not granted for grades of "F", "I" (Incomplete) or "W/F" (withdrawal with the grade of F). Course work must be completed by the end

of the semester following the semester in which the "I" (Incomplete) is posted. If a grade is not assigned for the Incomplete within the next semester, a grade of F will be assigned. If a course is repeated, the higher grade will be recorded and computed in the student's grade point average (GPA); however, the F remains on the transcript. Duplicate credit will not be granted for a course that is repeated.

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

## WITHDRAWAL FROM COURSES

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

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

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

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

**Students who withdraw from a course after the first 10 days of each semester, and do not enroll in a comparable\* course (same content) will receive a WF (Withdraw Fail) on their transcript.** Authority is granted to the principal to make an exception when, in the principal's judgment, it is warranted.

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

## **TRANSCRIPTS**

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

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

## **TEXTBOOKS**

All general textbooks are issued through the Book Room. A current student identification card (ID) is required for check-out of textbooks. Dual Credit textbook processes may change from semester to semester. Current process can be found on the Dual Credit Instructional Materials website:

<https://www.aps.edu/libraries/textbooks/dual-credit-textbooks-for-high-school-students>.

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

## **SCHOOL COUNSELING SERVICES**

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

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a masters level, state-licensed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school

counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

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

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

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

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

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

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

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

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

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

### **LIBRARY MEDIA CENTER SERVICES**

The Library Media Center provides students with areas for research, study, and reading. The Library Media Center is open from 8:40 am – 3:25 pm. If the library is not going to be open during our regular hours, there will be a notice posted on the library doors and an announcement will be made during the daily announcements prior to the closing. A student identification card (ID) is required to check out any library materials. Fines are charged for items that have been damaged or lost.

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

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

## GRADUATION INFORMATION

### Course Credits Required Entering Freshmen 2026, Class of 2029 and beyond

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, math 3, math 4)	4.0
Science (Biology, Chemistry, Physics)	3.0
Social Studies (World History, United States History, United States Government, Economics and SS4 option)	4.0
Health	0.5
Personal Financial literacy	0.5
Physical Education (Choice of Foundations of Physical Education or equivalent first-level course)	1.0
Electives*	8.0
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 (Algebra I, Geometry, Algebra II, math 4)	4.0
Science (Biology, Chemistry, Physics)	3.0
New Mexico History	0.5
World History and Geography	1.0
United States History & Geography	1.0

Government	0.5
Economics	0.5
Health	0.5
Physical Education	1.0
Electives*	9.0
Total	25.0

\* Students must successfully complete:

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

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

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

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

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

For more information about Dual Credit:

- **Talk to your Professional School Counselor or College and Career Readiness Counselor**
- Call CNM's Dual Credit Department at (505) 224-3352, or email [dualcredit@cnm.edu](mailto:dualcredit@cnm.edu) with any questions. For more information visit the CNM website, Steps to Becoming a Dual Credit Student: <https://www.cnm.edu/depts/outreach/dual-credit/dual-credit-register>
- Call UNM's Admission Office at (505) 277-0262 or email [dualcredit@unm.edu](mailto:dualcredit@unm.edu), or visit the UNM Dual Credit website at: <https://advisement.unm.edu/dual-credit/index.html>

### ***DISTANCE LEARNING***

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

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

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

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

The Honors and Advanced Placement Program is the most academically challenging curriculum that our district

offers. These courses are available to all students. Honors courses in the freshman and sophomore years prepare students for Advanced Placement (AP) classes, most of which are offered at the junior and senior levels. AP courses are based on guidelines from the College Board and have been approved by the College Board. These courses expose students to college-level curriculum, emphasize critical thinking skills, and provide preparation for the Advanced Placement examination. Students who earn a qualifying AP score on the Advanced Placement examination may earn college credit (credit varies among colleges). Advanced Placement examinations are administered in May of each year.

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

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

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

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

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

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

### ***THE NEXT STEP PLAN (LEVEL ALL)***

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

### ***SPECIAL EDUCATION PATHWAYS FOR GRADUATION (Up to cohort 2028)***

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

- **Standard Pathway** – Students must meet the standard graduation requirements and pass the graduation assessments.
- **Modified Pathway** –
  - Earn at least the district’s required number of credits (the IEP team determines the standard and alternate courses that will make up the student’s program of study and ensure the student meets requirements identified in the Standard for Excellence;

- Achieve competency in all areas of the Employability and Career Development Standards with Benchmarks and Performance Standards; and take the current graduation exit exam and achieve a level of proficiency determined by the student’s IEP team. The IEP team should document the classes, courses, and/or experiences which will be used to assure that the student achieves standards as identified in the Employability and Career Development Standards with Benchmarks and Performance Standards in the Program of Study section of the student’s IEP.
- **Ability Pathway –**
  - The majority of goals and objectives relate to functional life skills and community skills.
  - A student has been consistently working toward identified goals, objective, and benchmarks, developed by the IEP team; and
  - Achieved a level of success that the IEP team agrees is commensurate with the student’s abilities.
  - Complete requirements of the ability graduation option, a student must complete the requirements through community-based instruction, transportation, work experience, community participation, recreation and leisure, accessing adult services, and independent living skills.
  - The student must take either the current state graduation examination or the state-approved alternate assessment, achieving a level of proficiency to be determined by the student’s IEP team, and meet all other graduation requirements established by the IEP team.

**Special Education Pathways for graduation available for Freshman 2025, Class of 2029**

**Standard Program of Study**

To receive a Diploma of Excellence through the Standard Program of Study, a special education student must meet or exceed all requirements for graduation based on the New Mexico Standards for Excellence with or without reasonable accommodations of delivery and assessment methods. In addition, the student must meet all of the other standard graduation requirements of the school district or charter school. A student who obtains a diploma through the Standard Program of Study is no longer entitled to receive a FAPE from their charter school or school district.

**Ability Program of Study**

The Ability Program of Study is a program for students who are determined to have a most significant cognitive disability through the Alternate Assessment Addendum review process conducted by the student’s IEP team.

Students assigned to the Ability Program of Study shall earn the minimum number of credits aligned with state requirements for a diploma obtained through the Standard Program of Study or be provided equivalent educational opportunities required by the district or charter school, with course work individualized to meet the unique needs of the student through support of the IEP. IEP goals and functional curriculum course work must be based on New Mexico alternate achievement standards (Essential Elements).

Students accessing the Ability Program of Study shall be assigned to take the state-approved alternate assessment (Dynamic Learning Maps).

A student who obtains a diploma through the Ability Program of Study may choose to exit high school after receiving the diploma but continues to have an entitlement to

receive a FAPE from their charter school or school district. A student may elect to resume their high school education until the student either meets the requirements to obtain a diploma through the Standard Program of Study, or until the end of the academic year in which the student becomes 22 years of age. A diploma obtained through the Ability Program of Study is not considered a “regular high school diploma” as defined in federal regulation 34 C.F.R. § 300.102(a)(3)(iv), but is considered a state-defined alternate diploma for students with the most significant cognitive disabilities as defined in federal law 20 U.S.C. § 7801(25)(A)(ii)(I)(bb).

**Next-Step Plan Requirements for Students with IEPs**

For students with disabilities, an Individualized Education Plan (IEP) may satisfy the Next-Step Plan requirement if it:

- Meets all transition and procedural requirements under the Individuals with Disabilities Education Act (IDEA).
- Aligns with the Next-Step Plan framework to ensure the student’s academic and postsecondary goals are met.

PED Manual states:

**Next-Step Plan Requirements for Students with IEPs**

For students with disabilities, an Individualized Education Plan (IEP) may satisfy the Next-Step Plan requirement if it:

- Meets all transition and procedural requirements under the Individuals with Disabilities Education Act (IDEA).
- Aligns with the Next-Step Plan framework to ensure the student’s academic and postsecondary goals are met.

**GRADE LEVEL CLASSIFICATION**

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

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

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

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

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

This waiver applies only to students enrolling as freshmen in 2017-2018 until 2024. Students completing two years of JROTC or two consecutive fall semesters of Marching Band may apply for a waiver for PE. All eighth grade students who wish to fulfill the Physical Education graduation requirement through Band or ROTC will need to obtain and sign the “PE Graduation Requirement Waiver for Marching Band, Color Guard and JROTC” form no later than the first week of May during their eighth-grade year. If a student chooses to participate in PE at the time of pre-registration and later decides to waive the PE credit, the student and parent will need to schedule an appointment with their counselor within the first ten days of the school year to fill out the form and obtain a

schedule change. Students will be scheduled into elective classes based on availability. If a student decides to withdraw from the Band or JROTC program before the completion of two years, they will need to arrange to take PE prior to graduation.

**\*For students enrolling as freshmen in the 2025-26 school year, one year of JROTC program may be used to satisfy the PE credit requirement.**

### **EARLY GRADUATES**

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

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

### **CLASS RANKING**

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

### **DIPLOMAS**

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

### **TESTING INFORMATION**

To graduate from a New Mexico public high school, students must meet both coursework and assessment requirements. Currently, New Mexico Administrative Code (NMAC) establishes the standards-based assessments in mathematics, language arts, and science as the primary demonstration of competency for graduation. For the most complete and up-to-date information on Assessment and Graduation requirements, please visit the APS Assessment website at: <http://www.aps.edu/assessment>.

### ***ACCESS Assessment***

If your child is an identified English Learner, they will take the ACCESS test once a year, which is composed of 4 different sections. Speaking, Listening, Reading and Writing. This assessment is required by the federal government and is used to determine your child's progress in English.

### ***Other Assessments***

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

### ***Special Education IEP/504***

Students with an IEP or who have a 504 Accommodations Plan have many testing accommodations available to

them. Graduation requirements, including passing scores on the exit exams, may vary for students with an Individualized Education Plan. Contact your school’s Special Education department chair for more information. Parents and teachers should discuss what is best for each student.

### COLLEGE INFORMATION

#### **NCAA** ELIGIBILITY

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

#### **Division III**

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

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

#### **COLLEGE PREPARATORY PROGRAMS**

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

<b>Courses</b> .....	<b>Credits English:</b>
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

*Modern, Classical or Native Language:*

Most colleges require multiple years of the same language..... minimum 2/ preferred 4

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

### **COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES**

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

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

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

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

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

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

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

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

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

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

- Student must have completed high school at a public or accredited private New Mexico high school, graduated from a public or accredited private New Mexico high school or received a high school equivalency credential while maintaining residency in New Mexico.
- Student must enroll at a public post-secondary educational institution in New Mexico within sixteen months

of graduation or receipt of a high equivalency credential.

- Student must enroll in and earn 15 credit hours per semester at a four-year New Mexico public university.
- Student must enroll in and earn 12 credit hours per semester at a two- year New Mexico public community college.
- Student must maintain a 2.5 or greater cumulative grade point average (GPA) each semester of enrollment.
- Student with disabilities may qualify for reduced credit hour requirements and additional semesters of the scholarship.

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

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

### **ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES**

# NM SEAL OF BILINGUALISM & BILITERACY

Albuquerque Public Schools is committed to honoring multiple pathways for students to obtain Seals of Bilingualism and Biliteracy in diverse languages. These pathways cultivate learning communities that validate students' identities and cultures, foster linguistic and sociocultural competence, and promote academic rigor—preparing students for postsecondary success and global citizenship.

Students can earn a NM State Seal of Bilingualism & Biliteracy by completing one of the four options below:

<b>NM Seal of Bilingualism &amp; Biliteracy</b>			
<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Option 4</b>
Native Languages	Language taught in APS	Language taught in APS	Language not taught in APS
No minimum course requirement	4 unit in the same Language Course	4 Units in the same Language Course	Language Exam
Complete Graduation Requirements	C or higher all semesters	C or higher all semesters	Portfolio Presentation
Assessment through Tribe, Pueblo or Nation.	Exam	Portfolio Presentation	Only available in languages not offered through APS coursework

The coursework required to meet the requirements of the NM Seal of Bilingualism and Biliteracy are available at all APS comprehensive High Schools.

# MODERN NATIVE AND CLASSICAL LANGUAGE COURSE SEQUENCE GUIDE

APS recommended all students participate in language coursework starting their Freshman year. Language development across 4 years will allow students develop the skills necessary to obtain a Seal of Bilingualism and Biliteracy. APS offers Navajo and Zuni Language courses at Albuquerque High using the CEC transportation system for student who do not have access to courses at their homeschool. Please see the language options below:

APS Offers the following Languages:

**Chinese:**

- CEC

**French:**

- Albuquerque HS
- Atrisco Heritage Academy HS
- Cibola HS
- Eldorado HS
- Highland HS
- La Cueva HS
- Sandia HS
- Volcano Vista HS
- CEC

**German:**

- La Cueva HS
- Manzano HS
- CEC

**Japanese**

- CEC

**Navajo:**

- Albuquerque HS\*
- Atrisco Heritage Academy HS
- Cibola HS
- Del Norte HS
- Highland HS
- Manzano HS
- Sandia HS
- Volcano Vista HS
- West Mesa HS

**Russian:**

- Volcano Vista HS

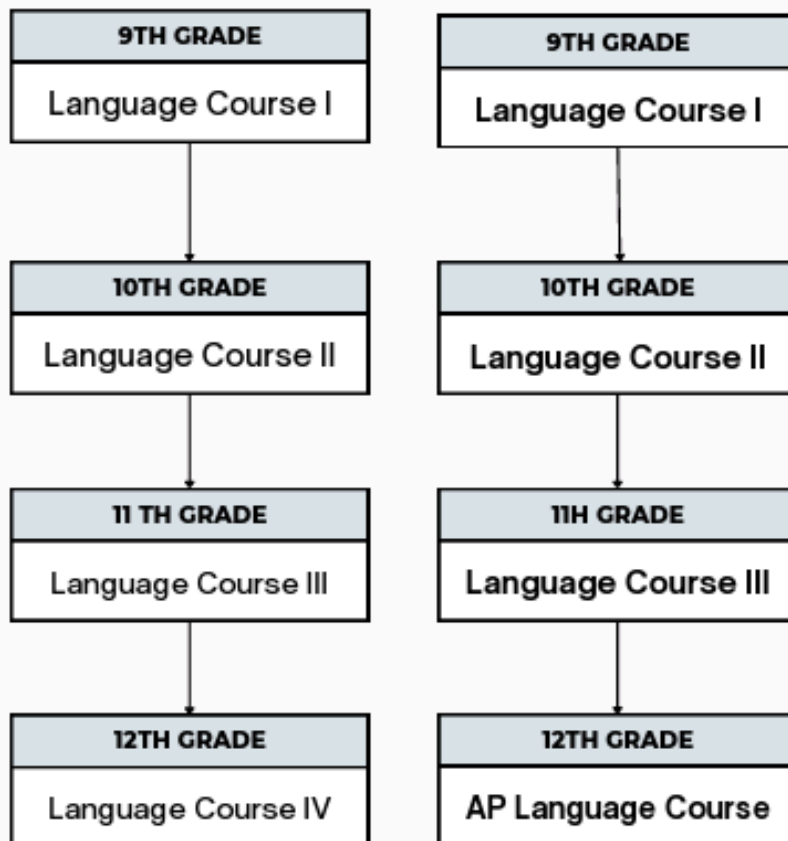
**Spanish:**

- All High Schools

**Zuni:**

- Albuquerque HS \*

*Zuni & Navajo can be taken at AHS by any APS high school student.*



# APS SPANISH BILINGUAL SEAL REQUIREMENTS

APS Dual Language Programs offer an additional Bilingual Seal exclusive to students who meet these rigorous requirements in both English and Spanish. Students must complete all the coursework listed below and a bilingual portfolio which is presenting during the spring semester of their senior year.

APS High School Spanish Bilingual Seal			
4 Credits of English Language Arts	4 Credits of Spanish Language Arts	4+ Credits of content courses facilitated in English	4+ Credits of bilingual content courses
C average (2.0)	C average (2.0)	C average (2.0)	C average (2.0)
Assessment: Portfolio presentation for oral and written assessment			
Student meeting all requirements and holding an overall GPA of 3.5 or higher will receive an <b>APS Distinction Bilingual Seal</b>			

The coursework required to meet these requirements are offered at the following Highschool Bilingual Multicultural Education Program Schools:

- Albuquerque HS
- Atrisco Heritage Academy HS
- Del Norte HS
- Highland HS
- Rio Grande HS
- West Mesa HS

# HIGH SCHOOL LANGUAGE COURSE SEQUENCE GUIDE FOR DUAL LANGUAGE ED.

APS recommends the following course sequence for Student participating in Dual Language programming. Spanish should always be the course for BMEP (Bilingual, Multicultural Education Programs) as research shows that Language Arts support enhances language development in all content areas. Students are encouraged to participate in 2 additional bilingual courses. This will maximize Language Development in both English and Spanish as well as set students on a pathway to meet requirements for the APS Spanish Bilingual Seal.

	<b>Spanish Language Arts is a Required course for BMEP participation</b>		<b>At least 1 bilingual Content Course needs to be taken every school year</b>	<b>It is recommended that 2 bilingual content courses be taken every school year for optimal BMEP Participation</b>
9th grade	Spanish Language Arts I		Bilingual Content Course 1	Bilingual Content Course 2
10th grade	Spanish Language Arts II		Bilingual Content Course 1	Bilingual Content Course 2
11th grade	AP Spanish Language	Spanish Lang. Arts III	Bilingual Content Course 1	Bilingual Content Course 2
12th grade	AP Spanish Literature	AP Spanish Language	Bilingual Content Course 1	Bilingual Content Course 2

*Bilingual course offering vary by school please review course listing in this course catalog to view options available.*

## **CAREER PATHWAYS**

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

### *Introduction and Definitions*

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

## **WORK EXPERIENCES**

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

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

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

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

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

## **SUMMER PROGRAMS**

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

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

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

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

### **APS MAGNET SCHOOLS**

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

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

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

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

**Program Features:** As an APS magnet program CEC provides students with many opportunities, from beginning to advanced-level work, for in-depth career focused learning. Students can choose unique courses from a wide range of career areas, many of which include hands-on experiences working in one of CEC’s specialized laboratories. Students may select courses in Medicine, Media Arts, Computer Science, Science, Engineering, Business, Languages, and Trades. CEC also offers internship opportunities and is the only APS high school that offers Chinese, Japanese, German, Dual Credit French and Spanish, Zuni, and Navajo language classes. Our Cosmetology courses, nationally accredited LPN Program, and dual credit EMT-B and Nursing Assistant classes offer direct pathways to certification, licensure and/or employment after graduation CEC offers over 50 CNM, IAIA and UNM dual-credit courses, all of which are integrated into CEC course offerings. Please contact CEC for a list of these classes or view current catalog course options at [cec.aps.edu](http://cec.aps.edu).

