

eCADEMY High School

A Journey Individually Crafted



2026 – 2027 eCADEMY Course Catalog



cognia



ALBUQUERQUE PUBLIC SCHOOLS

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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

Welcome to eCADEMY High School!

Dear Students and Families,

Welcome to eCADEMY High School, Albuquerque Public Schools' fully-online, asynchronous learning community. We are thrilled to have you as part of our innovative and dynamic educational environment.

At eCADEMY, we are committed to providing flexible, student-centered learning opportunities that empower students to take ownership of their education. Whether you are looking to accelerate your learning, balance school with personal commitments, or explore new ways of engaging with course content, eCADEMY offers a variety of pathways to help you succeed.

Our dedicated team of educators is here to support you every step of the way. We take pride in fostering a culture of academic excellence, inclusivity, and personal growth, ensuring that every student has the tools and resources to reach their goals.

This course catalog has been designed to help you explore the many opportunities available at eCADEMY. From core courses to specialized electives, we strive to offer a diverse selection that aligns with your interests and aspirations. As you review the catalog, we encourage you to think about your goals and take advantage of the flexibility our school provides.

Thank you for choosing eCADEMY High School. We are excited to partner with you on this educational journey and look forward to celebrating your achievements.

Sincerely,

Ron Worley
Principal, eCADEMY High School
Albuquerque Public Schools



eCADEMY High School

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A Journey Individually CraftED

VISION: eCADEMY High School is a premier alternative high school offering quality education to meet the learning needs of a diverse student population while adhering to standards of excellence.

MISSION: eCADEMY celebrates diversity by providing a strong foundation for all students preparing to enter the workforce or continue their education in an ever-advancing, connected and technological world. eCADEMY High School is an APS magnet school of choice, offering a variety of programs to meet individual student needs, online. eCADEMY High School supports students grades 9-12 in completing coursework that meets New Mexico high school graduation requirements. See below for descriptions of each program:

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

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

Full-Time/Independent Program Features: eCADEMY High School provides a full-time online learning option for students and families who need more flexibility in their educational schedule. All courses, core and elective, are taught through an online platform. Students complete their courses asynchronously, with support from qualified teachers in each subject. There is a \$25 fee for the school year to attend the Independent program.

Full-Time/TradeED Program Features:

eCADEMY High School provides a program in partnership with CNM utilizing the Dual Enrollment opportunity with APS called TradeED. To be eligible to participate in the TradeEd program, students must have and maintain a 2.5 GPA at eCADEMY and remain in good academic standing with CNM. Students will have the ability to earn certifications in one of these four major areas:

- » Automotive (3 CNM terms to complete)
- » Welding (3 CNM terms to complete)
- » Electrical (3 CNM terms to complete)
- » Carpentry/Construction (2 CNM terms to complete)

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

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GENERAL INFORMATION

SCHOOL PROFILE

eCADEMY High School High School is one of thirteen comprehensive high schools and 8 Schools of Choice in the Albuquerque Public School district with approximately 1,200 students and 3,500 concurrent part-time students in grades nine through twelve.

ENROLLMENT REQUIREMENTS

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 **17.

TRANSFER STUDENTS

Students who apply for and receive an approved enrollment form (transfer) to attend our school need to contact the school and share the 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.

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.

Students transferring into eCADEMY High School after the semester has begun will start their online courses from the beginning. Grades from the current semester will not transfer from the previous high school.

COURSE SELECTION/PRE-REGISTRATION PROCESS

We offer a comprehensive online curriculum platform enriched by a variety of subject offerings. There are highly qualified certified teachers assigned to each course to guide students through their learning including interactive videos, assignments, and activities. 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 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 will be available in August at a "back-to-school" registration event. Information on August registration will be provided through a summer email or on the school's website. Failure to complete pre-registration will result in counselors choosing electives for you to fulfill minimum graduation requirements.

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. It's important to note that the deadline for adding a course also serves as the final opportunity to withdraw from a course within the same semester or quarter. Some schedule changes are generated due to over or under projection of student enrollment by the district.

COURSE SCHEDULES

Full-Time Students: Our school organizes the course schedules of full-time students on a quarterly basis. A quarter consists of a 9-week grading period. Students typically enroll in 3 to 4 courses per quarter, with each course worth 0.5 credit. Credits will be posted to the student's transcript at the end of the quarter, provided they have earned a passing grade.