**Student Profile:** CEC’s programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. CEC’s curriculum and course offerings are designed to meet the needs of a diverse student body interested in college readiness, career exploration, career preparation, internships, dual enrollment, and leadership development.

**Enrollment Information:** Enrollment in CEC courses varies by program. Applicants must have a strong academic background and specific skills related to course requirements. Students are selected on the basis of their grades, attendance, previous coursework or other factors. Some courses (LPN, EMT, and Advanced Pre Med) require letters of recommendation. Course requests for the fall semester may be submitted as early as January. Early application allows time for instructors to screen and interview applicants when necessary. Students have the opportunity to complete course requests beginning in January, as schools conduct pre-registration activities; course requests close in early May and must be made through a counselor or Curriculum Assistant Principal May through August. During pre-registration at the home high school, a representative from CEC will present information about course offerings and will assist students in the application process. Students may also download an application from CEC’s website:

cec.aps.edu. Prerequisites and recommendations for specific courses can also be found on our website at [cec.aps.edu](http://cec.aps.edu)

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

**EC Building, 940 University Blvd. SE, Albuquerque, NM 87106 (505) 224-4880**

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

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

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

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

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

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

The Early College Academy (ECA) . ECA is a diploma granting college-preparation institution offering rigorous learning opportunities and a full high school experience in a small-school setting.

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

**Student Profile:** ECA attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students with ability, motivation, and potential have the opportunity to earn college credit while working toward a high school diploma. Due to the school's structure, ECA does not offer specialized classes or other

services traditionally offered at comprehensive high schools such as ESL, Gifted, or Special Education classes. ECA dual credit and graduation requirements exceed those required by Albuquerque Public Schools. ECA students have access to CEC bus routes, which provides transportation to and from students' neighborhood high schools. Students can still participate in activities and/or sports at their neighborhood school while attending ECA.

**Enrollment Information:** Students who are interested in a challenging curriculum with a rigorous workload, expanded dual credit opportunities and graduation credit requirements, and small class sizes should apply for admission to ECA. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA. Residency documentation must be provided during the application process. Due to space limitations, student enrollment is limited to 55 students per grade level for a maximum enrollment of 220. The school maintains a "waiting list" if interest exceeds space and holds a public lottery in February for all applications received before the deadline listed on our website at [cec.aps.edu/eca](http://cec.aps.edu/eca). Students and families can access the application and admissions process and timeline at [cec.aps.edu/eca](http://cec.aps.edu/eca).

### **eCADEMY High School**

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

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

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

**eCADEMY High School** is an APS magnet school of choice, offering four different programs to meet individual student needs, both in-person and online. eCademy High School supports students grades 9-12 in completing coursework that meets New Mexico high school graduation requirements. Includes **three** 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 **\$50** 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 **\$50** fee.

*Full-Time/Independent Program Features:*

eCADEMY High School provides a full-time online learning option for students and families who need more flexibility in their educational schedule. All courses, core and elective, are taught through 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 [academy.aps.edu](http://academy.aps.edu) or call 505-247-4209.

### **Freedom High School**

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

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

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

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

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

### **NEX+Gen Academy**

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

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

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

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

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

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

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

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

**Program Features:** School on Wheels High School is a magnet school where students can recover, remediate, or

enrich learning opportunities through career internships, work-study programs and after-school online credit recovery classes. Students are required to take core courses during the school day with elective credits coming from career exploration (Wednesdays) and work hours. Our mission is to create a learning community that motivates each student to graduate from high school ready for college and careers.

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

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

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

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

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

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

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

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

## **SPECIAL PROGRAMS**

### **New Futures School**

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

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

**Program Features:** New Futures offers an online credit recovery program, dual-credit, English Language Development (ELD) classes after school tutoring in all content areas, college and career counseling. A variety of elective classes are offered. Some of the elective classes focus on child development, parenting and health. These electives are designed to help pregnant and parenting teens have a healthier pregnancy and acquire good parenting

skills. In addition, New Futures houses a non-profit store with affordable clothing, furniture, and other necessities for our students and it is run by the Service-Learning class.

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

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

### **Transition Outcomes**

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

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

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

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

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

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



### Indian Education Programming at Albuquerque High

Session/ Bus schedule	Periods	Time
IA	Periods 1 & 2	8:40-9:55 Monday ( <i>Asynchronous</i> ) <i>and</i> 8:40-10:55 Tuesday & Thursday
II	Periods 6 & 7	1:20-2:50 Monday - Friday

Students from any APS High School can take Indian Education Department (IED) courses using the CEC bus system. Students need to have an off campus placeholder on their schedule at their home school and will have an IED course concurrently through Albuquerque High. Both schools will appear on student records and transcripts.

### Language Courses

#### Zuni I Shiwi'ma Bena:we

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

**Credits:** 1.0 (Fall)

**Session:** IA (Periods 1 & 2 place holder)

**Description:** Introduces Zuni students to basic skills-listening and speaking-and basic structures of Zuni language taught within the cultural context.

#### Zuni II Shiwi'ma Bena:we

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

**Credits:** 1.0 (Spring)

**Session:** IA (Periods 1 & 2 place holder) or II (Periods 6 & 7 place holder)

**Description:** This course is a continuation of Zuni I. Its purpose is for students to enhance comprehension and speaking to the novice-high level based on Pueblo of Zuni and ACTFL standards. The course will use a communicative approach for students to learn and utilize more complex vocabulary and conversing in the language. Students will begin to write Shiwi'ma in the second semester.

#### Zuni III Shiwi'ma Bena:we

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

**Credits:** 1.0 (Fall)

**Session: IA** (Periods 1 & 2 place holder)

**Description:** This course is an intermediate Zuni language course for students with previous exposure (e.g. Zuni I and Zuni II). This class will focus on the continued development of all four language skills (speaking, listening, reading, writing), with an emphasis on listening and speaking. Students should be able to read and write in Zuni by the time they enter this class. The goal of this course is to develop Zuni language skills to be able to communicate at the intermediate level (low-mid). The course will utilize a communicative approach for students to learn about the fundamentals of conversation, vocabulary, and grammar. Lessons are enhanced with project-based learning opportunities that connect families, community, and school.

### **Zuni IV Shiwi'ma Bena:we**

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

**Credits:** 1.0 (Spring)

**Session: IA** (Periods 1 & 2 place holder)

**Description:** This course is a continuation of ZUNI III and builds on the concepts developed in that course. The course focuses on the continued development of all four language skills (speaking, listening, reading, writing), with an emphasis on listening and speaking. The goal of this course is to develop Zuni language skills to be able to communicate at a high intermediate level. The course will use a communicative approach for students to learn about the fundamentals of conversation, vocabulary, and grammar. Students at this level are fully immersed with learning opportunities that connect families, community, and school, preparing students for success within APS and the Pueblo of Zuni.

### **Navajo I\***

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

**Credits:** 1.0 (Fall)

**Session: IA** (Periods 1 & 2 place holder) or **II** (Periods 6 & 7 place holder)

**Description:** Introduces students to basic skills-listening and speaking-and basic structures of Navajo language taught within the cultural context. Students will be introduced to the Navajo Sound System that will give students the Navajo literacy foundation of reading and writing in Navajo.

### **Navajo II\***

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

**Credits:** 1.0 (Spring)

**Session: IA** (Periods 1 & 2 place holder) or **II** (Periods 6 & 7 place holder)

**Description:** This course is a continuation of Navajo I. Its purpose is for students to enhance comprehension and speaking to the novice-high level based on Navajo Nation standards. The course will use a communicative approach for students to learn and utilize more complex vocabulary and conversing in the language.

### **Navajo III**

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

**Credits:** 1.0 (Fall)

**Session: IA** (Periods 1 & 2 place holder)

**Description:** This course is an intermediate Navajo language course for students with previous exposure (e.g. Navajo I and Navajo II). This class will focus on the continued development of all four language skills (speaking, listening, reading, writing), with an emphasis on listening and speaking. The goal of this course is to develop Navajo language skills to be able to communicate at the intermediate

level (low-mid). Students will further develop their Navajo literacy skills using the Navajo Sound System and linguistic terms. The course will utilize a communicative approach for students to learn about the fundamentals of conversation, vocabulary, and grammar. Lessons are enhanced with project-based learning opportunities that connect families, community, and school.

#### **Navajo IV**

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

**Credits:** 1.0 (Spring)

**Session: IA** (Periods 1 & 2 place holder)

**Description:** This course is a continuation of Navajo III and builds on the concepts developed in that course. The course focuses on the continued development of all four language skills (speaking, listening, reading, writing), with an emphasis on listening and speaking. The goal of this course is to develop Navajo language skills to be able to communicate at a high intermediate level. The course will use a communicative approach for students to learn about the fundamentals of conversation, vocabulary, and grammar. Students at this level are fully immersed with learning opportunities that connect families, community, and school to prepare for the APS, Navajo Nation and State Bilingual Seals. Includes a portfolio and essay component. Lessons are enhanced with project-based learning opportunities that connect families, community, and school.

*\*Indicates qualifying courses for the Chief Manuelito Scholarship. Please see the QR code for additional information.*



## Social Studies Courses

### Navajo History & Government

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

**Credits:** 1.0 (Fall & Spring)

**Session:** IA (Periods 1 & 2 place holder)

**Description:** *Navajo History and Government* provides an in-depth exploration of the historical, cultural, and political foundations of the Navajo Nation. This course examines major historical events and themes, including the Navajo Creation Story, the Long Walk, Stock Reduction, and the legacy of the Navajo Code Talkers, offering students a comprehensive understanding of the resilience and perseverance of the Diné people.

The course also delves into the evolution of Navajo governance, covering traditional leadership structures, the 1868 Navajo Treaty, the development of the Navajo Nation Chapters, the formation of the Navajo Tribal Council, and the modern Navajo government. Students will analyze how historical events have shaped contemporary Navajo policies, sovereignty, and self-determination.

Developed by the Navajo Nation Office of Diné Culture, Language, and Community Services, this curriculum is designed to prepare Navajo Nation students for the Chief Manuelito Scholarship by providing them with essential knowledge of Diné history, governance, and cultural identity. Through critical discussions, research, and civic engagement, students will gain the skills needed to navigate and contribute to their communities as informed and active participants in Navajo governance and society.

Students will explore the historical and cultural foundation of Navajo Tribal Government, past and present. Key concepts will include the Navajo Creation Story, Spanish/Mexican Relations, the Navajo Long Walk, Navajo Treaty of 1868, Chapters, Tribal Council, and Executive and Judicial Branches of Navajo Government today. Field trips and special activities will be included. *\*This class will satisfy the Navajo Government requirement for the Chief Manuelito Scholarship.*

### Native American Government Satisfies a US Gov. Core Class (Non-scholarship) 1301ng

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

**Credits:** 1.0 (Spring or Fall)

**Session:** IA (Periods 1 & 2 place holder)

**Description:** Students will cover United States Government concepts while emphasizing Native American concepts and contributions. Some key concepts will include Democracy and the Iroquois League, the role of the Supreme Court and the Cherokee, Federal Recognition, and the Bureau of Indian Affairs. Field trips and special activities will be included. *\*This class will satisfy the US Government graduation requirement.*

### Economics

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

**Credits:** 1.0 (Spring or Fall)

**Session:** IA (Periods 1 & 2 place holder)

**Description:** Students will cover Economic concepts in the context of Native American Sovereignty and the role of tribal and indigenous governments in history and in current . Some key concepts will include public/private sectors, supply/demand, consumerism, production, and competition. Field trips and special activities will be included. *\*This class will satisfy the Economics graduation requirement.*

## Career & Cultural Exploration courses

### ACE Indigenous Knowledge Keepers Internship I

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

**Credits:** 1.0 (.5 per semester)

**Schedule:** This course meets Saturday & Sunday

**Description:** This introductory course provides students with foundational experiences in Indigenous knowledge, cultural traditions, and community-based learning. Through hands-on activities,

mentorship with elders, and reflective discussions, students explore their personal identity, community history, and the role of traditional knowledge in contemporary life. Emphasis is placed on developing cultural awareness, understanding Indigenous values, and engaging in service learning that strengthens connections between school, family, and community. Students gain practical experience in community engagement, traditional foods, and Indigenous ecological practices while meeting APS Indigenous Knowledge Keeper Standards and NMPED Indigenous Instructional Tenets.

### **ACE Indigenous Knowledge Keepers Internship II**

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

**Credits:** 1.0 (.5 per semester)

**Schedule:** This course meets Saturday & Sunday

**Description:** Building upon foundational learning, this course deepens students' understanding of Indigenous leadership, mentorship, and cultural preservation. Students participate in hybrid sessions that blend classroom learning with community-based experiences, focusing on traditional foods, Indigenous Agriculture, art, and environmental stewardship. Guided by elders and community mentors, students will design and implement service projects that contribute to cultural continuity and community well-being. The course emphasizes Indigenous approaches to leadership, communication, and problem-solving, preparing students to serve as emerging community leaders and cultural ambassadors within the APS Indian Education Program.

### **ACE Indigenous Knowledge Keepers Internship II**

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

**Credits:** 1.0 (.5 per semester)

**Schedule:** This course meets Saturday & Sunday

**Description:** This advanced-level internship is designed for upper-level students who demonstrate commitment to cultural leadership and Indigenous community engagement. Students take on greater responsibility in organizing and facilitating community events, mentoring younger peers, and developing culminating projects that integrate traditional knowledge with academic and career goals. Through reflection, mentorship, and applied service learning, students strengthen their roles as future Indigenous Knowledge Keepers and advocates for cultural preservation within modern education systems. The course prepares students for postsecondary pathways by emphasizing Indigenous worldviews, leadership, and self-determination in education, career, and community life.

Registration Instructions:

1. Work with your school Counselor to confirm courses you want to take during your school course request process.
2. Make sure you have selected the correct period placeholders at your home school.
3. Fill out the form below to confirm your registration with the APS Indian Education Department.

## **REEL (FILM) HISTORY I - 16025**

**Grades:** 10-12

**1 Year**

**Course Fee:** \$5/year is collected from each student for rental of pertinent films.

**Graduation Requirement Met:** Social Studies 4, Elective Course

### Description:

Reel History I is a comparative study between film and United States history from the Colonial Era through the present-day. Exploration of fact and fiction is made through the use of various film genres in an attempt to understand how American History is presented in popular culture and its role in the telling of the history of the United States. Media Literacy skills are developed and enhanced through the analysis of how the history of the United States is presented through all genres of film. Areas of study include, but are not restricted to, historical relevance, major film players, analysis and interpretation, expression of ideas, appreciation of film as an art form, and media literacy.



[APS Indian Ed Registration Form](#)

Please note: APS Indian Education has several Dual Credit opportunities. Please visit the Indian Education page on [aps.edu](http://aps.edu). Fall registration information will be posted in Spring 2026.

# ALBUQUERQUE PUBLIC SCHOOLS DISTRICT

## COURSE OFFERINGS

### Core Curriculum Courses

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

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

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

For details on the specific courses offered at your school, please connect with your school counselor or academic advisor. You can also refer to **Pages 64 and 65** to see the courses currently available at APS comprehensive schools.

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

### *Language Arts*

#### **English 9**

**Grade Level(s): 9**

**Length/Credit: Year/1.0**

**NCAA: Yes**

**Course Description:** In English 9, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various genres and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous selections by a wide variety of authors.

**Course Number: 25031**

**Course Type: Regular**

**Fee: None**

Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

### **English 9 Honors**

**Grade Level(s): 9**

**Length/Credit: Year/1.0**

**NCAA: Yes**

**Course Description:** In English 9 Honors, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various genres and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous selections by a wide variety of authors. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

**Course Number: 25034**

**Course Type: Honors**

**Fee: None**

### **English 10**

**Grade Level(s): 10**

**Prerequisite: English 9**

**Length/Credit: Year/1.0**

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

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

**Course Number: 25041**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

### **English 10 Honors**

**Grade Level(s): 10**

**Prerequisite: English 9 or English 9 Honors**

**Length/Credit: Year/1.0**

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

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

**Course Number: 25044**

**Course Type: Honors**

**Fee: None**

**NCAA: Yes**

### **AP Seminar**

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

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

**Length/Credit: Year/ 1.0**

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

**Course Number: 55521**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

### **English 11**

**Grade Level(s): 11**

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

**Length/Credit: Year/1.0**

**Course Description:** In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes, (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time

**Course Number: 25051**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

periods and themes in American literature through selected genres across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

### **AP English Language and Composition 11**

**Grade Level(s): 11**

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

**Length/Credit: Year/1.0**

**Course Description:** In AP English Language and Composition, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes, (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time periods and themes in American literature through selected genres across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

**Course Number: 25058**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

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

**Level(s): 11**

**Prerequisite: English 10**

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

**Length/Credit: Year/1.0**

**Course Description:** American Humanities combines American literature, history, and fine arts to study the ideals and traditions of our cultural heritage. This two-credit program grants 1 credit in English and 1 credit in U.S. History (see Social Studies). Some enrichment activities, including field trips and research projects, are part of the program. Students will apply standard usage in speaking, listening, and writing through the reading of American literature. One half of the course work in English is devoted to composition. This course is recommended preparation for post-secondary education. With a Humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(es) used, the student applies critical thinking skills through reading, speaking, viewing, and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

**Grade**

**Course Number: 21532/11020**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

### **English 12**

**Grade Level(s): 12**

**Prerequisite: English 11 or English 11 AP**

**Length/Credit: Year/1.0**

**Course Description:** In English 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. –A.D. 428 to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected genres across time periods (e.g. mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of World History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

**Course Number: 25061**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

## **AP English Literature and Composition 12**

**Grade Level(s): 12**

**Prerequisite: English 11 or English 11 AP**

**Length/Credit: Year/1.0**

**Course Description:** In AP English Literature and Composition 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. –A.D. 428 to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected genres across time periods (e.g. mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of World History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

**Course Number: 25064**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

## **AP Research**

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

**Prerequisite: AP Seminar**

**Length/Credit: Year/1.0**

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

**Course Number :55522**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

## **Creative Writing II**

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

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

**Length/Credit: Year/1.0**

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

**Course Number: 24541**

**Course Type: Regular**

**Fee: None**

**NCAA: No**

## **College Prep Composition**

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

**Prerequisite: English 11**

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

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

**Course Number: 24531**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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

### **Mythology & Folklore In Literature**

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

**Prerequisite: English 11**

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

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

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

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

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

### **Bible Literature**

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

**Length/Credit: Year/1.0**

**Prerequisite: English 11**

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

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

### **Shakespeare**

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

**Length/Credit: Year/ 1.0**

**Prerequisite: English 11**

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

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

### **Film Criticism**

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

**Length/Credit: Year/ 1.0**

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

**Course Number: 22037**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

**Course Number: 21533**

**Course Type: Regular**

**NCAA: Yes**

**Course Number: 21542**

**Course Type: Regular**

**NCAA: Yes**

**Course Number: 20538**

**Course Type: Regular**

**NCAA: No**

**Important Note: Grants English 11 and 12 credit.**

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

**Crime & Punishment**

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

**Length/Credit: Year/ 1.0**

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

**Important Note: Grants English 11 and 12 credit.**

**Course Number: 22072**

**Course Type: Regular**

**NCAA: Yes**

**Course Description:** The Crime and Punishment course is designed to address some of the most important issues in societies, past and present. It will look at how we try to understand and deter crime, punish criminals, and rehabilitate them. The course highlights careers in criminology, the debate surrounding capital punishment, the life of a prison inmate, the trial and jury system, famous criminals and crime, and finally, explores the individual’s sense of good and evil. The students will conclude the course with reflections of their compiled studies through a project that requires them to go public with their findings

**ELD – Level I/II**

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

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

**Length/Credit: Year/ 1.0**

**Appropriate for students with ACCESS Score of 0-2.9**

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

**Course Type: Regular**

**NCAA: not currently approved**

**ELD – Level III/IV**

**205E(1,3,5,7)**

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

**Length/Credit: Year/ 1.0**

**(only ELD 10 ¾ is current NCAA approved)**

**Appropriate for students with ACCESS score of 3.0-4.6**

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

**Course Number(s):**

**Course Type: Regular**

**NCAA: not currently approved**

**Mathematics**

<b>Graduate Standard Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Up to Class of 2028	Alg I Honors Alg I Alg I Bilingual Honors Alg I Bil Geometry Honors Geometry (Successful completion of Alg I in	Geometry Honors Geometry Geometry Bil Honors Geometry Bil Alg II (Successful completion of	Algebra II Honors Algebra II Algebra II Bilingual Honors Algebra II Bil Pre-Calculus Pre-Calculus Bil Calculus	Pre Calculus Calculus Calculus AB Calculus BC Statistics AP Statistics Trans College Math Financial Literacy

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

### **Algebra I**

**Grade Level(s): 9-12**  
**Length/Credit: Year/1.0**

**Course Number: 33040**  
**Course Type: Regular**  
**Fee: None**  
**NCAA: Yes**

**Course Description:** In Algebra I, the student develops an understanding of the basic structure and language of Algebra, a tool used to represent and solve a variety of real-world situations. The student uses tables, models, and graphs to interpret algebraic expressions, equations, and inequalities to analyze functions. In addition, the student uses calculators, computers, and graphing utilities in problem solving. Other areas of study are global processes, geometry, and data analysis and probability.

### **Algebra I Bilingual**

**Grade Level(s): 9-12**  
**Length/Credit: Year/1.0**

**Course Number: 3304A**  
**Course Type: Regular**  
**Fee: None**  
**NCAA: Yes**

**Course Description:** In Algebra I, the student develops an understanding of the basic structure and language of Algebra, a tool used to represent and solve a variety of real-world situations. The student uses tables, models, and graphs to interpret algebraic expressions, equations, and inequalities to analyze functions. In addition, the student uses calculators, computers, and graphing utilities in problem solving. Other areas of study are global processes, geometry, and data analysis and probability.

### **Honors Algebra I**

**Grade Level(s): 9-12**  
**Length/Credit: Year/1.0**

**Course Number: 33080**  
**Course Type: Honors**  
**Fee: None**  
**NCAA: Yes**

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

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

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

## **Honors Algebra I Bilingual**

**Grade Level(s): 9-12**  
**Length/Credit: Year/1.0**

**Course Number: 33080B**  
**Course Type: Honors**  
**Fee: None**  
**NCAA: Yes**

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

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

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

## **Geometry**

**Grade Level(s): 9-12**  
**Prerequisite: Algebra I**  
**Length/Credit: Year/1.0**

**Course Number: 35040**  
**Course Type: Regular**  
**Fee: None**  
**NCAA: Yes**

**Course Description:** In Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, construction tools (e.g., compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebra, functions, and graphs; and data analysis and probability. Literacy strategies are integrated throughout the curriculum.

## **Geometry Bilingual**

**Grade Level(s): 9-12**  
**Prerequisite: Algebra I**  
**Length/Credit: Year/1.0**

**Course Number: 3504A**  
**Course Type: Regular**  
**Fee: None**  
**NCAA: Yes**

**Course Description:** In Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, construction tools (e.g., compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebra, functions, and graphs; and data analysis and probability. Literacy strategies are integrated throughout the curriculum.

## **Honors Geometry**

**Grade Level(s): 9-12**  
**Prerequisite: Algebra I**  
**Length/Credit: Year/1.0**

**Course Number: 35080**  
**Course Type: Honors**  
**Fee: None**  
**NCAA: Yes**

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

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

## **Honors Geometry Bilingual**

**Grade Level(s): 9-12**  
**Prerequisite: Algebra I**

**Course Number: 3504B**  
**Course Type: Honors**  
**Fee: None**

**Length/Credit: Year/1.0**

**NCAA: Yes**

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

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

### **Algebra II**

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

**Prerequisite: Algebra I, Geometry**

**Length/Credit: Year/1.0**

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

**Course Number: 36040**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

### **Algebra II Bilingual**

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

**Prerequisite: Algebra I, Geometry**

**Length/Credit: Year/1.0**

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

**Course Number: 3604A1**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

### **Honors Algebra II/Trigonometry**

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

**Prerequisite: Algebra I, Geometry**

**Length/Credit: Year/1.0**

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

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

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

**Course Number: 36080**

**Course Type: Honors**

**Fee: None**

**NCAA: Yes**

### **Trigonometry**

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

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

**Length/Credit: Year/1.0**

**Course Number: 38019**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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

patterns, functions, and algebraic concepts.

### **Pre-Calculus**

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

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

**Length/Credit: Year/1.0**

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

**Course Number: 38040**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

### **Pre-Calculus Bilingual**

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

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

**Length/Credit: Year/1.0**

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

**Course Number: 3804B**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

### **AP Pre-Calculus**

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

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

**Length/Credit: Year/1.0**

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

**Course Number: 38052**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

### **AP Pre-Calculus Bilingual**

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

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

**Length/Credit: Year/1.0**

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

**Course Number: 38052b**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

### **Transition to College Math**

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

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

**Length/Credit: Year/1.0**

**Course Description:** In Transition to College Math the student approaches the basic concepts and techniques from Algebra I and Geometry through numerical computation in concrete problem settings. Graphing is used to strengthen numerical intuition and to give concrete representation of functional relationships. The goal is to increase the readiness of the student to do college-level work in mathematics, and therefore, to open career options to him/her that might otherwise remain closed.

**Course Number: 38010**

**Course Type: Regular**

**Fee: None**

**NCAA: No**

### **Transition to College Math Bilingual**

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

**Course Number: 38010b**

**Course Type: Regular**

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

**Fee: None**

**Length/Credit: Year/1.0**

**NCAA: No**

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

### **Financial Literacy**

**Course Number: 38011**

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

**Course Type: Regular**

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

**Fee: None**

**Length/Credit: Year/1.0**

**NCAA: No**

**Course Description:** Financial Literacy as a mathematics course satisfies the fourth-year mathematics requirement and is designed to apply algebra, geometry, and consumer topics to real life. The student gains an understanding of finance in mathematical terms and gains confidence in his/her ability to manage money as it pertains to his/her personal life. Topics include, but are not limited to, saving and investing, banking and other financial services, credit and debt, income taxes, insurance and risk management, money management, and planning for retirement. The student acquires the consumer skills necessary to function productively and responsibly as he/she embarks on a new life that prepares him/her for a career, post graduate studies, the world of work, and independent living.

### **Distance Education Financial Literacy**

**Course Number: 38011DE**

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

**Course Type: Regular**

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

**Fee: None**

**Length/Credit: Year/1.0**

**NCAA: No**

**Course Description:** Financial Literacy as a mathematics course satisfies the fourth-year mathematics requirement and is designed to apply algebra, geometry, and consumer topics to real life. The student gains an understanding of finance in mathematical terms and gains confidence in his/her ability to manage money as it pertains to his/her personal life. Topics include, but are not limited to, saving and investing, banking and other financial services, credit and debt, income taxes, insurance and risk management, money management, and planning for retirement. The student acquires the consumer skills necessary to function productively and responsibly as he/she embarks on a new life that prepares him/her for a career, post graduate studies, the world of work, and independent living.

### **Probability & Statistics**

**Course Number: 38023**

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

**Course Type: Regular**

**Recommended course sequence: Algebra I, Geometry, Algebra II**

**Fee: None**

**Length/Credit: Year/1.0**

**NCAA: Yes**

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

Probability and Statistics presents basic concepts and techniques for collecting, summarizing and analyzing data, drawing conclusions, and making predictions. Applications may be drawn from a wide variety of disciplines ranging from the social sciences of psychology and sociology to education, allied health fields, business, economics, engineering, the humanities, the physical sciences, journalism, communications, and liberal arts. The student is able to design an experiment, collect appropriate data, select and use statistical techniques to analyze the data, and develop and evaluate inferences based on the data. Using manipulatives, graphing calculators and computer applications to develop concepts helps the student develop and attach meaning to abstract ideas. The skills and knowledge gained through this course can be applied to any career cluster as they are life skills that can ensure a student's success in daily activities that require crucial decisions that affect him/her personally.

### **AP Statistics**

**Course Number: 38022**

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

**Course Type: AP**

**Recommended course sequence: Algebra I, Geometry, Algebra II**

**Fee: None**

**Length/Credit: Year/1.0**

**NCAA: Yes**

**Course Description:** Advanced Placement Statistics introduces the student to the major concepts and tools for collecting, analyzing, and

drawing conclusions from data using these four broad themes. Exploration:

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

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

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

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

## **Calculus**

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

**Recommended course sequence: Algebra I, Geometry, Algebra II**

**Length/Credit: Year/1.0**

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

**Course Number 38051**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

In Calculus the student applies advanced algebraic concepts and problem-solving techniques, with and without technology, to find the solution of polynomial equations and inequalities. Additional areas of study include, but are not limited to, linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs; systems of equations and inequalities; technical literacy; trigonometry using rectangular and polar graphs; and conic sections. The student also studies limits, differentiation, and definite and indefinite integration of functions and relations. The student uses reasoning skills to investigate application models and integrates literacy strategies throughout the curriculum.

## **AP Calculus AB**

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

**Recommended course sequence: Algebra I, Geometry, Algebra II, Pre-Calculus or Honors Algebra II/Trigonometry**

**Length/Credit: Year/1.0**

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

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

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

**Course Number: 38080**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

## **AP Calculus BC**

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

**Recommended course sequence: Algebra I, Geometry, Algebra II, AP Calculus AB**

**Length/Credit: Year/1.0**

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

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

**Course Number: 38085**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

## **AP Computer Science Principles**

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

**Recommended course sequence: Algebra I, Geometry, Algebra II**

**Course Number: 66150**

**Course Type: AP**

**Fee: None**

**Length/Credit: Year/1.0**

**NCAA: Yes**

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

**AP Computer Science A**

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

**Recommended course sequence: Algebra I, Geometry, Algebra II**

**Length/Credit: Year/1.0**

**Course Number: 65511**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

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

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

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

**Science**

Year	Recommended Courses
<b>One</b>	<b>Strand A:</b> Biology I Biology I Bilingual AP Biology (recommended after successful completion of Biology I)
<b>Two</b>	<b>Strand B:</b> Chemistry I (recommended <i>after</i> successful completion of Algebra I) Chemistry I Bilingual AP Chemistry (recommended after successful completion of Chemistry I)
<b>Three</b>	<b>Strand C:</b> Physics I

	Physics I Bilingual AP Physics I AP Physics I Bilingual
<b>Four</b>	<b>Optional Science Electives: Check your school's offerings</b> Anatomy and Physiology Astronomy AP Physics (if not taken for Strand C) Other Electives

### **Biology I**

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

**Length/Credit: Year/1.0**

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

**Course Number: 41111**

**Course Type: Regular**

**NCAA: Yes**

### **Biology I Bilingual**

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

**Length/Credit: Year/1.0**

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

**Course Number: 41111B**

**Course Type: Regular**

**NCAA: Yes**

### **AP Biology**

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

**Length/Credit: Year/1.0**

**Recommended course sequences:** Completion of Biology and Chemistry with a C or better is strongly recommended

**Fee:** \$30.00

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

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

**Course Number: 44131**

**Course Type: AP**

**NCAA: Yes**

### **Chemistry I**

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

**Length/Credit: Year/1.0**

**Recommended course sequence: Algebra I and Biology**

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

**Course Number: 42111**

**Course Type: Regular**

**NCAA: Yes**

### **Chemistry I Bilingual**

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

**Length/Credit: Year/1.0**

**Recommended course sequence: Algebra I and Biology**

**Course Description:** This laboratory course is designed so the student studies chemistry and its applications, especially as applied to the impact

**Course Number: 42111B**

**Course Type: Regular**

**NCAA: Yes**

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

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

### AP Chemistry

**Grade Level:** 11-12

**Length/Credit:** Year/1.0

**Fee:** \$30.00

**Recommended course sequences:** Successful Completion of Chemistry I and Algebra II is recommended

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

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

**Course Number:** 44132

**Course Type:** AP

**NCAA:** Yes

### Physics I

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

**Length/Credit:** Year/1.0

**Recommended course sequence:** Algebra I, Geometry, and Biology. Completion of Chemistry is recommended.

**Course Description:** This laboratory course is designed as a study of the relationships between matter and energy. The student investigates topics of study that include, but are not restricted to the principles of motion, gravitation, heat, light, sound, electricity and magnetism, forces of nature, plate tectonics, and cosmology. As appropriate, these topics are examined at scales ranging from atomic to astronomical. The focus is on conceptual understanding and practical applications. Literacy strategies are integrated throughout the curriculum.

**Course Number:** 43111

**Course Type:** Regular

**NCAA:** Yes

### Physics I Bilingual

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

**Length/Credit:** Year/1.0

**Recommended course sequence:** Algebra I, Geometry, and Biology. Completion of Chemistry is recommended.

**Course Description:** This laboratory course is designed as a study of the relationships between matter and energy. The student investigates topics of study that include, but are not restricted to the principles of motion, gravitation, heat, light, sound, electricity and magnetism, forces of nature, plate tectonics, and cosmology. As appropriate, these topics are examined at scales ranging from atomic to astronomical. The focus is on conceptual understanding and practical applications. Literacy strategies are integrated throughout the curriculum.

**Course Number:** 43111B

**Course Type:** Regular

**NCAA:** Yes

### AP Physics I

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

**Length/Credit:** Year/1.0

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

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

**Course Number:** 43171

**Course Type:** AP

**NCAA:** Yes

## Social Studies

### Personal Financial Literacy

**Course Number:**15017

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

**Course Type: Regular**

**Length/Credit: Semester/0.5**

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

### **New Mexico History**

**Course Number: 10043**

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

**Course Type: Regular**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

### **New Mexico History Bilingual**

**Course Number: 10043B**

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

**Course Type: Regular**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

### **World History/Geography**

**Course Number: 12019**

**Grade Level(s): 10**

**Course Type: Regular**

**Length/Credit: Year/1.0**

**NCAA: Yes**

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

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

**Course Number: 12011B**

**Grade Level(s): 10**

**Course Type: Regular**

**Length/Credit: Year/1.0**

**NCAA: Yes**

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

### **AP World History/Geography**

**Course Number:12013**

**Grade Level(s): 10**

**Course Type: AP**

**Length/Credit: Year/1.0**

**NCAA: Yes**

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

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

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

**Course Number:1201B**

**Grade Level(s): 10**

**Course Type: AP**

**Length/Credit: Year/1.0****NCAA: Yes**

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

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

**US History/Geography****Course Number: 11011****Grade Level(s): 11****Length/Credit: Year/1.0****Course Type: Regular****NCAA: Yes**

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

**US History/Geography Bilingual****Course Number: 11011B****Grade Level(s): 11****Length/Credit: Year/1.0****Course Type: Regular****NCAA: Yes**

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

**AP US History/Geography****Grade Level(s): 11****Length/Credit: Year/1.0****Course Number:11013****Course Type: AP****NCAA: Yes**

**Course Description:** US History and Geography AP is a comprehensive course that covers the Discovery and Settlement of the New World to the Twenty-first Century. Major emphasis is placed on American society, culture, politics, and economics. The student uses critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. US History and Geography AP fulfills the U. S. History requirement for graduation.

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

**AP US History/Geography Bilingual****Course Number:11013B****Grade Level(s): 11****Length/Credit: Year/1.0****Course Type: AP****NCAA: Yes**

**Course Description:** US History and Geography AP is a comprehensive course that covers the Discovery and Settlement of the New World to the Twenty-first Century. Major emphasis is placed on American society, culture, politics, and economics. The student uses critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. US History and Geography AP fulfills the U. S. History requirement for graduation.