Part-Time Students: Concurrent enrollment is arranged through ecademyhelpdesk@aps.edu, and the request must be submitted to the Help Desk by the student's home school counselor. Students may enroll in up to two courses at a time, per semester. If a student successfully completes a course and there is still enough time remaining in the semester, their counselor may request an additional online course to their schedule. A semester consists of two (2) 9-week grading periods.

GRADING POLICIES

Progress grades and final grades can be viewed through StudentVUE/ParentVUE. Final 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 course at the end of the quarter for full-time students and at the semester for concurrent part-time students. Progress grades can be viewed through StudentVUE/ ParentVUE as well as the online learning platform prior to the end of the quarter/semester for each online course. 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 quarter/semester following the quarter/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.

TRANSCRIPTS

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

The majority of online courses do not require textbooks. However, some Advanced Placement (AP) courses do require textbooks. AP instructors will communicate if a textbook will be needed and can be picked up at the main campus.

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 school office 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 and before diploma distribution.

WITHDRAWAL FROM COURSES:

Students who wish to withdraw from a course must initiate the process through their school counselor. It's important to note that the deadline for adding a course also serves as the final opportunity to withdraw from a course within the same semester or quarter. This withdrawal deadline typically falls about 3 to 4 weeks prior to the end of the grading period. After this date, students will receive the grade they've earned in the course, which will be final for that semester or quarter. In some cases, the administrative team may grant exceptions to this policy, but only under specific extenuating circumstances, and such requests will be reviewed on an individual basis.

WITHDRAWAL FROM SCHOOL: 10-Day Non Engagement

Students who do not engage in their courses for a period of ten or more consecutive school days may be disenrolled from all classes and the school, in accordance with Albuquerque Public Schools' 10-day absence policy. After disenrollment, the student will be required to re-enroll at their home school or choose an alternative educational option.

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>.

SCHOOL COUNSELING SERVICES

The high school counseling program is an integral component of the school's overall mission. The district 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. The high 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 online or 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 the 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 the 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 8:00am-3:30pm. 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 and the APS Student Technology Acceptable Use Policy signed each school year through the district online registration system.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS

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)	4.0
Science (Biology, Chemistry, Physics)	3.0
Social Studies (World History, United States History, United States Government, Economics, 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:
 - » Languages other than English, including American Sign language (Most colleges and universities require 2-3 credits/years of the same modern, classical, or native language.)
 - » Fine Arts
 - » Health
 - » Military career preparation
 - » Career Technical Education program
 - » Community or service learning, a capstone course or work-based learning (Most colleges and universities require 4-6 credits of the same modern, classical, or native language.)

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

Required courses and credits are based on the year a student entered high school as a 9th grader for the first time. Ninth grade starting year determines the student's Graduation Standard Year (GSY). Students entering high school as freshmen in 2009-2024 must have 25 units to include:

Subject	Credits
English	4.0
Math, One unit must be Algebra II or higher	4.0
Science (Biology, Chemistry, Physics)	3.0
New Mexico History	0.5

World History and Geography	1.0
United States History & Geography	1.0
Government	0.5
Economics	0.5
Health	0.5
Physical Education	1.0
Electives*	9.0
Total	25.0

Students must successfully complete:

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

DUAL CREDIT (Courses taken at CNM, or UNM)

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

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

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

For more information about Dual Credit:

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

DISTANCE LEARNING

Online course instruction is typically delivered in an online setting. 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 may be limited at home high school campuses, 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 home high school counselor to obtain permission prior to the registration period.

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 the district offers. These courses are available to all students. Honors courses in the freshman and sophomore years prepare students for Advanced Placement (AP) courses, 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 (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.

Advanced Placement courses are by student requests and 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

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

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- » 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)

To Be Classified	Credits Needed
9th Grade	<6
10th Grade	6

11th Grade	13
12th Grade	19
Graduate	25

Every quarter for eCADEMY’s full-time students and semester for comprehensive high school’s part-time students, the district reclassifies or promotes students who have not earned/earned enough credits to move to the next grade.

EARLY GRADUATES

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

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.

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.

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.

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.

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.