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

**English 11 Humanities & U.S. History/Geography Humanities****Grade Level(s): 11****Recommended: English 10****Corequisites: Enrollment in U.S. History/Geography Humanities****Course Number: 21532/11020****Course Type: Regular****Fee: None**

**Length/Credit: Year/1.0****NCAA: Yes**

**Course Description:** American Humanities combines American literature, history, and fine arts to study the ideals and traditions of our cultural heritage. This two-credit program grants 1 credit in English and 1 credit in U.S. History (see Social Studies). Some enrichment activities, including field trips and research projects, are part of the program. Students will apply standard usage in speaking, listening, and writing through the reading of American literature. One half of the course work in English is devoted to composition. This course is recommended preparation for post-secondary education. With a Humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(es) used, the student applies critical thinking skills through reading, speaking, viewing, and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

**Government****Course Number: 13011****Grade Level: 12****Course Type: Regular****Length/Credit: Semester /0.5****Important note: This course is taken opposite of Economics/AP Economics****NCAA: Yes**

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

**Distance Education Government****Course Number: 13011DE****Grade Level: 12****Course Type: Distance Ed****Length/Credit: Semester /0.5****NCAA: Yes****Important note: This course is taken opposite of Economics/AP Economics**

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

**Government Bilingual****Course Number: 1301B****Grade Level: 12****Course Type: Regular****Length/Credit: Semester /0.5****NCAA: Yes****Important note: This course is taken opposite of Economics/AP Economics**

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

**AP US Government/Politics****Course Number: 13016****Grade Level(s): 12****Course Type: AP****Length/Credit: Semester/0.5****NCAA: Yes****Important note: This course is taken opposite of Economics/AP Economics**

**Course Description:** U. S. Government and Politics - AP is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. The Advanced Placement course in U.S. Government and Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. The course builds a familiarity with various institutions, groups, beliefs, and ideas that constitute U. S. politics. The student becomes acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The student analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. In addition, he/she examines his/her rights and responsibilities as a citizen and how to exercise them as well as experience the political process at local, state, and national levels of governments.

**Important Notes:** The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the

policy of the university or college, the student may receive college credits.

### **AP US Government/Politics Bilingual**

**Course Number: 13016B**

**Grade Level(s): 12**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

**Course Description:** U. S. Government and Politics - AP is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. The Advanced Placement course in U.S. Government and Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. The course builds a familiarity with various institutions, groups, beliefs, and ideas that constitute U. S. politics. The student becomes acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The student analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. In addition, he/she examines his/her rights and responsibilities as a citizen and how to exercise them as well as experience the political process at local, state, and national levels of governments.

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

### **Economics**

**Course Number: 15011**

**Grade Level(s): 12**

**Course Type: Regular**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

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

### **Distance Education Economics**

**Course Number: 15011DE**

**Grade Level(s): 12**

**Course Type: Distance Ed**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

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

### **Economics Bilingual**

**Course Number: 15011B**

**Grade Level(s): 12**

**Course Type: Regular**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

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

### **AP Economics**

**Course Number: 15015**

**Grade Level(s): 12**

**Course Type: AP**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

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

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

## **AP Microeconomics - 15105**

**Length/Credit: Semester/0.5**

**Grades: 12**

Graduation Requirement Met: Economics, Elective

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

<b>Social Studies 4 Options</b>		
Anthropology AP African American Studies AP European History AP Human Geography AP Psychology	AP US History Ethnic Studies Holocaust and Human Behavior Native American Studies Psychology	Reel History Rock and Roll History Social Psychology Sociology

## **Anthropology – 17015**

Grades 10 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

Anthropology is the study of humankind, in all times and places. Areas of study include but are not limited to, archaeology, ethnology/cultural, physical, linguistic and applied anthropology. This will be a social studies class with an interdisciplinary and collaborative approach, especially in the fields of science, art and technology. During the course, students will be introduced to the discipline of anthropology and related fields at the University of New Mexico and the vibrant global expressive culture scene in the Albuquerque community.

## **AP African American Studies- 51251**

**Department: Social Studies**

**Course Type: AP social studies 4**

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

**Length of Course:** 1 year

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

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

## **AP European History – 16042**

Grades 11 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

**Important Notes:** Students should expect a minimum of 4 hours of homework per week. Although the Advanced Placement examination is not a course requirement, students are encouraged to take the exam. Teacher signature/approval recommended.

Advanced Placement European History is a college level survey course that covers the time period from approximately 1450 until present. The course builds on an understanding of economic, social, cultural, intellectual, political and diplomatic themes in European history. The student is expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. The course emphasizes and develops close reading, writing and research skills that are necessary for success in the class. Literacy is integrated throughout the course. The knowledge and skills acquired in this course can be applied in the Education and Training, and Government and Public Administration career clusters.

## **AP Human Geography - 16015**

**1 Year**

**Grades: 9 - 12**

**Graduation Requirement Met: Social Studies 4, Elective**

Students examine five important themes in geography - location, place, human-environment interaction, movement, and region - at national and international levels to acquire an organized understanding of the world in which they live. Course standards address knowledge about physical and human geography; enhanced understanding of the interrelatedness of the world's regions and cultures; and application of social studies skills to acquire, examine, and analyze information and concepts. It is highly recommended that students take the AP Human Geography course to prepare for the AP World History course

## **AP Psychology - 53041**

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

**Course Type: AP Social Studies 4**

**Length/Credit: Year/1.0**

**NCAA: Yes**

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

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

## **Ethnic Studies – 51211**

**Grades 11 – 12**

**2 Semesters, 1 Credit**

**Graduation Requirement Met: Social Studies 4, Elective**

This course explores the social, political, historical, and cultural experiences of ethnicities, genders, classes and/or ability groups. As it impacts self-identity, the student will engage in self-discovery while gaining an understanding of the multi-faceted world around them.

## **Holocaust and Human Behavior - 53042**

**Length of Course: 1 year (2 semesters)**

**Credit/PRI Area: 1 credit (.5 per semester)**

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

**Graduation Requirement: Social Studies 4, Elective**

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

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

## **Native American Studies I - 51504**

**Grades 9-12**

**2 Semesters, 1 Credit**

**Graduation Requirement Met: Social Studies 4, Elective**

Note: Student must have a CIB or 506 form on file to enroll in this course

This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.

This is a general survey course that traces the cultural and historical development of Native American nations from prehistory to the present. This course is designed to help the student understand the diversity and unique contributions of Native American cultures. The student applies reading, writing, and speaking skills through project-oriented research activities.

## **Psychology I - 53040**

**Grades 10-12**

**2 Semesters, 1 Credit**

**Graduation Requirement Met:** Social Studies 4, Elective

Psychology is the scientific study of the behavior of individuals and their mental processes. This course attempts to make a meaningful understanding of psychology in the student's individual life. Areas of study include, but are not limited to, approaches and methods; brain, body and behavior; personality and human growth; consciousness and altered states; and psychological disorders and treatment. Literacy strategies are integrated throughout the curriculum.

## **Reel History – 16025**

Grades 10 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

Reel History is a comparative study between film and United States history. Exploration of fact and fiction is made through the use of various film genres in an attempt to understand popular culture and its role in the history of the United States. The student discovers how truths and misconceptions have impacted popular culture. Critical thinking skills are used in identification and evaluation of course material. Cause and effect and interpretations of various political and social messages as well as comparisons of different media are measured. Formulation of questions and the use of primary and secondary material are used to contrive well thought conclusions regarding subject material. The student recognizes the relationships between Social Studies and global changes, applying a base of Social Studies knowledge to recognize allusions to important places, persons, and events in media. The student examines questions as to why and how things have changed, using this information to predict what may happen in the future. Areas of study include, but are not restricted to, historical relevance, major film players, analysis and interpretation, expression of ideas, appreciation of film as an art form, and media literacy. Due to the ratings of some films, parental approval will be required in order to view some of the films shown during the course of the year. A \$5.00 fee will also be collected from each student.

## **Rock and Roll History – 11028**

Grades 10 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

## **Sociology – 16041**

Grades 10 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

Sociology is the study of groups of people and the ways in which they are similar and different. Areas of study include, but are not limited to, sociological perspective, culture, interaction and social structures, socialization, social institutions, social groups, deviance, and social stratification. Reading, writing, and speaking strategies are integrated throughout the curriculum.

## **Social Psychology – 16030**

Grades 10 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

# **Health**

## **Health**

**Course Number: 48010**

**Grade Level(s): 9 Grad Standard Years 2025-2028, 8th grade starting Grad Standard 2029**

**Course Type: Regular**

**Length/Credit: Semester/0.5**

**NCAA: Yes**

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

## **Physical Education**

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

### **Foundations of Physical Education**

**Course Number:**90000

**Grade Level(s):** 9

**Course Type:** Regular

**Length/Credit:** Year/1.0

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

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

### **JROTC I**

**Course Number:**

**Grade Level(s):** 9

**Course Type:** Regular

**Length/Credit:** Year/1.0

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

### **Marching Band I**

**Course Number:**7303F

**Grade Level(s):** 9

**Course Type:** Regular

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

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

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

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

## **Lifetime Sports I**

**Course Number:90100**

**Grade Level(s): 9**

**Course Type: Regular**

**Length/Credit: Year/1.0**

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

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

## **Team & Individual Sports I**

**Course Number:90160**

**Grade Level(s): 9**

**Course Type: Regular**

**Length/Credit: Year/1.0**

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

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

## **Weight Training I**

**Course Number:90421**

**Grade Level(s): 9**

**Course Type: Regular**

**Length/Credit: Year/1.0**

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

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

## **Yoga I**

**Course Number:90450**

**Grade Level(s): 9**

**Course Type: Regular**

**Length/Credit: Year/1.0**

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

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

## **Aerobics/Body Conditioning I**

**Course Number:90446**

**Grade Level(s): 9**

**Course Type: Regular**

**Length/Credit: Year/1.0**

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

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

## **Baile Folklorico I**

**Course Number:61040**

**Grade Level(s): 9**

**Course Type: Regular**

**Length/Credit: Year/1.0**

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

### **Interscholastic Athletics**

**Course Number:9241A-M**

**Grade Level(s): 9**

**Course Type: Regular**

**Length/Credit: Year/1.0**

**Credit for Physical Education and permission of instructor**

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

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

# **COURSE OFFERINGS**



**WEST MESA HIGH SCHOOL  
APS COURSE CATALOG  
2026 - 2027**

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**SPECIAL EDUCATION - PAGE 116**

## **Career and Technical Education (CTE) / Science Technology Engineering & Mathematics (STEM)**

**Department Chair: Pat Bova (bova@aps.edu) & Mark Hendricks (hendricks\_ml@aps.edu)**

### **Business Services & Hospitality and Tourism**

*“Preparing Students for the Good Life”*

Mission: “Provide students with the necessary skills to be successful in the Fields of Business Services and Hospitality and Tourism.” This career pathway provides students with opportunities to acquire knowledge and skills in preparation of entering the hospitality and tourism and business service industry. Students, through their enrollment in the BSHTA will have many pathway choices that offer training in a variety of career opportunities demanding skills in organization, time management, customer service and communication.

### **Culinary Arts & Hospitality and Tourism And Culinary Arts Career Pathway**

This career pathway is designed to provide a foundation in family and consumer science for students in the Albuquerque Public Schools. The pathways emphasize real-world, occupationally relevant experience of significant scope and depth. The standards are designed to integrate academic and technical preparation with a focus on career awareness, career exploration, and skill preparation.

Integral components include classroom, laboratory, contextual learning, and project-and-work based instruction as well as internship, community classroom, cooperative career technical education, and leadership development. Sector standards prepare students for continued training, postsecondary education, and entry to a career.

### **Law, Public Safety (Military Science)**

This career pathway provides individualized guidance to improve the student's marketability and increase his/her capability and probability of selection to U.S. Service Academies and/or college ROTC programs. This individualized guidance includes a plan for standardized testing/retesting (e.g., ACT, SAT), enhancement of a candidate's physical aptitude abilities, and classroom experiences that hones the candidate's speaking prowess and interview techniques. The student is encouraged to participate in resume enhancing activities (e.g., sports, clubs, community service). Leadership skills are taken to the next level (e.g., takes charge). Other areas of study may include, but not be limited to, academic content (e.g., social studies, math, and science), fundamental military skills, and career exploration. Literacy strategies are integrated throughout the curriculum. The student must comply with US Navy grooming standards and uniform requirements. Failure to do so may be cause for failure/disenrollment. The student must be capable of participating in a program of military skills and strenuous physical fitness. See instructor for details.

### **Education & Training**

The Education and Training Career Pathway provides a comprehensive foundation in Family and Consumer Science for students, centered on core coursework in Child Development and the Teacher Academy. This pathway emphasizes real-world, occupationally relevant experiences that integrate rigorous academic and technical preparation with a focus on career awareness and skill development. Through a blend of classroom instruction, laboratory work, and project-based learning—including hands-on internships and community-based leadership development—students gain the professional depth needed for the modern workforce. These standards ensure students are well-prepared for continued training, postsecondary education, and successful entry into professional careers in education.

### **Computer Science**

This pathway explores how cutting-edge technology like additive manufacturing (3D printing), unmanned aircraft systems (drones), and physical computing can be harnessed to address critical societal challenges and empower the next generation of innovators. Students will delve into fundamental hardware systems and systematic troubleshooting processes, learning to apply them to develop innovative solutions. Through engaging projects, students will apply computational thinking to analyze real-world problems, protect their digital privacy, and contribute to a more equitable and sustainable future. This pathway fosters critical thinking, persistence, and ethical considerations within the context of using human-centered design for the betterment of society. By preparing students to interact with technology in a responsible way, this course builds the essential habits of mind required for success in AP Computer Science A and future career prospects in fields like cybersecurity, engineering, and social impact

### **Advanced Manufacturing and Process Development**

The Advanced Manufacturing Career Pathway, specifically focused on Welding, provides a solid base for students to transition into Union sponsored or trade school welding programs. This pathway emphasizes real-world, relevant experience through academic and technical preparation, focusing on career awareness and the mastery of trade skills. By integrating classroom instruction with hands-on laboratory work, students engage in project-and-work-based learning, including opportunities for internships, community classrooms, and leadership development. Designed to meet industry standards, this program prepares students for continued technical training, postsecondary education, and direct entry into a professional career in manufacturing and the trades.

## CCL Pathway Chart

Pathway	Introductory Course	Concentrator Courses	Completer Courses
Marketing / Business Management	Principles of Marketing - Fundamentals Intro to Business	Marketing Management	Advanced/Marketing Mentorship/Internship
Restaurants & Food/Beverage Services	Pro Start I	Prostart II	Pro Start Internship Family/Consumer Science
Law & Public Safety (Naval Science)	Intro to ROTC ROTC Naval Science	Military Skills I/II Naval Science II Staff Assistant I Academy & College ROTC Prep I	Military Skills III Naval Science III Staff Assistant II Academy & College ROTC Prep II
Education & Training	Child Development Teaching & Working with Young Children	Teacher Academy I	Teacher Academy II Teacher Cadet I/II
Computer Science	Comp Sci Programming I	Comp Sci Programming II	AP Comp Sci A
Advanced Manufacturing & Process Development	Welding I Autos I NCCER Core Curriculum (Carpentry I)	Welding II / III Autos II/ III Carpentry II/III	Welding IV Autos IV Carpentry IV

# ***Marketing / Business Management***

## **Principles of Marketing- Fundamentals**

Course Number: 84309

Grade Level(s): 9-12

Course Type: Regular

Recommended course sequence: None

Fee: \$20 per year

Length/Credit: Year/1.0

NCAA: No

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

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

## **Introduction to Business Management**

Course Number: 84320

Grade Level(s): 9-12

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

## **Marketing Management**

Course Number: 84315

Grade Level(s): 10-12

Course Type: Regular

Recommended course sequence: Fundamentals of Marketing

Fee: \$20 per year

Length/Credit: Year/1.0

NCAA: No

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

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

## **Business Management /BA1101 Introduction to Business Dual Credit**

Course Number:84310

Grade Level(s): 11-12

Course Type: Regular

Recommended course sequence: Fundamentals of Marketing and Advanced Marketing

Fee: \$20 per year

Length/Credit: Year .5/.5 Gov.

NCAA: No

Course Description: Business Management is an instructional program that prepares individuals to undertake management of an existing enterprise, which includes franchise operations. Emphasis is given to management, social responsibilities, legal

requirements, and risks involved in the conduct of a private enterprise. The formal study of management is an increasingly critical area of importance in business with emphasis in analyzing, synthesizing and evaluating data to make decisions for the business. Areas of study are career readiness, general management, human resources development, economics, and legal issues and ethics. Important Notes: DECA, an association of marketing students, is an integral part of this program. Dual credit for Introduction to Business. Fulfills dual credit and government graduation requirements for graduation.

### **Marketing Mentorship/ Marketing Lab Advanced II**

Course Number: 84312/3

Grade Level(s): 10-12

Course Type: Regular

Recommended course sequence: None

Fee: \$20 per year

Length/Credit: Year/1.0

NCAA: No

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

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

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

### **Mass Media Communications**

Course Number: 53014

Grade Level(s): 9-12

Course Type: Regular

Recommended course sequence: None

Fee: \$20 per year

Length/Credit: Year/1.0

NCAA: No

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

## ***Restaurants & Food/Beverage Services***

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

Course Number: 83011/2

Grade Level(s): 9-12

Course Type: Regular

Recommended course sequence: Prostart I pre req. Prostart II

Fee: \$25 per semester

Length/Credit: Year/1.0

NCAA: No

Course Description: Prostart I is a basic course that develops skills in foods. Safety and sanitation, use of equipment, basic food

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

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

### **Prostart Internship (Formerly known as Food Services I)**

Course Number: 83013

Grade Level(s): 11-12

Course Type: Regular

Recommended course sequence: Prostart I & II

Fee: \$25 per semester

Length/Credit: Year 1.0

NCAA: No

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

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

## ***Law, Public Safety, (Military Science)***

### **Academy & College ROTC Prep I**

**Course Number: 09905**

**Lab Fee: None**

**Length/Credit: semester/. 50**

**Grade Level(s): 11**

**Recommended course sequence: See special requirements under Naval Science I**

**Description:** Academy & College ROTC Prep I is the “preparatory phase” of the Service Academy nomination/selection process. This course is designed to provide the student seeking nominations to U.S. Service Academies and/or college ROTC programs with the necessary information, instruction, and training to increase his/her marketability and probability of selection. The student receives an in-depth overview of all academic, physical, ethical, and medical requirements as outlined in service-specific admissions requirements. Emphasis is on leadership training and leadership application. Literacy strategies are integrated throughout the curriculum. There is also a special focus on ACT/SAT preparation, with students being required to complete the US Navy sponsored JROTCcollegeprep.com online ACT/SAT prep package, and for students to take the ACT during the course.