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

COLLEGE PREPARATORY PROGRAMS

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

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

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

COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES

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

Many colleges and universities participate in the College Board Advanced Placement Program. The program grants advanced standing in courses and credit for college courses through AP examinations administered at school campuses 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: <https://www.reachhighernm.com/recent-high-school-graduate/>

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 includes:

- » 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/>

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

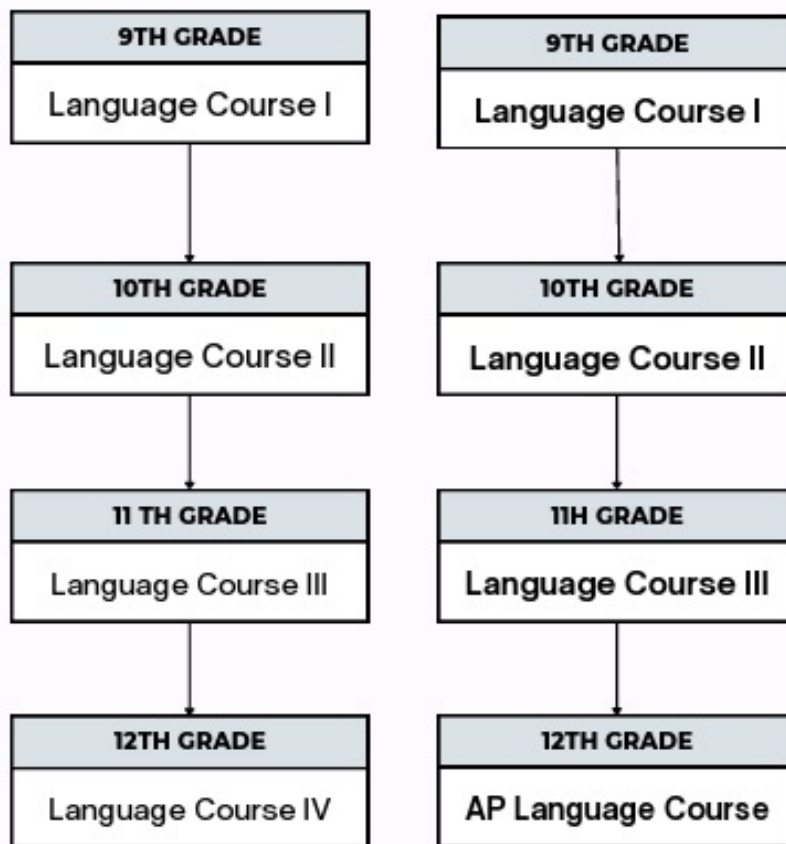
Spanish:

- 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 APS Distinction Bilingual Seal			

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.

	Spanish Language Arts is a Required course for BMEP participation		At least 1 bilingual Content Course needs to be taken every school year	It is recommended that 2 bilingual content courses be taken every school year for optimal BMEP Participation
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

New Mexico 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. Students whose families receive state assistance like SNAP benefits or EBT could potentially qualify for tuition discounts.

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

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

APS MAGNET SCHOOLS

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

CAREER ENRICHMENT CENTER (CEC)

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

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

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

Student Profile: CEC's programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or

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

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

COLLEGE AND CAREER HIGH SCHOOL (CCHS)

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

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

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

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

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

EARLY COLLEGE ACADEMY (ECA)

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

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

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

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

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

ECADEMY HIGH SCHOOL

Main Campus: 5300 Cutler NE, Albuquerque, NM 87110,
(505) 247-4209 Website: ecademy.aps.edu

eCADEMY High School is an APS magnet school of choice, offering four different programs to meet individual student needs, both in-person and online. eCademy High School supports students grades 9-12 in completing coursework that meets New Mexico high school graduation requirements. Includes 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 an online platform. Students complete their courses asynchronously, with support from qualified teachers in each subject. There is a \$25 fee for the school year to attend the Independent program.

Full-Time/TradeED Program Features:

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

- » Automotive (3 CNM terms to complete)
- » Welding (3 CNM terms to complete)
- » Electrical (3 CNM terms to complete)
- » Carpentry/Construction (2 CNM terms to complete)

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

FREEDOM HIGH SCHOOL

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

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

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

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

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

NEX+GEN ACADEMY

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

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

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

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

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

SCHOOL ON WHEELS HIGH SCHOOL

129 Hartline SW, Albuquerque, NM 87105
6440 Western Trails NW, Albuquerque, NM, 87120-0201
(505) 243-2395

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.

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

SANDIA INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

IB Preparatory Program: To succeed in IB, students must be dedicated learners. To facilitate this, we encourage students to enroll in our IB Preparatory Program during the freshman and sophomore years. Students who have completed that program successfully will advance to the Diploma Program in their

junior year. To apply for the IB Preparatory Program students will submit a transcript and three teacher recommendations.