The student must comply with US Navy grooming standards and uniform requirements. Failure to do so may be cause for failure/disenrollment. The student must be capable of participating in a program of military skills and strenuous physical fitness. See

instructor for details. (Instructor discretion, Practical Arts Credit, Elective Credit)

## **Academy & College ROTC Prep II**

Course Number: 09906

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence: See special requirements under Naval Science I

Description: Academy & College ROTC Prep II is the “action and completion phase” of the nomination/selection process. This course provides individualized guidance to improve the student’s marketability and increase his/her capability and probability of selection to U.S. Service Academies and/or college ROTC programs. This individualized guidance includes a plan for standardized testing/retesting (e.g., ACT, SAT), enhancement of a candidate’s physical aptitude abilities, and classroom experiences that hones the candidate’s speaking prowess and interview techniques. The student is encouraged to participate in resume enhancing activities (e.g., sports, clubs, community service). Leadership skills are taken to the next level (e.g., takes charge). Other areas of study may include, but not be limited to, academic content (e.g., social studies, math, and science), fundamental military skills, and career exploration. Literacy strategies are integrated throughout the curriculum.

The student must comply with US Navy grooming standards and uniform requirements. Failure to do so may be cause for failure/disenrollment. The student must be capable of participating in a program of military skills and strenuous physical fitness. See instructor for details. (Instructor discretion, Practical Arts Credit, Elective Credit)

## **Military Skills I**

Course Number: 09901

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

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

## **Military Skills II**

Course Number: 09902

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of Military Skills I

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

## **Military Skills III**

Course Number: 09903

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Military Skills II

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

### **Military Skills IV**

Course Number: 09904

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence: Successful Completion of Military Skills III

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

### **Naval Science I**

Course Number: 09801

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: See special requirements under Naval Science I

Description: Naval Science I introduces the student to the concept of citizenship, the elements of leadership and the value of scholarship in attaining life goals. The student gains a sound appreciation for the heritage of America, with recognition of the historically significant role of sea power in America's future. The course content includes material in the naval sciences and nautical skills including information on the NJROTC program, career planning, health and wellness, physical fitness, military drill & ceremonies, meteorology, oceanography, small boat seamanship, sailing, military customs & courtesies, and navy ships & aircraft, undersea robotics building and low power rocketry and high altitude atmospheric research. Students will receive skill certifications in swimming, first aid & CPR, small sailboat rigging, USCG/ New Mexico Safe Boating, and US Sailing Small Boat Sailor.

Special Requirements: Students must be physically qualified to participate in a program that involves military drill, physical fitness and field trips to various locations around the city and state. Uniforms and other required items are provided at no cost to the student.

Important Note: The student must comply with U.S. Navy grooming standards and uniform requirements. Uniforms are worn as required in NJROTC Unit SOP.

### **Naval Science II**

Course Number: 09802

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: See special requirements under Naval Science I

Description: Naval Science II builds on the general introduction provided in Naval Science I to further develop the traits of citizenship and leadership in cadets. The student acquires knowledge of technical areas of naval science and develops a deeper awareness of the vital importance of the world's oceans to the continued well-being of the United States. The course content includes instruction in naval leadership, military drill & ceremonies, naval history, career planning, ship construction, small boat handling, seamanship, meteorology, electronics, basic aerodynamics, physical fitness, health & wellness, oceanography, land and water survival, orienteering, maritime navigation, basic and intermediate sailing, low

power rocketry and undersea robotics building and high altitude atmospheric research. Students will receive skill certifications in swimming, first aid & CPR, small & intermediate sailboat rigging, USCG/ New Mexico Safe Boating, and US Sailing Small Boat Sailor, and basic & intermediate sailing techniques.

Grooming: The student must comply with U.S. Navy grooming standards and uniform requirements.

Instructor discretion, Practical Arts Credit, Elective Credit

### **Naval Science III**

Course Number: 09803

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: See special requirements under Naval Science I

Description: Naval Science III focuses on the operative principles of naval leadership, the concept and significance of teamwork and small unit leadership, the intrinsic value of good order and discipline in the accomplishment of team goals, and the fundamentals of American democracy. The course content includes ongoing instruction in naval leadership, astronomy, international law of the sea, national maritime strategy, seapower and naval operations, naval history, intelligence and national security, advanced maritime navigation, land navigation & orienteering, intermediate and advanced sailing techniques, naval electronics, the theory of flight and intermediate aerodynamics, basic and intermediate high power rocketry, intermediate small boat handling, physical fitness and health & wellness, advanced submersible robotics, piloting mini-ground school, and aviation and piloting. Students will receive skill certifications in swimming, first aid & CPR, small, intermediate and large sailboat rigging, nautical rules of the road, USCG/ New Mexico Safe Boating, power boat handling, US Sailing Small Boat Sailor, intermediate and advanced sailing techniques, Junior National High Power Rocketry, high altitude atmospheric research, and students will be able to log actual flight time in a Cessna 172. Instructor discretion, Practical Arts Credit, Elective Credit

### **Naval Science IV**

Course Number: 09804

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: See special requirements under Naval Science I

Description: Naval Science IV focuses on practical naval leadership. The student gains an understanding of small unit leadership, and improves his/her leadership skills by taking on positions of leadership (under supervision), and analyzes the reasons for his/her varying degrees of success throughout the school year.

Students will practice counseling techniques, and will be evaluated on their leadership and staff performance over the school year. The course content includes ongoing instruction in naval leadership, instruction in theoretical and applied aspects of leadership and training in evaluating performance. The student acquires the techniques used to create motivation, to develop goals and activities for a team and sets a good leadership example. Students also receive continued instruction in astronomy, international law of the sea, national maritime strategy, seapower and naval operations, naval history, intelligence and national security, advanced maritime navigation, land navigation & orienteering, advanced sailing techniques, naval electronics, the theory of flight, aerodynamics & flight modeling, intermediate and advanced high power rocketry, advanced small boat handling, physical fitness and health & wellness. Students will receive skill certifications in swimming, first aid & CPR, small, intermediate and large sailboat rigging, nautical rules of the road, USCG/ New Mexico Safe Boating, power boat handling, US Sailing Small Boat Sailor, intermediate and advanced sailing techniques, Junior National High Power Rocketry, high altitude atmospheric research and students will be able to log actual flight time in a Cessna 172. Instructor discretion, Practical Arts Credit, Elective Credit

### **Staff Assistant I**

Course Number: 09909

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of JROTC LET I

Description: Staff Assistant I is a co-ed course designed to give the student training in staff actions and intra-staff responsibilities, to improve the environment in which teaching and learning occur, to improve command and staff achievement, and to develop the ability to use basic techniques in working with others in an administrative environment. The student assumes responsibility for day-to-day routines (e.g., takes roll, leads the Pledge, announcements), determines events for the school year, plans and presents those plans, carries out the plans, and evaluates the outcomes of those events. The student integrates workplace skills and behaviors and literacy strategies throughout the curriculum.

### **Staff Assistant II**

Course Number: 09910

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Staff Assistant

I

Description: In Staff Assistant II, the student continues his/her training in staff actions and intra-staff responsibilities, to improve the environment in which teaching and learning occur, to improve command and staff achievement, and to demonstrate basic techniques in working with others in an administrative environment. The student assumes more leadership in determining events for the school year, planning and presenting those plans, carrying out the plans, and evaluating the outcomes of those events. She/he becomes more involved/responsible in class instruction, cadet inspection, and preparation of reports. The student integrates workplace skills and behaviors and literacy strategies throughout the curriculum.

## ***Education & Training***

### **Child Development I**

Course Number: 83203

Length/Credit: Year/1.0

Grade(s): 10-12

Prerequisite: None

Description: In Child Development I, the student/parent 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, relationships, pregnancy and prenatal care and career readiness.

### **Teaching and Working with Young Children**

Course Number: 83201

Length/Credit: Year/1.0

Grade(s): 10-12

Prerequisite: None

Materials Fee: None

Description: The student explores significant child development theorists and theories, child development milestones from pre-birth through preschool, components of a quality early childhood environment, and ways to promote healthy relationships. Careers in an

early childhood setting are explored. Areas of study include, relationships, pregnancy and prenatal care, and career readiness.

### **Teacher Cadet I /II**

Course Number: 53007/53027

Length/Credit: Year/1.0

Grade(s): 11-12

Prerequisite: None

Materials Fee: None

Special Requirement: Teacher approval is required The Teacher Cadet Program is an introduction or orientation to the teaching profession that is designed to provide students with an in-depth look at the profession of teaching. Students study the growth and development of the learner, as well as the social, political, philosophical, cultural, legal and economic forces that shape the United States public educational system. In addition, students participate in classroom observations and an extended field experience assisting a classroom teacher with individual tutoring, group monitoring, and whole class instruction. Students study child development principles and principles of effective teaching practices.

## ***Computer Science***

### **Introduction to Computers/Business Technology**

Number: 84301

Grade Level(s): 9-12

Length/Credit: Year/1.0

Description: Introduction to Computers focuses on the working knowledge of the computer as a tool to create professional documents, spreadsheets and charts, presentations, databases, web pages, research, and communication via the Internet. Topics of discussion include Communication Skills, Information Technology, Math Literacy, Career Development and Employability Skills.

### **Computer Science Programming I**

Course Number: 66142

Grade Level 9-12

Length/Credit: Year/1.0

COURSE DESCRIPTION: 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.

### **Computer Science Programming II**

Course Number: 66136

Grade Level 9-12

Lab Fee: None

Length/Credit: Year/1.0

Recommended course sequence: Successful completion of Computer Programming I

COURSE DESCRIPTION: 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.

## **AP Computer Science Principles**

Course Number: 66150

Grade Level: 10-12

Lab Fee: None

Length/Credit: Year/1.0

Recommended course sequence: None (Algebra I Highly Recommended)

Course Description:

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

## **AP Computer Science A**

Course Number: 65511

Grade Level: 10-12

Lab Fee: None

Length/Credit: Year/1.0

Recommended course sequence: None (Algebra I and Prior Coding Experience Highly Recommended)

Course Description: AP Computer Science A requires strong logical reasoning skills. It is recommended that the student have successfully completed at least one honors math course. No prior experience with computer programming is necessary. Special Requirements: Students must have access to a computer during out of school hours, on which they can install software and complete course assignments. AP Computer Science A is an introductory course equivalent to a first-semester college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving through the design and implementation of appropriate algorithms and data structures. In the course, the student is expected to code fluently in an object-oriented paradigm using the programming language Java. The student is expected to be familiar with and be able to use standard Java library classes from the AP Java subset. In addition, the student should be able to read and understand a large program consisting of several classes and interacting objects as well as read and understand a description of the design and development process leading to such a program. Also emphasized throughout the course is the ability to recognize ethical and social implications of computer use.

# ***Advanced Manufacturing & Process Development***

## **Welding I**

Course Number: 80131

Lab Fee: \$20.00 per year

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: None

Description: In Welding I the student learns processing, properties, forming, fastening, and finishing of metals. Areas of study are safety, material identification and application, measurement, career pathways and employment skills. The student develops knowledge and job skills in Welding by completing classroom assignments, laboratory exercises, and projects design, planning, and layout, hand and power tools, metal processing machines, assembly, and projects.

## **Welding II**

Course Number: 80132

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence:

Successful Completion of Welding I

Description: In Welding II the student continues to build the skills developed in Welding I. The student studies machine tools and welding processes that are used in the trades and develops skills in machining and welding. Areas of study are safety, material identification and application measurement, design, planning and layout, hand and power tools, metal processing machines, assembly, and career pathways and employment skills.

## **Welding III**

Course Number: 801421 / 801422

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion Welding II

Description: This course provides the student with the opportunity to pursue advanced individual study in an area of interest related to metals. The student assumes responsibility for identifying, pursuing, and culminating an activity that expands knowledge about some phase of industry.

## **Welding IV**

Course Number: 801561 / 80152

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of Welding III

Description: This course allows the student to pursue a career in the metals field. An individual plan is required to be approved by instructor, parent/guardian, student, and school administrator. Delineating requirements based on the direction the student wishes to take. This may be a CNM dual enrollment course.

## **Automotive Technology I**

Course Number: 80233

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: None

Description: In Automotive Technology I the student learns how to service and maintain his personal automobile. Topics range from basic automotive principles to performing preventive maintenance. This course requires no prior experience with auto mechanics and emphasizes maintenance that can be performed without specialized equipment.

The laboratory component of the course includes various activities that follow the guidelines of the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).

## **Automobile Technology II**

Course Number: 80234

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Automotive Technology I

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

### **Automobile Technology III**

Course Number: 80237

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Automobile Technology II

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

The laboratory component of the course includes various activities that follow the guidelines of the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).

### **Small Engine Mechanics**

Course Number: 80232

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: None

Description: Small Engine Mechanics is designed for the student to gain knowledge of the function, diagnosis, and service of the systems and components of internal combustion engines. The student disassembles and reassembles school- or personal-owned engines to gain experience in hand tool use and proper engine repair and evaluation procedures. This course is designed for students with no previous industry experiences.

The laboratory component of the course includes various activities that follow the guidelines of the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).

### **NCCER Core Curriculum (Woods)**

Course Number: 801351/801352

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: None

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

## **Carpentry II**

Course Number: 801361/801362

Grade Level(s): 10-12

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

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

## **Carpentry III**

Course Number: 801451/801452

Grade Level(s): 11-12

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Recommended course sequence: Successful Completion of Carpentry II

Description: Carpentry III enhances the student's skills in advanced stages of woodworking to perform according to industry standards. The focus is on safety, design, planning, measurement, technical reading, listening and reviewing, assembly and hardware, preparation, materials and employability skills as well as an introduction to construction technologies.

## **Carpentry IV**

Course Number: 801491/801492

Grade Level(s): 11-12

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Recommended course sequence: Successful Completion of Carpentry III

Description:

Carpentry IV advances the student's skills in working with different types of wood. The student specializes in handmade furniture with a focus on Southwest furniture and custom production. Areas of study include safety, joinery, design, planning, procedures and materials selection, usage and maintenance of hand and power tools, measurement, layout, cutting, glue-up and assembly, finishing, and employability skills. The student becomes more proficient with hand tools, saws, mortise/tenon joints, dado joints, dowel joints, and biscuit joints as well as further exploration of construction technologies and employment.

*Fine Arts*  
*Arts and Communications*  
*Media Arts, Performing Arts and Visual Arts*  
*Media and Design Arts*

**Mission: "Students in the Media Arts Pathway will work to develop proficiency in the production, management, and interpretation of content."**

The Media Arts Pathway is designed to introduce students to potential careers in commercial media production. Students may choose from several different focal areas within this Pathway depending on his/her interests. The emphasis in Media Arts courses is on production, and pathway students are expected to share their work with multiple audiences, whether it be through campus publications like The Mustang World newspaper or El Espiritu yearbook; daily broadcast on The Word of the Day; creation of studio- and client-based design for exhibit or commission; or participation in film festivals and competitions. Courses are designed to prepare students for one of numerous careers in Media Arts, including:

**Film/Video/DVD Technology, Graphic Design, Animation and Special Effects, Desktop Publishing, Cinematography, Radio/TV Announcing, Television Broadcasting, Graphics and Printing, Technologies, News Reporting, Editing and Publishing, And many more!**

**Art I**

Course Number: 70030

Lab Fee: \$15.00

Per semester

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: None

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**

Course Number: 70040f

Recommended course sequence: Successful Completion of Art I

Lab Fee: \$15.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

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

## **AP Studio Art Drawing**

Course Number: 72070

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of a High School Upper Art Course

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

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

Course Number: 72071

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of a High School Upper fArt Course

Description: The AP Studio Art 2-D Design course is a rigorous college level course designed for students who are seriously interested in the practical experience of art. AP Studio Art 2-D Design is not based on a written exam; instead, students submit a portfolio for evaluation at the end of the school year. The student fully investigates the Breadth, Concentration and Quality components of the AP Studio course. Literacy is integrated throughout the course.

## **Drawing and Painting I**

Course Number: 71010

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of a High School Art Course

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

## **Drawing and Painting II**

Course Number: 71012

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Drawing and Painting I

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

### **Drawing and Painting III**

Course Number: 71014

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence: Successful Completion of Drawing and Painting II

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

### **Ceramics I**

Course Number: 70511

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: None

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

### **Ceramics II**

Course Number: 70512

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of Ceramics I

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

### **Ceramics III**

Course Number: 70513

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Ceramics II

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

### **Ceramics IV**

Course Number: 70514

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence: Successful Completion of Ceramics III

Description: In Ceramics IV the student develops, clarifies, and applies his/her philosophy of ceramics. She/he continues with independent work and advanced explorations with techniques, processes, and aesthetics. The student develops and refines a portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal ceramic forms. Literacy strategies are integrated throughout the curriculum.

### **Computer Graphics I**

Course Number: 71570

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: None

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

### **Computer Graphics II**

Course Number: 71572

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of Computer Graphics I

Description: Computer Graphics II offers the student an opportunity to explore computer graphics applications with a bent toward mastery of advanced technical skills and concepts. The student continues to apply the basics of visual design elements and principles, to use the computer as a visual design medium, and to enhance his/her skill, confidence, and sensitivity in applying advanced knowledge of art media and techniques to the creation of graphic products. Hershel receives training in an industry standard bitmap graphics program (e.g., Adobe Photoshop) in addition to a vector-based (e.g., Illustrator) graphics program. Advanced skills are learned through a variety of applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display.

### **Computer Graphics III**

Course Number 71574

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Computer Graphics II

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

## **Computer Graphics IV**

Course Number: 71576

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence: Successful Completion of Computer

Description: Computer Graphics IV offers the student an opportunity to demonstrate a high level of competency in graphics applications with an emphasis on professional portfolio development. The student develops an individual style through a variety of graphic applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. Emphasis is placed on creating an individualized body of work, which represents a personal exploration of viewpoints.

## **Digital Film Production I**

Course Number: 75003

Lab Fee: \$10.00 per year

Length/Credit: Semester/. 50

Grade Level(s): 9-12

Recommended course sequence: None

Description: Digital Film Production I is a fundamental hands-on instruction in filmmaking techniques. Digital Film Production I introduce 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**

Course Number: 71582

Lab Fee: \$10.00 per year

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of Digital Film Production I and/or Teacher Approval

Description: Digital Film Production II focuses on the mastery of intermediate knowledge, 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. She/he analyzes and applies best practices to film production projects, and evaluates their effectiveness in field productions.

## **Digital Film Production III**

Course Number: 71583

Lab Fee: \$10.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence: Successful Completion of Digital Film Production II and/or Teacher Approval

Description: Digital Film Production III offers the student an opportunity to further study filmmaking principles and techniques with emphasis on mastery of aesthetic and technical skills and concepts. The student refines advanced techniques through work on individual, collaborative and community-based projects. The student integrates current trends in filmmaking, including career opportunities, and contemporary technical and aesthetic considerations into his/her work. She/he develops and determines best practices for film production projects, and evaluates their effectiveness in field productions. Literacy is integrated throughout the course.