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

SPECIAL PROGRAMS

NEW FUTURES SCHOOL

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

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

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

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

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

TRANSITION OUTCOMES

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

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

JUVENILE DETENTION CENTER EDUCATIONAL UNIT AND CONTINUATION SCHOOL

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

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

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

INDIAN EDUCATION PROGRAMMING AT ALBUQUERQUE HIGH



Session/ Bus schedule	Periods	Time
IA	Periods 1 & 2	8:40-9:55 Monday (Asynchronous) and Periods 1 & 2 8:40-9:55 Monday (Asynchronous) and
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.

INDIAN EDUCATION 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.



PS Indian Ed Registration Form

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

COURSE OFFERINGS

Course Offerings

Matrices of Core Curriculum Courses

At Albuquerque Public Schools, we are dedicated to offering courses that align with student interests, goals, and aspirations. The below matrices include district course overviews 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 quarter, semester or academic year.

For details on the specific courses offered, please connect with your school counselor. You can also refer to the school website at <https://ecademy.aps.edu/> to see the courses currently available.

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

Advisory

Course Number: 04004

Grade Level(s): 9-12	Course Type: Regular
Length/Credit: Year/Non-credit	NCAA: No

Course Description: Advisory course is a mentor program designed to support students during their high school experience. Advisement is a district required elective that students do not receive credit for. Advisors work closely with students and parents in an effort to provide strong academic guidance. Advisors play an active role in helping students keep track of data related to communicating academic progress of grades and engagement with online classes. The advisor is also the contact person for parents should they have any questions about their child's progress.

Language Arts

English 9

Course Number: 25031de

Grade Level(s): 9	Course Type: Regular
Length/Credit: Year/1.0	NCAA: Yes

Course Description: In English 9, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various genres and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-

fiction, drama, the novel) and reads numerous selections by a wide variety of authors. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

English 9 Honors

Course Number: 25034de

Grade Level(s): 9	Course Type: Honors
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.

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

English 10

Course Number: 25041de

Grade Level(s): 10	Course Type: Regular
Prerequisite: English 9	
Length/Credit: Year/1.0	NCAA: Yes

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.

English 10 Honors

Course Number: 25044de

Grade Level(s): 10	Course Type: Honors
Prerequisite: English 9 or English 9 Honors	
Length/Credit: Year/1.0	NCAA: Yes

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.

English 11

Course Number: 0624cde

Grade Level(s): 11	Course Type: Regular
Prerequisite: English 10 or English 10 Honors	
Length/Credit: Year/1.0	NCAA: Yes

Course Description: In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes, (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time periods and themes in American literature through selected genres across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

AP English Language and Composition 11

Course Number: 25058de

Grade Level(s): 11	Course Type: AP
Prerequisite: English 10 or English 10 Honors	
Length/Credit: Year/1.0	NCAA: Yes

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.

English 12

Course Number: 0624dde

Grade Level(s): 12	Course Type: Regular
Prerequisite: English 11 or English 11 AP	
Length/Credit: Year/1.0	NCAA: Yes

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.

AP English Literature and Composition 12

Course Number: 25064de

Grade Level(s): 12	Course Type: AP
Prerequisite: English 11 or English 11 AP	
Length/Credit: Year/1.0	NCAA: Yes

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.

ELD – Level I/II

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

Grade Level(s): 9 - 12	Course Type: Regular
Length/Credit: Year/ 1.0	
Appropriate for students with ACCESS Score of 0-2.9	NCAA: No

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. Students can opt out of ESL classes for a school year. Opting out of ESL does not opt you out of the ACCESS exam. Meet with your counselor if you have any questions.

ELD – Level III/IV

Course Number(s): 205E(1,3,5,7)

Grade Level(s): 9 - 12	Course Type: Regular
Length/Credit: Year/ 1.0	
Appropriate for students with ACCESS score of 3.0-4.6	NCAA: No

Course Description: This course represents standards for an 11th grade Language Arts class. Because of the progressive nature of ELD courses, the standards to be used by the teacher represent the appropriate grade level of the student. The teacher will access the grade level standards in order for students to receive their grade level Language Arts credit (i.e., Level 3 students in 9th, 10th, or 12 grade). Students can opt out of ESL classes for a school year. Opting out of ESL does not opt you out of the ACCESS exam. Meet with your counselor if you have any questions.