## **Digital Film Production IV**

Course Number: 71584

Lab Fee: \$10.00 per year

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence: Successful Completion of Digital Film Production III and/or Teacher Approval

Description: Offers the student the opportunity to demonstrate mastery of film production skills and concepts with an emphasis on professional portfolio development. The student produces work that reflects an individual style and sensitivity to professional conventions. Students will demonstrate leadership in the creation of individual collaborative and community-based projects and use these opportunities to identify career and educational choices. Hershel will demonstrate best practices for field productions and model awareness of contemporary technical and aesthetic considerations. Literacy is integrated throughout the course.

## **Photography I**

Course Number: 71530

Lab Fee: \$30 per semester

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence: None

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

## **Photography II**

Course Number: 71532

Lab Fee: \$30 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence: Successful Completion of Photography I

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

## **Photography III**

Grade Level(s): 11-12

Course Number: 71534

Recommended course sequence: Successful Completion of Photography II

Lab Fee: \$30 per semester

Length/Credit: Year/1.0

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

## **Photography IV**

Grade Level(s): 12

Course Number: 71536

Recommended course sequence: Successful Completion of Photography III

Lab Fee: \$30 per semester

Length/Credit: Year/1.0

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

## **Sculpture**

Grade Level(s): 10-12

Course Number: 71550

Recommended course sequence: Successful completion of Art I

Lab Fee: \$25 per semester

Length/Credit: Year/1.0

Description: Sculpture I is a beginning course which introduces various sculpture techniques which include modeling, carving, construction and assemblage, and installation. The student develops an understanding of the principles of three-dimensional design, including proportions of the human figure. The student reviews examples of artwork from sculptors. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster.

## *Performing Arts*



### **Concert Band I**

Course Number: 73037

Lab Fee: Up to, but not to exceed \$200.00 per year for materials, supplies, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities. (Fundraising for all band is available throughout the year to help pay for fees.)

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: Concert Band I is a performance course for the student to receive experience on standard woodwind brass, or percussion instruments. Concert Band teaches the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of a Wind Band using graded music I- through II+. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. She/he participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

### **Concert Band II**

Course Number: 7303A

Lab Fee: Up to, but not to exceed \$200.00 per year for materials, supplies, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence:: Concert Band I and/or Audition

Description: In Concert Band II the students continue to receive experience on standard woodwind brass, or percussion instruments while progressing towards more advanced music literature. Concert Band II teaches the techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of a Wind Band using II- through III-. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. She/he participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

### **Concert Band III**

Course Number: 7303B

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

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence:: Concert Band II and/or Audition

Description: In Concert Band III the student continues to receive experience on standard woodwind brass, or percussion instruments. Concert Band III teaches the techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using music level II through III. Hershel provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

### **Concert Band IV**

Course Number: 7303C

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

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Concert Band II and Audition

Description: In Concert Band III the student continues to receive experience on standard woodwind brass, or percussion instruments. Concert Band III teaches the techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using music level II through III. She/he provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

### **Drama I**

Course Number: 75019

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: Drama I is a full-year, performance based course that serves as an introduction to theater arts. The student studies basic principles and techniques in acting, theater history, musical theater, staging, voice and diction, pantomime, improvisation, choral reading, readers' theater, storytelling, and oral interpretation. She/he is also introduced to stage makeup, stage lighting, and technical production techniques. The student will learn the relationship of drama to literature and other art forms. Hershel receives an overview of careers in theater and related fields. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster.

## **Drama II**

Course Number: 75020

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence:: Successful completion of Drama I

Description: Drama II is a full-year, performance based course that serves as an intermediate acting and introduction to directing theater arts class. This course refines introductory acting skills and introduces basic directing skills. There is emphasis on potential career development in theater and related professions. The student continues to study principles and techniques in acting, musical theater, staging, voice and diction, pantomime, improvisation, and oral interpretation. She/he continues to explore stage makeup, stage lighting, and technical production techniques. The student participates and takes a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster.

## **Drama III**

Course Number: 75030

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Successful completion of Drama II

Description: Drama III is a full-year, performance based course that serves as an advanced acting and directing theater arts class. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theater and related professions. The student studies acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions. The student continues to study principles and techniques in acting, musical theater, staging, voice and diction, and oral interpretation. The student also studies directing techniques of organization, style, genre/period, productions schedules, script and character analysis, production values, and rehearsal techniques. The student participates and is expected to take a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster.

## **Advanced Theater Production**

Course Number: 75026

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence:: Drama I – III and/or Drama I – II and Stagecraft

Description: Advanced Theater Production is a full-year, masters level performance arts course involving advanced acting, playwriting, directing and technical theater. Study and evaluation of dramatic literature, critique and observation as well as stage management, theater business, and law and management is required. The student will organize, design, supervise and/or direct

regularly scheduled productions including performances, rehearsals, and work calls during and outside of the school day. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster.

### **Guitar Beginning**

Course Number: 75555

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

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

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

### **Guitar Intermediate**

Course Number: 75556

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

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence:: Successful Completion of Beginning Guitar

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

### **Guitar Advanced**

Course Number: 75557

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

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Successful Completion of Intermediate Guitar and/or Audition.

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

### **Jazz Band I - IV**

Course Number: 7304

Lab Fee: Up to, but not to exceed \$100.00 per year for materials, supplies, and instrument maintenance.

Length/Credit: Year/1.0

Grade Level(s): 9-12

Recommended course sequence:: Concurrent Enrollment in other school Band courses (Concert, Wind, Symphonic)

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

### **Marching Band I-IV**

7303F/7303G/7303H/7303I Grade 9-12

Prerequisite: One year of Music Class

Lab Fees: not to exceed \$200.00

Course Credit 1.0

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

Important Note: Must Take Concurrently with same level of Symphonic Band

### **Marching Auxiliary I**

Course Number: 92211

Lab Fee: Up to, but not to exceed \$50.00

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: Marching Auxiliary is a performance course that is a direct extension of the band program and is only open to members of the Marching Band Auxiliary Unit (i.e., Flag, Rifle, and Saber). The student acquires sequential and systematic learning experiences in the area of equipment work (i.e., Flag, Rifle, and Saber) Ballet, Modern, and Jazz movement. Hershel engages in activities that utilize a wide variety of materials and experiences and develops techniques designed appropriately within the Color Guard genre, including individual and group instruction in performance repertoire and skills. The student in this class participates in the Marching Band during first semester and in Winter Guard during second semester. Literacy is integrated throughout the course.

### **Marching Auxiliary II**

Course Number: 92212

Lab Fee: Up to, but not to exceed \$50.00

Length/Credit: Year/1.0

Grade Level(s): 10-12

Prerequisites: None

Description: Marching Auxiliary II is a performance course that builds on the skills developed in Marching Auxiliary I and is only open to members of the Marching Band Auxiliary Unit (i.e., Flag, Rifle, and Saber). This course, as a direct extension of the band program, provides sequential and systematic learning experiences in the area of equipment work (i.e., Flag, Rifle, and Saber) and Ballet, Modern, and Jazz movement and activities that utilize a wide variety of materials and experiences designed to develop techniques appropriate within the Color Guard genre, including individual and group instruction in performance repertoire and skills. The student in this class participates in the Marching Band during first semester and in Winter Guard during second semester. Literacy is integrated throughout the course.

### **Marching Auxiliary III**

Course Number: 92213

Lab Fee: Up to, but not to exceed \$50.00

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Successful Completion of Level II

Description: Marching Auxiliary III is a performance course that is a direct extension of the band program and is only open to members of the Marching Band Auxiliary Unit (i.e., Flag, Rifle, and Saber). The student acquires sequential and systematic learning experiences in the area of equipment work (i.e., Flag, Rifle, and Saber) Ballet, Modern, and Jazz movement. She/he engages in activities that utilize a wide variety of materials and experiences and develops techniques designed appropriately within the Color Guard genre, including individual and group instruction in performance repertoire and skills. The student in this class participates in the Marching Band during first semester and in Winter Guard during second semester. Literacy is integrated throughout the course.

### **Marching Auxiliary IV**

Course Number: 92214

Lab Fee: Up to, but not to exceed \$50.00

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence:: Successful Completion of Level III

Description: Marching Auxiliary IV is a performance course that is a direct extension of the band program and is only open to members of the Marching Band Auxiliary Unit (i.e., Flag, Rifle, and Saber). The student acquires sequential and systematic learning experiences in the area of equipment work (i.e., Flag, Rifle, and Saber) Ballet, Modern, and Jazz movement. Hershel engages in activities that utilize a wide variety of materials and experiences and develops techniques designed appropriately within the Color Guard genre, including individual and group instruction in performance repertoire and skills. The student in this class participates in the Marching Band during first semester and in Winter Guard during second semester. Literacy is integrated throughout the course.

### **Music Theory I**

Course Number: 725341/725432

Grade Level: 9-12

Course Length: One Semester / Full Year

Prerequisite: None

Course Description: Music Theory I provides students with a strong foundation in the fundamental principles of music. This course covers note reading, rhythm, scales, intervals, key signatures, and introductory harmony. Students will develop ear training skills and explore basic composition techniques. Through a mix of written exercises, listening activities, and creative projects, students will gain the tools to analyze and create music. This course is ideal for those interested in performance, composition, or further music study. No prior musical experience is required.

### **Mixed Choir I-IV**

Course Number: 74051, 7405C, 7404D, 7405E

Lab Fee: Up to, but not to exceed \$100.00 per year for materials, accompanists, and costume expenses.

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: The student enrolled in the Mixed Choir I develops musicianship and basic performance skills through ensemble and solo singing. Activities in this class are designed to give the singer basic experience in diverse styles of beginning choral literature. The difficulty and range of the music is tailored for novice singers. Instruction is designed so that the student is enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Mixed choir provides instruction in basic vocal development, performing, listening and analyzing music, in addition to focusing on the specific text being sung. She/he is encouraged to take private voice lessons to facilitate his/her vocal improvement. Public performances serve as a culmination of daily rehearsal and music goals. Literacy is integrated throughout the course.

## **Musical Theatre**

Course Number: 75027

Lab Fee: \$20.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Successful Completion of Drama I and/or Audition

Description: Musical theater is a performance-based course that serves as a study of musical theater arts. For practical skills, the student learns various techniques of acting, singing and dancing for musicals. For understanding of the art form, the student views and discusses musicals of various eras. She/he also creates and performs his/her own original musical scene. The culminating project may be a formal musical theater production. The student critiques works of musical theater arts and it's practitioners on the basis of aesthetic qualities. The student develops what he/she learns in theater arts across subject areas, and distinguishes between careers related to theater arts. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

## **Orchestra I - IV**

Course Number: 73544, 7354G, 7354H, 7354J

Lab Fee: Up to, but not to exceed \$100.00 per year for materials, supplies, and instrument maintenance.

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: Orchestra I is a performance course for the student with limited or no experience on the violin, viola, cello or string bass. Orchestra I teach the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of an orchestra using graded music I through III. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. She/he participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

## **Piano I - IV**

Course Number: 75558, 75559, 75560, and 75561

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

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: Piano One is an introductory course open to all students 9-12. Focus of this course is beginning level piano skills, focusing on basic technique, basic music theory, music literacy, and performance etiquette. A course of study is determined by student conference with the teacher. Progress toward established goals is the student's responsibility.

## **Stagecraft I-III**

Course Number: 75015, 75016, and 75017

Lab Fee: \$25.00 per semester

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

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

## **Symphonic Band I-IV**

7304E/7304F/7304G/7304H Grade 9-12

Prerequisite: One Year of Music Class

Lab Fees: Not to Exceed \$200.00

Course Credit 1.0

Symphonic Band I is an intermediate course for students with previous instrumental experience or standard woodwind, brass, or percussion instruments. Symphonic band teaches the intermediate techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student continues to perform within the traditions and standards of a Wind Band using graded music II through IV. The student is provided instruments and accessories. The student practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Important Note: Must take concurrently with the same level of Marching Band.

# *General Electives*

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

Course Number: 53060

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: 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 included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course.

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

Course Number: 53063

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence:: Successful Completion of ACE I

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

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

Course Number: 53066

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Successful Completion of ACE II

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

## **AVID I**

Course Number: 55509

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 9

Prerequisites: GPA of 2.0 to 3.5

Student application and/or interview, parent signature, and acceptance by school site team.

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

## **AVID II**

Course Number: 55510

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 10

Prerequisites: GPA of 2.0 to 3.5

Student application and/or interview, parent signature, and acceptance by school site team.

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

## **AVID III**

Course Number: 55511

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 11

Recommended course sequence:: AVID I or II

The 11th grade AVID course is designed for student completion in the AVID elective during his/her junior and senior years. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a

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

## **AVID IV**

Course Number: 55512

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 11

Recommended course sequence:: AVID I, II, III

The 12th grade AVID course is designed for student completion in the AVID elective during his/her senior years. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the ACT and/or the SAT, and becomes an educated and responsible participant and leader in a democratic society. Emphasis is placed on the student finalizing his/her choice of colleges, visiting college campuses, completing and submitting college applications, making financial aid arrangements, taking college admission tests, and preparing "College Comparison Grids. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

## **Defensive Driving**

Course Number: 53020

Length/Credit: Semester/.50

Grade Level(s): 9-12

Lab Fee: None

Recommended course sequence: None

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

## **Ethnic Studies I**

Course Number: 51211

Lab Fee: None

Length/Credit: Year/ 1.0

Grade Levels: 11/12

Description: This course explores the social, political, historical, and cultural experiences of ethnicities, genders, classes and/or ability groups. As it impacts self-identity, the student will engage in self-discovery while gaining an understanding of the multi-faceted world around them.

### **Mexican American Studies**

Course Number: 51507

Lab Fee: None

Length/Credit: Year/ 1.0

Grade Levels: 11/12

Description: This course explores the social, political, historical, and cultural experiences of ethnicities, genders, classes and/or ability groups. As it impacts self-identity, the student will engage in self-discovery while gaining an understanding of the multifaceted world around them. Mexican-American Studies is a one year course in which the student learns about the history and culture of the Hispanic people of the Southwest. Emphasis is on the social, political and historical factors that have shaped the culture. Requirements of the class include reading, writing, research, and presentations. The core concepts of the course include: Spain and the conquest of the New World, Aztlán (U.S. Southwest), the Chicano Era, and Nuevo México.

### **Mexican Folk Dance I-II-III-IV**

Course Number: 61040, 61041, 61042, 61043

Lab Fee: \$10.00

Length/Credit: Year/1.0

Grade(s): 9-12

Recommended course sequence:: Completion of each level

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

### **Mariachi I-IV**

Course Number: 73521, 73522, 73523, 73524

Lab Fee: \$10

Length/Credit: Year/1.0

Grade(s) 9-12

Prerequisite: Concurrent enrollment in other school music courses.

Description: This course provides the student with the opportunity to develop the essential and technical demands unique to the Mariachi art form. The student develops creative abilities through music, singing, instrument exploration, improvisation, choreography, selection and performance. The student is an active participant in the performing arts group that educates the community about Mariachi and culture through dance and music.

### **ESports: Exploring Careers I-III**

Course Number: 5011/5012/5021/5022/5031

Lab Fee: TBD

Length/Credit: Year/1.0

Grade Levels: 9-12

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

## **Capstone**

Course Number: 460031/460032

Lab Fee: TBD

Length/Credit: Year/1.0

Grade Levels: 11/12

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

## *Language Arts*

All English classes study the literary genres of poetry, prose, fiction, nonfiction, and drama. Students apply critical thinking skills through the reading, writing, speaking, viewing, listening, and research standards and benchmarks of Language Arts. Grammar, mechanics, and vocabulary are taught at increasing levels of difficulty to prepare students for post-secondary educational experiences, career success and also standardized testing. Students are encouraged to take challenging courses through Advanced Placement (AP) and Honors offerings. Students can expect these courses to be rigorous, demanding and require additional outside-of-class preparation time. Nevertheless, the courses are excellent academically, and WMHS highly recommends that students take advantage of more rigorous offerings.

English 9 (1 Credit)	English 10 (1 Credit)	English 11 (1 Credit)	English 12 (1 Credit)	English Electives
<b>English 9</b> <b>English 9 Honors</b> <b>ELD I</b> <b>ELD II</b> <b>ELD III</b> <b>ELD IV</b> <b>Read 180 (Must use course #21209 to count for Eng 09 Credit)</b>	<b>English 10</b> <b>English 10 Honors</b> <b>English 10 Humanities</b> <b>ELD I</b> <b>ELD II</b> <b>ELD III</b> <b>ELD IV</b>	<b>English 11</b> <b>English 11 Honors</b>  <b>English 11 AP Language/Composition</b>  <b>English 11 Humanities</b> <b>ELD I</b> <b>ELD II</b> <b>ELD II</b> <b>ELD IV</b>	<b>English 12</b> <b>English 12 Honors</b>  <b>English 12 AP Language/Composition</b>  <b>ELD I</b> <b>ELD II</b> <b>ELD III</b> <b>ELD IV</b> <b>Bible Literature</b> <b>Crime and Punishment</b> <b>Film Criticism</b> <b>Shakespeare</b> <b>College Prep Composition (sem)</b> <b>(W/ Mythology &amp; Folklore in Literature)</b> <b>Mythology &amp; Folklore in Literature (W/ College Prep Composition)</b> <b>Creative Writing II</b> <b>(Students must have taken Creative writing I as an elective during the 11th grade)</b>	<b>ELD for Newcomers</b> <b>Journalism</b> <b>Newspaper I</b> <b>Newspaper II</b> <b>Newspaper III</b> <b>Newspaper IV</b> <b>Literacy Strategies I</b> <b>Literacy Strategies II</b> <b>Speech I</b> <b>Speech II</b> <b>Speech III</b> <b>Speech IV</b> <b>Children's Literature I (9,10,11,12)</b> <b>Children's Literature II (9,10,11,12)</b> <b>Creative Writing I (11th)</b> <b>Mexican American Literature I (9,10,11,12)</b> <b>Mexican American Literature II (9,10,11,12)</b> <b>Modern/ Contemporary Readings &amp; Writings</b> <b>Modern Fiction (11,12)</b> <b>Music as Literature (11,12)</b> <b>Native American Literature (11,12)</b> <b>The Open Question (12)</b> <b>Psychology in Literature (11,12)</b> <b>Science Fiction (11,12)</b>

## **Yearbook I**

Course Number: 24036

Prerequisites: None

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 9-12

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

## **Yearbook II**

Course Number: 24037

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 10-12

Recommended course sequence:: Successful Completion of Yearbook I

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.