Mathematics

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

Algebra I

Course Number: 33040de

Grade Level(s): 9-12	Course Type: Regular
Length/Credit: Year/1.0	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

Course Number: 33080de

Grade Level(s): 9-12	Course Type: Honors
Length/Credit: Year/1.0	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):
- » the sophistication of the response the teacher asks of students
- » the rigor of the work that is required
- » the way the teacher assesses what is taught and
- » the global connections that reach beyond the boundaries of what is taught in the textbook.

Geometry

Course Number: 35040de

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

Course Number:35081de

Grade Level(s): 9-12	Course Type: Honors
Prerequisite: Algebra I	
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):

- » the sophistication of the response the teacher asks of students
- » the rigor of the work that is required
- » the way the teacher assesses what is taught and
- » the global connections that reach beyond the boundaries of what is taught in the textbook

Algebra II

Course Number: 36040de

Grade Level(s): 10-12	Course Type: Regular
Prerequisite: Algebra I, Geometry	
Length/Credit: Year/1.0	NCAA: Yes

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.

Honors Algebra II/Trigonometry

Course Number: 36080de

Grade Level(s): 10-12	Course Type: Honors
Prerequisite: Algebra I, Geometry	
Length/Credit: Year/1.0	NCAA: Yes

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):

- » the sophistication of the response the teacher asks of students
- » the rigor of the work that is required
- » the way the teacher assesses what is taught and
- » the global connections that reach beyond the boundaries of what is taught in the textbook

Pre-Calculus

Course Number: 38040de

Grade Level(s): 10-12	Course Type: Regular
Prerequisite: Algebra I, Geometry, Algebra II	
Length/Credit: Year/1.0	NCAA: Yes

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

AP Pre-Calculus

Course Number: 38080de

Grade Level(s): 10-12	Course Type: AP
Prerequisite: Algebra I, Geometry, Algebra II	
Length/Credit: Year/1.0	NCAA: Yes

Course Description: AP Pre-calculus 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.

Financial Literacy

Course Number: 38012de

Grade Level(s): 11-12	Course Type: Regular
Prerequisite: Algebra I, Geometry, Algebra II	
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.

Grade Level(s): 11-12	Course Type: Regular
Prerequisite: Algebra I, Geometry, Algebra II	
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.

Grade Level(s): 11-12	Course Type: AP
Prerequisite: Algebra I, Geometry, Algebra II	
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:

- » Observing patterns and departure from patterns
- » Study design
- » Producing models using probability theory and simulation
- » Statistical inference

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

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

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

Grade Level(s): -12	Course Type: AP
Prerequisite: Algebra I, Geometry, Algebra II, Pre-Calculus or Honors Algebra II/Trigonometry	
Length/Credit: Year/1.0	NCAA: Yes

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

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

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

Science

Year	Recommended Courses
One	<p>Strand A:</p> <p>Biology I</p> <p>Biology I Bilingual</p> <p>AP Biology (recommended after successful completion of Biology I)</p>
Two	<p>Strand B:</p> <p>Chemistry I (recommended after successful completion of Algebra I)</p> <p>Chemistry I Bilingual</p> <p>AP Chemistry (recommended after successful completion of Chemistry I)</p>
Three	<p>Strand C:</p> <p>Physics I</p> <p>Physics I Bilingual</p> <p>AP Physics I</p> <p>AP Physics I Bilingual</p>
Four	<p>Optional Science Electives:</p> <p>Anatomy and Physiology</p> <p>Astronomy</p> <p>AP Environmental Science</p> <p>AP Physics (if not taken for Strand C)</p> <p>Forensics</p> <p>Other Electives</p>

Biology I

Course Number: 41111de

Grade Level(s): 9-12	Course Type: Regular
Length/Credit: Year/1.0	NCAA: Yes

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.

AP Biology

Course Number: 44131de

Grade Level(s): 11-12	Course Type: AP
Prerequisites: Completion of Biology and Chemistry with a C or better is strongly recommended	
Length/Credit: Year/1.0	NCAA: Yes

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."

Chemistry I

Course Number: 42111de

Grade Level(s): 10-12	Course Type: Regular
Prerequisite: Algebra I and Biology	
Length/Credit: Year/1.0	NCAA: Yes

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.