## **Yearbook III**

**Course Number: 24038**

**Lab Fee: None**

**Length/Credit: Year/1.0**

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

**Recommended course sequence:: Successful Completion of Yearbook II**

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

## **Yearbook IV**

Course Number: 24039

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence:: Successful Completion of Yearbook III

Description: In Yearbook IV, the student assumes more responsibility for visioning, leading, organizing, and mentoring less experienced editors and staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget and orchestrating the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides honing specialty areas of interests, the editor also supervises desktop publishing according to printers’ specifications within legal and ethical parameters and within deadlines. The Yearbook IV student models collaborative leadership qualities in addition to making the newspaper a viable and competitive medium. The student generates authentic work by producing a yearbook for the school and community.

# ELD Classes

**\*NOTE: All ELD Class placement is according to English Language Learner's ACCESS SCORE.**

	9th	10th	11th	12th
ELD I	2055A	2055B	2055C	2055D
ELD II	2055E	2055F	2055G	2055H
ELD III	2055G	2055K	2055L	2055M
ELD IV	2055N	2055P	2055Q	2055R

## ELD I Description

This class is offered to students with little or no understanding of English. The purpose is to provide students with an opportunity to acquire English in a stress-free environment. The class enables them to participate physically, socially, and linguistically in meaningful situations as they acculturate to the school environment and the community. Skills taught cover the areas of listening, speaking, reading, and writing as well as cultural understanding.

## ELD II Description

Level II ELD continues the process of acculturating students and helping them understand and produce more complex oral and written language. This enables students to function well in their content area classes providing for the integration and reinforcement of understanding.

## ELD III Description

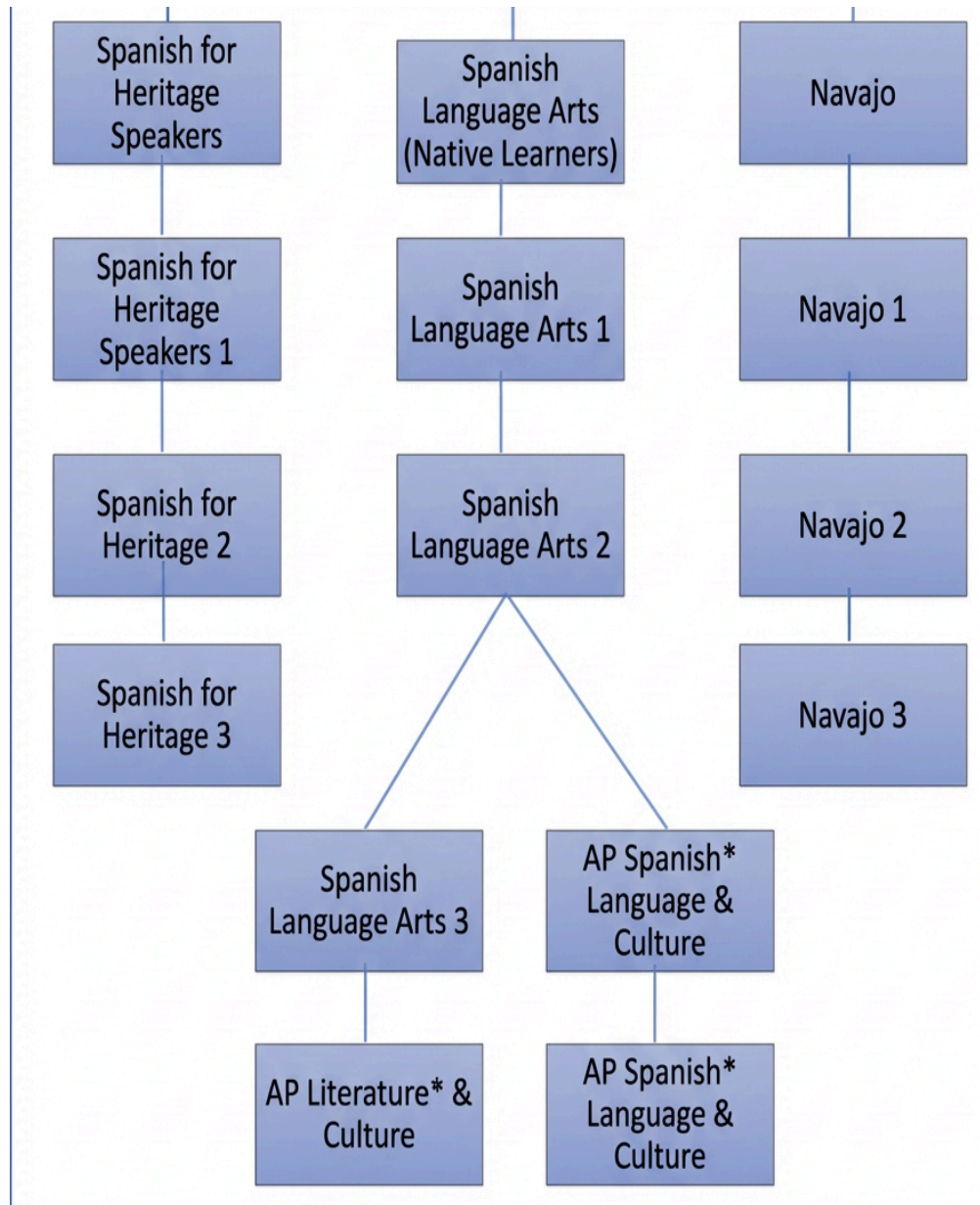
Level III ELD is intended for students who have mastered the listening comprehension; speaking, reading, and writing skills presented in Level I and Level II ELD classes. It is designed to incorporate second language instructional techniques with content from different subject areas. Study skills and cultural understanding are emphasized.

## ELD IV Description

Level IV Transitional ELD is intended for students who have mastered the listening comprehension, speaking, reading, writing, and study skills presented in Level I, II, & III ELD classes. It's designed to provide advanced language support for a mainstream limited English speaker.

## *Modern, Classical And Native Languages*

Students are encouraged to take challenging courses through the Advanced Placement (AP) offerings, with a caution on overloading their schedules with demanding coursework. As collegiate style and level courses, students can expect the AP courses to be very rigorous, demanding and require additional outside-of-class preparation time. Students are expected to further develop their advanced reading, writing and critical/analytical thinking skills.



# BILINGUAL SEAL (QUICK FACT SHEET)

These are classes and categories needed for the Bilingual Seal.

Content classes may vary depending on the language.

Electives do not count towards the Bilingual Seal (unless they are content classes)

<b>Spanish Classes</b>	<b>English Classes</b>	<b><i>English</i> Content Classes</b>	<b><i>Spanish</i> Content Classes</b>
<p>MUST HAVE <i>Needs four of these classes</i></p> <p><i>Minimum GPA 2.0</i></p>	<p>MUST HAVE <i>Needs all four or combination to total four classes</i></p> <p><i>Minimum GPA 2.0</i></p>	<p>MAY VARY <i>Needs at least four classes</i></p> <p><i>Minimum GPA 2.0</i></p>	<p>MAY VARY <i>Needs at least four classes</i></p> <p><i>Minimum GPA 2.0</i></p>
<p>Spanish Language Arts I Spanish Language Arts II Spanish Language Arts III Spanish AP Language Spanish AP Literature</p> <p style="text-align: center;">PLEASE NOTE: ALL classes may <u>not</u> be offered at West Mesa HS</p> <p>Check with the Bilingual Coordinator each yearly to review your coursework.</p>	<p>English 9-10-11-12 ELD 1-2-3-4</p> <p>May include another English class that will substitute for English Credit**</p> <p style="text-align: center;">**Film Criticism, **Mexican American Literature II Crime and Punishment</p>	<p style="text-align: center;"><b><u>Social Studies</u></b> NM History-Health World History US History Economics-Government Psychology</p> <p style="text-align: center;"><b><u>Mathematics</u></b> Algebra 1 Geometry Algebra 2 Pre- Calculus Calculus Probability &amp; Statistics</p> <p style="text-align: center;"><b><u>Science</u></b> Physics Chemistry Biology</p>	<p style="text-align: center;"><b><u>Social Studies</u></b> NM History-Health World History Bilingual World History AP Bilingual US History Bilingual AP US History Bilingual Economics-Government AP Economic-Government Psychology Bilingual</p> <p style="text-align: center;"><b><u>Mathematics</u></b> Algebra 1 Bilingual Geometry Bilingual Algebra 2 Bilingual Pre- Calculus Bilingual</p> <p style="text-align: center;"><b><u>Science</u></b> Physics Bilingual Chemistry Bilingual Biology Bilingual</p>

## SELLO BILINGÜE (PÁGINA DE DATOS)

Estos son los cursos y categorías requeridos para el Sello Bilingüe.

Los cursos del contenido pueden variar dependiendo del idioma.

Los cursos electivos no cuentan para el Sello Bilingüe (excepto si son cursos de contenido)

<i>Clases de Español</i>	<i>Clases de Inglés</i>	<i>Contenido en Inglés</i>	<i>Contenido en Español</i>
<p>REQUISITOS ESENCIALES <i>Cuatro cursos necesarios</i></p> <p><i>Promedio de calificación 2.0</i></p>	<p>REQUISITOS ESENCIALES <i>Cuatro cursos necesarios o una combinación de éstas</i></p> <p><i>Promedio de calificación 2.0</i></p>	<p>PUEDEN VARIAR <i>Se requiere al menos cuatro clases</i></p> <p><i>Promedio de calificación 2.0</i></p>	<p>PUEDEN VARIAR <i>Se requiere al menos cuatro clases</i></p> <p><i>Promedio de calificación 2.0</i></p>
<p>Arte del lenguaje español I Arte del lenguaje español II Arte del lenguaje español III Español AP Literatura Español AP Lenguaje</p> <p>TENGA EN CUENTA: TODAS las clases <u>no</u> podrán ser ofrecidas en West Mesa HS</p> <p>Hablar con el Coordinador Bilingüe cada año para revisar sus cursos.</p>	<p>Clase de inglés grados 9-10-11-12</p> <p>ELD (inglés como segunda lengua) 1-2-3-4</p> <p>Puede incluir otro curso de inglés que será un sustituto para el crédito de inglés**</p> <p>**Clase de crítica de cine, **Literatura Mexico americana II Crimen y castigo</p>	<p><b>Estudios Sociales</b> Historia de NM-Salud Historia del Mundo Historia de EE.UU Ciencias Económica-Gobierno Psicología</p> <p><b>Matemáticas</b> Algebra 1 Geometría Algebra 2 Pre- Cálculo Cálculo Estadísticas</p> <p><b>Ciencias</b> Física Química Biología</p>	<p><b>Estudios Sociales</b> Historia de NM/Salud Historia del Mundo Historia del Mundo AP Historia de EE.UU. AP Historia de EE.UU. Económica-Gobierno AP Económica-Gobierno Psicología</p> <p><b>Matemáticas</b> Algebra 1 Geometría Algebra 2 Pre- Cálculo</p> <p><b>Ciencias</b> Física Química Biología Anatomía</p>

## Dual Language Course Offerings 2024-2025

	Artes de Lenguaje en Español	English Language Arts	Contenido en Español	English Content
<b>9<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>Artes de lenguajes Español I</li> </ul>	<ul style="list-style-type: none"> <li>English 9</li> <li>English 9 Honors</li> <li>English Language Arts Development I-IV</li> </ul>	<ul style="list-style-type: none"> <li>Biología</li> <li>Algebra I</li> <li>Geometría</li> <li>Historia de NM</li> <li>Salud</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Algebra I</li> <li>Geometry</li> <li>NM History</li> <li>Health</li> </ul>
<b>10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>Artes de lenguajes Español II</li> </ul>	<ul style="list-style-type: none"> <li>English 10</li> <li>English 10 Honors</li> <li>English Language Arts Development I-IV</li> </ul>	<ul style="list-style-type: none"> <li>Química Bilingüe</li> <li>Geometría Bilingüe</li> <li>Algebra II Bilingüe</li> <li>AP Historia Mundial Bilingüe</li> <li>Historia Mundial Bilingüe</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Geometry</li> <li>Algebra II</li> <li>World History</li> <li>AP World History</li> </ul>
<b>11<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>AP Español Lengua y Cultura</li> <li>Artes de lenguajes Español III</li> </ul>	<ul style="list-style-type: none"> <li>English 11</li> <li>AP English Language and Composition</li> <li>English Language Arts Development I</li> </ul>	<ul style="list-style-type: none"> <li>Química Bilingüe</li> <li>Física (Physics) Bilingüe</li> <li>Algebra II Bilingüe</li> <li>Pre-Cálculo Bilingüe</li> <li>AP Historia EE. UU. Bilingüe</li> <li>Historia EE. UU. Bilingüe</li> <li>Psicología Bilingüe</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Physics</li> <li>Algebra II</li> <li>Pre-Calculus</li> <li>U.S. History</li> <li>AP U.S. History</li> <li>Psychology</li> </ul>
<b>12<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>AP Español Literatura y Cultura</li> <li>AP Español Lengua y Cultura</li> <li>Artes de lenguajes Español III</li> </ul>	<ul style="list-style-type: none"> <li>English 12</li> <li>AP English Literature and Composition</li> <li>Film Criticism</li> <li>Film Criticism ELD</li> <li>English Language Arts Development I-IV</li> <li>Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Cálculo Bilingüe</li> <li>Física (Physics) Bilingüe</li> <li>Economía, 1 semestre</li> <li>AP Economía Bilingüe, 1 semestre</li> <li>Gobierno Bilingüe, 1 semestre</li> <li>Psicología Bilingüe</li> </ul>	<ul style="list-style-type: none"> <li>Physics</li> <li>Chemistry</li> <li>Pre-Calculus</li> <li>Calculus</li> <li>Government, 1 semester</li> <li>Economics, 1 semester</li> <li>Psychology</li> </ul>

- EL students with an ACCESS score of 4.7 or higher can be placed in an English Language Arts class with a TESOL-certified teacher, students may take no more than 3 content credits in Spanish, including Spanish Language Arts.
- EL students with an ACCESS score of 4.6 or lower must be placed in an English Language Development with a TESOL-certified teacher.
- The WMHS Dual Language program expects balanced instruction in Spanish and English throughout all four years of high school. Students should have no more than three content classes in Spanish each year, including SLA.

## **Spanish I for Heritage Speakers**

**Course Number:** 61030

**Lab Fee:** \$5.00 per year

**Length/Credit:** Year/1.0

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

**Prerequisites:** None

**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 for Heritage I expands and enriches the student's skills of listening, speaking, reading, and writing in Spanish. Areas of study include, but are not limited to, expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on oral and written skills performed in Spanish.

## **Spanish II for Heritage Speakers**

**Course Number:** 61031

**Lab Fee:** \$5.00 per year

**Length/Credit:** Year/1.0

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

**Recommended course sequence::** Spanish for Heritage I

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

## **Spanish III for Heritage Speakers**

**Course Number:** 61012BL

**Lab Fee:** \$5.00 per year

**Length/Credit:** Year/1.0

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

**Recommended course sequence::** Successful Completion of Spanish II

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

## **AP Spanish Language**

**Course Number:** 61026BL

**Lab Fee:** \$5.00 per year

**Length/Credit:** Year/1.0

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

**Prerequisites:** None

**Description:** Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. AP Spanish Language V reinforces and intensifies

language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture, language, literary genres, and value to career opportunities. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.

### **AP Spanish Literature**

Course Number: 61025BL

Lab Fee: \$5.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Description: Colleges and universities identify the AP Spanish Literature V course as a third-year college introduction to Hispanic Literature. The course includes selected works from seven centuries of Hispanic Literature and exposes students to a wide range of genres that traces the history of the development of literature written in Spanish. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications.

### **Spanish Language Arts I**

Course Number: 61027

Lab Fee: \$5.00 per year

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

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

### **Spanish Language Arts II**

Course Number: 61028

Lab Fee: \$5.00 per year

Credit: Year/1.0

Recommended course sequence:: Successful Completion of Spanish Language Arts

Description: Spanish Language Arts II is designed for students to enhance their literacy skills in Spanish. Areas of increased competency are communication, cultures, connections, comparisons, and communities.

### **Spanish Language Arts III**

Course Number: 61029

Lab Fee: \$5.00 per year

Credit: Year/1.0

Recommended course sequence:: Successful Completion of Spanish Language Arts II or Placement or I test

Description: Spanish Language Arts III is designed for students who possess advanced literacy skills in Spanish. Emphasis is on authentic readings and on increased competence in written expressions. The Spanish language Arts course is designed to prepare students to take the Spanish Language AP exam.

## **Navajo I/II/II**

Course number: 61101/61111/61121

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

# ***Physical Education and Athletics***



Students are required to adhere to the WMHS Physical Education uniform policy. See individual instructors for details regarding the uniform policy. Additional requirements include, appropriate footwear for the course as specified by the instructor and a combination lock.

## **Sports Medicine I**

Course Number: 90700

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 10-12

Prerequisites: None

Description: Sports Medicine I is recommended for the student who is considering a career in the health- or medicine-related field. The student examines anatomical and physiological systems of the human body and how they relate to physical activity. Special attention is given to the following topics: skeletal, muscular, respiratory, and nervous systems; the prevention, cause/effect, treatment, and reconditioning of athletic injuries; emergency care and first aid; and athletic training. Literacy strategies are integrated throughout the curriculum.

## **Sports Medicine II**

Course Number: 90701

Lab Fee: \$25.00 per year

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Successful Completion of Sports Medicine I

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

## **Sports Medicine III**

Course Number: 90702

Lab Fee: \$25.00 per Year

Length/Credit: Year/1.0

Grade Level(s): 12

Recommended course sequence:: Successful completion of Sports Medicine II

Description: Sports Medicine III is recommended for the student with a strong desire to investigate a medical-related field. The student investigates sports-related injuries in the areas of recognition and prevention; evaluation; first aid and emergency care; and rehabilitation. Other topics of special emphasis, but not limited to, are body systems, exercise physiology, kinesiology and conditioning, and epidemiology. Literacy strategies are integrated throughout the curriculum. Skills and knowledge acquired in this course can be applied to the Health Science Career Cluster and its respective pathways.