Physics I

Course Number: 43111de

Grade Level(s): 11-12	Course Type: Regular
Length/Credit: Year/1.0	NCAA: Yes

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

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

Social Studies

Personal Financial Literacy

Course Number: 15017

Grade Level(9): Grad Standard Year 2029	Course Type: Regular
Length/Credit: Semester/0.5	NCAA: No

Note: Personal Financial Literacy is an APS-mandated Social Studies Elective course, required for all students in Grad Cohort 2029 and later.

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: 10043de

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.

World History/Geography

Course Number: 12011de

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: 12013de

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: 11011de

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

Course: Number: 11013de

Grade Level(s): 11	Course Type: AP/Elective
Length/Credit: Year/1.0	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 HUMAN GEOGRAPHY

Course Number: 16015de

Grade Level(s): 9 – 12	Course Type: AP/Elective
Length/Credit: Year/1.0	NCAA: Yes

Course Description: 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.

Government

Course Number: 13011de

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: 13016de

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.

Economics

Course Number: 15011de

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 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.

Physical Education/Health

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: 90000de

Grade Level(s): 9	Course Type: Regular
Length/Credit: Year/1.0	NCAA: No

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.

Health

Course Number: 48010de

Grade Level(s): 9	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.

MODERN, CLASSICAL, AND NATIVE LANGUAGES

French I

Course Number: 60010de

Grade Level(s): 9-12	Course Type: Regular
Length/Credit: Year/1.0	NCAA: Yes

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

French II

Course Number: 60011de

Grade Level(s): 10-12	Course Type: Regular
Prerequisite: French I	
Length/Credit: Year/1.0	NCAA: Yes

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

Latin I

Course Number: 61510de

Grade Level(s): 9-12	Course Type: Regular Length/Credit: Year/1.0
	NCAA: Yes

Course Description: This course exposes students to the Latin language and culture, usually through a series of sequential courses. First year courses emphasize basic grammar and syntax, simple vocabulary, and the influence of Latin in current English words. Students will be able to read and write in Latin on a basic level. Students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading and writing.

Latin II

Course Number: 61511de

Grade Level(s): 10-12	Course Type: Regular
Prerequisite: Latin I	
Length/Credit: Year/1.0	NCAA: Yes

Course Description: This second year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Each unit consists of a new vocabulary theme and grammar

concept, interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture and their modern-day manifestations and assessments.

Spanish I

Course Number: 61010de

Grade Level(s): 9-12	Course Type: Regular
Course Type: Regular Length/Credit: Year/1.0	NCAA: Yes

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

Spanish II

Course Number: 61011de

Grade Level(s): 10-12	Course Type: Regular
Prerequisite: Spanish I	
Length/Credit: Year/1.0	NCAA: Yes

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

Spanish III

Course Number: 61012de

Grade Level(s): 10-12	Course Type: Regular
Prerequisite: Spanish II	
Length/Credit: Year/1.0	NCAA: Yes

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

Electives

Academic Career Exploration (I,II,III)

Course Numbers: 53060de, 53064de, 53066de

Grade Level(s): 10-12	Course Type: Regular
Length/Credit: Year/1.0	NCAA: No

Course Description: This online course explores the key elements of a successful and fulfilling career, including technical expertise, ethical responsibility, and effective goal setting. Literacy strategies are woven throughout the course, enhancing learning at every step. The skills and knowledge gained can be applied across various career clusters and pathways. Students will explore their personal and career interests, strengths, and abilities, while also focusing on key areas such as time, health, and financial management. Through work, internship or volunteer experiences in the community students can earn additional credit based on the amount of hours they worked and submitted. See the student's school counselor for more information.

AP Computer Science Principles

Course Number: 66150de

Grade Level(s): 11-12	Course Type: AP
Prerequisite: Algebra I, Geometry, Algebra II	
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 Environmental Science

Course Number: 44135d e

Grade Level(s): 10-12 Course	Type: AP/Elective
Length/Credit: Year/1.0	
Prerequisites: Completion of Algebra 1, Biology and Chemistry with a C or better is strongly recommended	NCAA: Yes

Course Description: This laboratory course is designed to provide the student with the scientific principles, concepts and methodologies required to understand, identify, and analyze environmental problems both natural and man-made, and to examine alternative solutions for resolving and/or preventing them. The

course is interdisciplinary, covering topics in the fields of geology, biology, chemistry, geography, and physics. The student examines the following themes: science is a process; energy conversions underlie all ecological processes; the Earth itself is one interconnected system; humans alter natural systems; environmental problems have cultural and social contexts; and human survival depends on developing practices that will achieve sustainable systems.

Art Appreciation

Course Number: 70031de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/Non-credit	
Course Description:	NCAA: No

Course Description: Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, Intro to Art provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Astronomy

Course Number: 43131de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: Yes

Course Description: This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

Computer Science Programming

Course Number: 661421de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: Yes

Course Description: This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students have creative, learning opportunities to create a computer program, develop a web page, design a mobile app, write algorithms, while building a strong foundational knowledge base. This course provides a solid foundation for more advanced study as well as practical skills they can use immediately.

Computer Science Programming II

Course Number: 66136de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: Yes

Course Description: In this course students will explore the foundations of computer science using videos, hands-on activities, programming, investigations, and projects. They will experience much of what computer

programmers do in planning, developing, testing, and refining software. Security is a key topic, and students will learn techniques for recognizing and guarding against security threats. Every unit has two to three projects, giving students the opportunity not only to write programs, but also to develop security policies, analyze real-world data, solve network problems, plan a mobile app, and more. Interwoven throughout the course are spotlights on a wide variety of careers and roles in computer science.

Digital Film Production

Course Number: 66216de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: No

Course Description: This course presents high school students an overview of the different types of digital media and how they are used in the world today. This course examines the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces several different career paths related to digital media. Students learn about the tools used as well as best practices employed for creating digital media. In the course, students explore topics such as the use of social media, digital media in advertising, digital media on the internet, digital media in business, gaming and simulations, e-commerce, and digital music and movies. Students also review the ethics and laws that impact digital media use or creation.

Engineering Design

Course Number: 4600de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: No

Course Description: This course focuses on building real-world problem solving and critical thinking skills as students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which enables engineers to adjust any existing product. Students identify how engineering and design have a direct impact on the sustainability of our environment and the greening of our economy. Finally, students incorporate the engineering design process, environmental life cycle, and green engineering principles to create a decision matrix to learn how to solve environmental issues.

Ethnic Studies

Course Number: 512111

Grade Level(s): 9-12	Course Type: Regular
Length/Credit: Semester/ 0.5	NCAA: No

Course Description: This one-semester 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. The students will come to an understanding of the connection between ethnicity and the restriction of human rights.

Forensics

Course Number: 43142de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: Yes

Course Description: This course is an overview of modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Projects in this course include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case. The focus of this course is to assist students in making career choices. The overview of careers includes job descriptions and availability, educational and training requirements, licensing and certification, and typical annual salaries. Students who take this class will become equipped to make more informed career choices regarding the forensic, computer science and medical science fields. At the same time, students will survey the history and scope of present-day forensic science work.

Intro to Business

Course Number: 84320de

Grade Level(s): 9-12	Course Type: Regular
Length/Credit: Year/1.0	NCAA: No

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

New Mexico History

Course Number: 10043de

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.

Photography I

Course Number: 71530de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: No

Course Description: This online course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the

history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs.

Psychology

Course Number: 53040de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: Yes

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

AP Psychology

Course Number: 53041de

Grade Level(s): 9-12	Course Type: AP/Elective
Length/Credit: Year/1.0	NCAA: Yes

Course Description: This course introduces students 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. This course is recommended for college-bound students. College credit can be earned with the successful completion of the AP test.

Skills For Success

Course Number: 53013de

Grade Level(s): 9-12	Course Type: Regular
Length/Credit: Semester /0.5	NCAA: No

Course Description: This one-semester course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in-depth instruction and practice in important study skills such as time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.

Sociology

Course Number: 16041de

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: Yes

Course 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.

Speech I

Course Number: 23031/2

Grade Level(s): 9-12	Course Type: Regular/Elective
Length/Credit: Year/1.0	NCAA: No

Course Description: Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

SPECIAL EDUCATION

Study Skills I-IV

Course Number: 0610e, f, g, h

Grade Level(s): 9-12	Course Type: Special Education
Length/Credit: Year/1.0	
Prerequisites: The student must currently be receiving services through an Individualized Education Plan	NCAA: No

Course Description: In this course, students will develop effective study habits and strategies for success. Guided by their teacher, they will focus on building essential skills to enhance learning and improve performance in core subjects. Through personalized support and structured practice, students will gain the tools they need to study more efficiently and confidently.