**Football I-IV**

Course Number:

Fee:

Length/Credit: Year/1.0

Grade Level(s): 9

Prerequisites: Coach approval

Description:

**Baseball I-IV**

Course Number:

Fee:

Length/Credit: Year/1.0

Grade Level(s): 9

Prerequisites: Coach approval

Description:

**Basketball I-IV**

Course Number:

Fee:

Length/Credit: Year/1.0

Grade Level(s): 9

Prerequisites: Coach approval

Description:

# Science

Students are required to have three credits of science to earn a standard New Mexico high school diploma. Students must select one course from each of the columns in the A/B/C column structure, OR take Biology, Integrated Physics/Chemistry and any other science course, OR take Biology, AP Environmental Science and any other science course.

## Physics I

NCAA: Approved

Course Number: 43111

Prerequisites: None

Fees: None

Length/Credit: One Year for 1.0 Lab Science Credit

Grade Level(s): 10-12

Course Description: This laboratory course\* is designed as a study of the relationships between matter and energy. The student investigates topics of study that include, but are not restricted to the principles of motion, gravitation, heat, light, sound, electricity and magnetism, forces of nature, plate tectonics, and cosmology. As appropriate, these topics are examined at scales ranging from atomic to astronomical. The focus is on conceptual understanding and practical applications. Literacy strategies are integrated throughout the curriculum

## AP Physics 1

Course Number: 43171

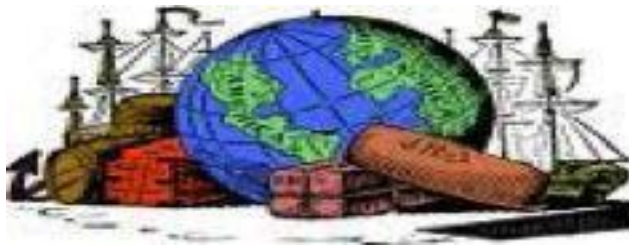
Fees: None

Length/Credit: One year Science Credit

Grade(s): 11-12

Course Description: AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

# ***Social Studies***



Beginning with students entering high school as first time 9th graders in the Fall of 2005, all students are required to complete the one semester New Mexico History course, in addition to, World History/Geography, US History/Geography, Government and Economics. Students are encouraged to take challenging courses through the Advanced Placement (AP) offerings, with a caution on overloading their schedules with demanding coursework. As collegiate style and level courses, students can expect the AP courses to be very rigorous, demanding and require additional outside-of-class preparation time. Students are expected to further develop their advanced reading, writing and critical/analytical thinking skills. The Social Studies department also offers a wide variety of electives, which allow for detailed curriculum and focus within the field.

## **AP Human Geography**

Course Number: 16015

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The AP Human Geography course is equivalent to an introductory college-level course in human geography.

## **AP Macroeconomics**

Course Number: 15015

Lab Fee: None

Length/Credit: Semester/. 50

Grade Level(s): 12

Prerequisites: None

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

## **AP Microeconomics Bilingual**

Course Number: 15015B

Lab Fee: None

Length/Credit: Semester/. 50

Grade Level(s): 12

Prerequisites: None

Description: Economics AP provides the student with an in-depth understanding of the principles of economics, primarily microeconomics. The intent of the semester course is to prepare the student for the Microeconomics AP exam. The course meets all the Economics standards as prescribed by the state. This course meets all the Economics standards as prescribed by the state. The focus of Microeconomics AP is on the principles of economics that apply to the functions of individual decision making, both as a consumer and a producer, within the larger economic system. In addition, the course provides the student with opportunities to apply literacy strategies and skills. The Economics AP course is based on The College Board guidelines.

## **AP US Government/Politics Bilingual**

Course Number: 13016B

Lab Fee: None

Length/Credit: Semester/. 50

Grade Level(s): 12

Prerequisites: None

Description: U. S. Government and Politics - AP is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. The Advanced Placement course in U. S. Government and Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. The course builds a familiarity with various institutions, groups, beliefs, and ideas that constitute U. S. politics. The student becomes acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The student analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. In addition, he/she examines his/her rights and responsibilities as a citizen and how to exercise them as well as experience the political process at local, state, and national levels of governments.

## **Government Bilingual**

Course Number: 1301B

Lab Fee: None

Length/Credit: Semester/. 50

Grade Level(s): 12

Prerequisites: None

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.

## **Law I**

Course Number: 16020

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 10-12

Prerequisites: None

Description: In Law the student studies the American legal system and its application in daily life. Major areas of study are basic law

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

## **Law II**

Course Number: 16027

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 11-12

Recommended course sequence:: Successful Completion of Law I

Description: Law II continues the study of the American legal system and its application in daily life. An emphasis is placed on constitutional issues, basic law concepts in the criminal and civil systems and contemporary law-related public issues. The student identifies and analyzes concepts and evaluates ways to resolve issues, which may result in legal disputes. The student integrates reading, writing, listening, speaking, and research strategies while learning about mock legal proceedings and studying in depth contemporary cases.

## **Psychology**

Course Number: 53040

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 10-12

Prerequisites: None

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

## **Psychology Bilingual**

Course Number: 53040

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 10-12

Prerequisites: None

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

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

Course Number: 11028

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 9-12

Prerequisites: None

Description: Rock and Roll: A History and Appreciation focuses on the comparative study between rock and roll music and American

History. The student explores the birth of rock and roll in the 1950's and examines the various trends that evolve. She/he analyzes how rock and roll music often reflects the political and/or social values of the time period. The course also offers the student opportunities for appreciation of the various music genres by listening, analyzing, and evaluating the artists that best represent the eras or music types. Areas of emphasis include, but are not limited to, rockabilly roots, teen idols, surf, Motown, British invasion, protest songs, psychedelic rock, heavy metal, and grunge.

## **Sociology**

Course Number: 16041

Lab Fee:

Length/Credit: Year/1.0

Grade Level(s): 10-12

Prerequisites: None

Description: Sociology is the study of groups of people and the ways in which they are similar and different. Areas of study include, but are not limited to, sociological perspective, culture, interaction and social structures, socialization, social institutions, social groups, deviance, and social stratification. Reading, writing, and speaking strategies are integrated throughout the curriculum.

## **US History/Geography Bilingual**

Course Number: 1101B

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 11

Prerequisites: None

La historia y geografía de los Estados Unidos es un curso general con el enfoque en la historia de los Estados Unidos desde la post-Reconstrucción (1877 al presente). El énfasis mayor se fija en la sociedad, la cultura y la política norteamericana. El estudiante usa destrezas de pensamiento crítico para mostrar su entendimiento de las ideas mayores, períodos históricos, temas, desarrollos y momentos cruciales en la historia de los Estados Unidos.

## **World History/Geography Bilingual**

Course Number: 1201B

Lab Fee: None

Length/Credit: Year/1.0

Grade Level(s): 10

Prerequisites: None

Descripción: Historia universal incluye el estudio de regiones, culturas, comunidades, religiones e instituciones diversas y sus desarrollos, crecimientos e interacciones desde el Renacimiento. Este curso pone énfasis en la continuidad así como los cambios a través del tiempo y los resultados producidos por estos procesos. Los temas incluyen el desarrollo de las tendencias económicas, sociales, tecnológicas y políticas que nos conducen al mundo actual. A través de todo, el curso usa estrategias bilingües para mejorar las habilidades en lectura, escritura, discurso y la investigación.

## *Special Education*

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

### **Inclusion Classes IEP Specified**

Students may receive inclusion support in science ,social studies, math (grades 9 and 10) and English Language Arts (grades 9 and 10). The inclusion teacher will be in the class a minimum of one time per week to assess student progress, to design modifications and to confer with the content teacher.

### **C Level English IEP Specified**

Four English credits are required to graduate.

<p><b>English 9</b>            Course #: 0614A (C Level)            Length/Credit: One Year for 1.0 English 9 Credit            Grade Level(s): 9            Prerequisites: Completion of Middle School; IEP specified</p>	<p><b>English 10</b>            Course #: 0614B (C Level)            Length/Credit: One Year for 1.0 English 10 Credit            Grade Level(s): 10</p>
<p><b>English 11</b>            Course #: 0614C (C Level)            Length/Credit: One Year for 1.0 English 11 Credit            Grade Level(s): 11</p>	<p><b>English 12</b>            Course #: 0614D (C Level)            Length/Credit: One Year for 1.0 English 11 Credit            Grade Level(s): 12</p>

### **C Level Math IEP Specified**

Four Math credits are required to graduate.

<p><b>Algebra I</b>            Course #: 061C1 (C Level)            Length/Credit: One Year/1.0            Math (Algebra I) Credit            Grade Level(s): 9</p>	<p><b>Geometry</b>            Course #: 061C3 (C Level)            Length/Credit: One Year/1.0            Math (Geometry) Credit            Grade Level(s): 10            Recommended course sequence:: Algebra I</p>
<p><b>Algebra II</b>            Course Number: 062C2 (C Level)            Length/Credit: One Year/1.0            Math (Algebra II) Credit            Grade Level(s): 11-12            Recommended course sequence:: Algebra I and Geometry</p>	<p><b>Financial Literacy</b>            Course Number: 061C8 (C Level)            Length/Credit: One Year/1.0            Math Credit            Grade Level(s): 11-12            Recommended course sequence:: Algebra I and Geometry</p>

### C Level Science IEP Specified

All students must take three (3) lab science courses. The Albuquerque Public Schools have come up with several options, which allow students to earn science credit. These options are outlined in the Science section of this course offering guide. Students are encouraged to take four (4) years of lab science. Students considering career fields in science or engineering should consider taking five (5) science courses. All students are required to complete the one semester Health I course.

<p><b>Biology I</b>            Course #: 061MD            Length/Credit: One Year/1.0            Category A Lab Science Credit            Grade Level(s): 9</p>	<p><b>Chemistry</b>            Course Numbers: 061MM            Length/Credit: One Year/1.0            Category B Lab Science Credit            Grade Level 10</p>
<p><b>Physics</b>            Course Number: 061MT            Length/Credit: One Year/1.0            Category C Lab Science Credit            Grade Level(s): 11</p>	<p><b>Health</b>            Course Numbers: 0612A            Length/Credit: .5 Credits</p>

### C Level Social Studies IEP Specified

<p><b>New Mexico History</b>            Course Number: 061RG (C)            Length/Credit: One Semester/. 5            New Mexico History Credit            Grade Level(s): 9</p>	<p><b>World History-Geography</b>            Course Number: 061RD1 (C)            Length/Credit: One Year/1.0            World History-Geography Credit            Grade Level(s): 10</p>
<p><b>US History-Geography</b>            Course Number: 061KC1 (C)            Length/Credit: One Year/1.0            US History-Geography Credit            Grade Level(s): 11</p>	<p><b>Government</b>            Course Number: 0611A (C)            Length/Credit: One Semester/0.5 Government Credit            Grade Level(s): 12</p> <p><b>Economics</b>            Course Number: 061FA (C)            Length/Credit: One Semester/0.5            Economics Credit            Grade Level(s): 12</p>

### C Level Elective

**Study Skills - C Level**

Course Number: 0610 C,F,G,H  
 Length/Credit: One Year/1.0  
 Elective Credit  
 Grade Level(s): 9-12

**Adaptive PE- IEP Specified**

This course is specifically for students who need specialized P.E. instruction due to their special needs.

Adaptive PE 1-2 065PE

Length/Credit: One Year/1.0 Physical Education Credit

**DCC - IEP Specified**

Students in this program have been placed into the Career Pathway or Ability Pathway to a diploma program.

<b>Functional Academics I-IV</b> 0604FA, B, C, D	<b>ACE/WS 1-4 1-3</b> 06050, 06053, 06056
<b>Occupational Life Skills 1-4</b> 060BA, C, D, E	<b>Life skills 1-4</b> 060AB, C, D, E
<b>Study Skills 1-4</b> 0600E, F, G, H	

## IGSP I (Intensive Global Support Program I)- IEP Specified

Students in this program have been placed into the Ability Pathway to a diploma program. This is a district program and determination for student participation has very specific guidelines that will be reviewed at the time of the IEP.

<p><b>Functional Academics I, II, III, IV (IGSP I/IGSI/DCC)</b>          Course Number: 060F A, B, C, D          Length/Credit: One Year/1.0 Academic Credit          Grade Level(s): 9-12          Prerequisites: IEP specified          Description:</p> <ul style="list-style-type: none"> <li>• Functional reading curriculum-060FA</li> <li>• Functional writing curriculum-060FB</li> <li>• Develop portfolio-060FC</li> <li>• Functional math curriculum-060FD</li> <li>• May be taken for credit for more than 1 year.</li> </ul>	<p><b>Academic Career Experience I, II, III (IGS1/DCC)</b>          Course Numbers: 060501, 060531, and 060561          Prerequisites: IEP specified          Length/Credit: One Year/1.0 Elective Credit          Grade Level(s): 10-12          Prerequisites: IEP specified</p> <ul style="list-style-type: none"> <li>• Explore various career clusters</li> <li>• Develop awareness of community resources that will aid in locating a job</li> <li>• Practical job experience (at non-profit sites)</li> <li>• Develop awareness of entry-level job skills</li> <li>• Improve work skills</li> <li>• Develop and maintain appropriate work behaviors</li> <li>• Develop self-advocacy skills in a workplace</li> </ul>
<p><b>Occupational life skills I, II, III, IV (IGSI/DCC)</b>          Course Number: 060BA, 060BC, 060BD, 060BE          Length/Credit: One Year/1.0 Elective Credit          Grade Level(s): 9-11          Description: This course provides for an awareness of job entry skill levels, and reinforces work expectations of various occupations. Students practice job maintenance skills. Emphasis is placed on incorporating career math and personal/social skills. Students will develop an awareness of community resources that will aid in locating, applying for, and keeping a job. This course is program/level specific.</p>	<p><b>Life Skills I, II, III, IV (IGSI/DCC)</b>          Course Numbers: 060AB, 060AC, 060AD, 060AE (D Level) (CRL/ISP)          Length/Credit: One Year/1.0 Elective Credit          Grade Level(s): 9-12          Class emphasis:</p> <ul style="list-style-type: none"> <li>• Improve personal and interpersonal skills</li> <li>• Develop a positive self-concept and capacity To identify with others socially and occupationally.</li> <li>• Develop skills to live effectively both at home and at work</li> <li>• Develop basic skills and work habits necessary for successful job entry.</li> <li>• Develop Independent living skills</li> </ul>

**IGSP II (Intensive Global Support Program II) - IEP Specified**

<p><b>Functional Academics I-IV</b>                  Course Number: 064FA, B, C, D                  Length/Credit: One Year/1.0                  Grades 9-12</p>	<p><b>Language Stimulation: I, II, III, IV</b>                  Course Number: 064VH                  Length/Credit: One Year/1.0                  Grades 9-12</p>
<p><b>Vocational Skills I-IV</b>                  Course Number: 064VA, B, C, D                  Length/Credit: One Year/1.0                  Grades 9-12</p>	<p><b>Applied Life skills: I, II, III, IV</b>                  Course Number: 064VG                  Length/Credit: One Year/1.0                  Grades 9-12</p>
<p><b>Socialization I, II, III, IV</b>                  Course Number: 064VJ                  Length/Credit: One Year/1.0                  Grades 9-12</p>	<p><b>Social Adaptation: I, II, III, IV</b>                  Course Number: 064VK                  Length/Credit: One Year/1.0                  Grades 9-12</p>
<p><b>Home and Community Living: I, II, III, IV</b>                  Course Number: 064HC                  Length/Credit: One Year/1.0                  Grades 9-12</p>	

# *Advanced Academics*

One focus of the gifted student in high school is to pursue enrollment in advanced placement and honors classes, to further enhance learning in the student's area of giftedness. In some cases Gifted students exit special services during their high school career due to the advanced/honors classes meeting their gifted needs.

## **Gifted Academics- IEP Specified**

### **Contemporary Issues I-II**

Course Number: 063GC / 063GD

Grade 9-12

Prerequisites: Gifted

Course Credit: 1.0

The Contemporary Issues I class is a Social Studies elective course designed to provide the student with an up-to-date view of the world around him/her. Emphasis is placed on an analysis of real-world issues which have a direct impact on students' lives. In Contemporary Issues II the expectation is that the student has experience with the Problem Solving Model and is able to choose topics that are more global, complex, or controversial. The students focus on improving geographic knowledge, reading, writing, and vocabulary skills as a means for understanding important issues and communicating facts, his/her ideas and opinions to others.

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

Course Number 0631G / 0634G / 0637G

Grade 9-12

Prerequisites: Gifted

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 included. The necessary components of a productive successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. In ACE II the student develops career decision-making and employability skills to gain an understanding of workplace cultures and expectations. The student develops an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. In ACE III, the student continues to develop career decision-making and employability skills to further expand and gain an in-depth understanding of workplace cultures and expectations. The student demonstrates an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex relationships; work with a variety of technologies; acquire and use information; organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio.

Literacy strategies are integrated throughout the course.

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## **WEST MESA HIGH SCHOOL**

### **AP COURSE SELECTION**

The Advanced Placement Program (AP) is the most academically challenging curriculum that our District offers. AP courses are based on guidelines from the College Board and have been approved by the College Board. These courses expose students to college level curriculum, emphasize critical thinking and writing skills, and provide preparation for the Advanced Placement examination. Students who earn a qualifying AP score on the Advanced Placement exam may earn college credit (credit varies among colleges.) Advanced Placement examinations are administered in May of each year.

#### **Why take AP Courses?**

- Earn credit or placement for qualifying AP Exam Scores.
- Experience a college-level exam.
- Be prepared for academic success by participating in rigorous academic coursework
- Students who take AP courses and exams are much more likely to graduate college in four years
- Save money. Students who take longer to graduate from a public college or university typically pay between \$8,000 and \$19,000 for each additional year.
- Standout in the college Admissions process and increase eligibility for scholarships.
- Earn additional weight in grade point average calculations to enhance GPA.

#### **Student Expectations**

- Attendance and active participation is required.
- Most AP courses require an average of 1-2 hours of homework every night per class.
- Students should carefully consider their overall academic load when making course selections.
- Students and parents will be required to sign an AP course contract before registering for this course.
- Taking the Advanced Placement examination for each course is expected.
- Most AP courses require an average of 1-2 hours of reading high level text.
- Critical reading and writing skills are expected.
- Common characteristics of AP students - self-Motivation, determination & strong work ethic