

EARLY COLLEGE ACADEMY



Course Offering Guide 2026 - 2027

807 Mountain Road NE
Albuquerque, NM 87102
(505) 247-3658
cec.aps.edu





ALBUQUERQUE PUBLIC SCHOOLS
APS STRONG

Albuquerque Public Schools

6400 Uptown Boulevard NE
Albuquerque, New Mexico 87110
(505) 880-3700

Mailing address: P. O Box 25704
Albuquerque, New Mexico 87125-0704

Superintendent

Dr. Gabriella Blakey

**Deputy Superintendent Leadership &
Learning**

Dr. Randy Mahlerwein

Chief Academic Officer

Sheri Jett

Assistant Superintendent of High Schools

Marco Harris

Executive Director, Office of Innovation

Francesca Verploegh

Board of Education

Janelle Astorga, District 1
Ronalda K. Tome-Warito, District 2
Rebecca Betzen, District 3
Heather Benavidez, District 4
Joshua Martinez, District 5
Warigia Bowman, District 6
Courtney I. Jackson, District 7

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



EARLY COLLEGE ACADEMY

*Every student, every day,
career ready, college bound*

807 Mountain Road NE, Albuquerque, NM 87106

Phone: (505) 237-3658

Fax: (505) 848-9421

Website: <https://cec.aps.edu/>

Accreditation:

Cognia

State of New Mexico, Public Education Department

From the Early College Academy/CEC Administration:

Dear Early College Academy Students and Parents,

Thank you for your interest in the Early College Academy (ECA), a premier college-preparatory magnet school within Albuquerque Public Schools (APS). ECA is dedicated to fostering college readiness, advanced academic achievement, and personal growth within a supportive, small-school environment. As one of the first Early College High Schools in New Mexico, we provide students with the unique opportunity to earn college credits while completing their high school diploma. Graduates of Early College High Schools like ECA are not only prepared for college but enter with substantial credits toward an Associate or Bachelor's Degree.

For the 2023-24 school year, we are proud to announce that ECA earned the top high school ranking in the state on the New Mexico Public Education Department's VISTAS platform. This recognition reflects our commitment to academic excellence, innovation, and preparing students for the future.

Mission, Vision, and Values

MISSION: At ECA, we strive to inspire all students by integrating 21st-century best practices and hands-on learning with rich educational traditions from around the world. Our goal is to develop students with strong critical thinking skills, intellectual curiosity, leadership and communication abilities, and the capacity to collaborate effectively across diverse backgrounds.

VISION: *every student, every day, career ready, college bound.*

VALUES: ECA is committed to addressing students as whole individuals, emphasizing both academic rigor and social-emotional well-being. Our values are reflected in evidence-based Social-Emotional Learning (SEL) practices, personalized support, and extensive opportunities that help students weave together experiences tailored to their interests and aptitudes.

What Makes ECA Unique?

Rigorous Curriculum: ECA offers a challenging college-prep curriculum, including Honors and Advanced Placement (AP) courses in Physics, Calculus, English, History, Economics, Government, Math, and Chemistry. Students are expected to dedicate 2-3 hours to homework nightly.

Small School Environment: With just 220 students in grades 9-12, core classes five days a week, small class sizes, and academic and social-emotional support by administration, teachers and staff, ECA provides an intimate and personalized learning experience.

Dual Enrollment Opportunities: Through partnerships with CNM, UNM, and IAIA, students can take college courses that count toward Associate or Bachelor's Degrees while completing their high school requirements. This integration prepares students for high-skill, high-wage careers.

Work-Based Learning (WBL): We emphasize Career Connected Learning by offering a myriad of internships and apprenticeships, allowing students to gain practical experience in their chosen fields.

Holistic Support Programs: ECA embraces a whole-student approach, providing:

- Social-emotional learning initiatives (e.g., Wellness Room and SEL frameworks).
- College and career counseling individualized to ensure student success, including FAFSA workshops and college nights.
- Restorative justice practices and differentiated instruction strategies.
- Clubs and extracurricular activities such as Student Government, Speech & Debate, Astronomy Club, GSA Club, and National Honor Society, Key Club, Drama, Bible Study, Chess and more.
- eSports – NM State Champions for four consecutive years!

Our Philosophies and Achievements

Since its founding in 2001, ECA has grown into a nationally recognized Innovation Zone school, blending college and career pathways, high-quality technical education, and rigorous core academics. We focus on preparing students for success in higher education and beyond, as evidenced by:

- A 100% rate for post-secondary attendance or job-ready industry certification for graduates
- One of the highest graduation rates in New Mexico, consistently above 90%
- Recognition as the #1 Magnet School in New Mexico by Niche and U.S. News and World Report.

ECA's *Portrait of a Graduate* is built around five core competencies: future planning, creative innovation, relationship-building, grit and self-confidence, and global mindfulness. Whether in academics or extracurriculars, students practice solving real-world problems, building relationships, and acquiring 21st-century skills.

Collaboration with Families

We believe parent involvement is the cornerstone of student success. Through orientations, workshops, regular meetings, and ongoing feedback opportunities, we ensure that families are integral partners in their student's educational journey. Programs like the Family Center provide additional support for marginalized students and their families, ensuring a welcoming and inclusive environment for all.

Welcome to ECA

The Early College Academy is one of Albuquerque's best-kept secrets—a FREE public education where students thrive in a challenging, supportive, and innovative environment. We are thrilled to partner with you and your family on this exciting educational journey. Together, we will prepare for a bright and successful future.

Welcome to the Early College Academy and the Career Enrichment Center

EARLY COLLEGE ACADEMY/CEC LEADERSHIP TEAM

Patrick Arguelles

PRINCIPAL

arguelles@aps.edu

Diane Thomas

ASST. PRINCIPAL

thomas_d@aps.edu

Alicia Faulds

COUNSELOR

alicia.faulds@aps.edu

Eileen Maddock

DEAN OF STUDENTS

eileen.maddock@aps.edu

John Glaser

PLANETARIUM DIR.

glaser_j@aps.edu

Amber Pohl

SPECIAL EDUCATION

amber.pohl@aps.edu

Jessica Vierra

TESTING COORD./TLF

jessica.vierra@aps.edu

Gabino Noriega III

DUAL CREDIT COORD. UNM/IAIA

noriega_g@aps.edu

Amanda Cortez

ECA/CEC REGISTRAR

amanda.cortez@aps.edu

Francis "Xander" Allen

ACTIVITIES DIRECTOR

francis.allen@aps.edu

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GENERAL INFORMATION

School Profile

Early College Academy (ECA) is a comprehensive public high school with approximately 220 students in grades nine through twelve. ECA is the sister high school of the Career Enrichment Center (CEC). ECA is a diploma-granting college-preparation institution.



Program Features

The Early College Academy (ECA) is a magnet high school focused on college preparation. Core academic classes are offered in the morning so that students may take a full load of CEC, UNM, or CNM classes in the afternoon. UNM and CNM classes may apply toward an associate or university degree. ECA's small-school environment offers students an intimate and personalized college-readiness learning experience.

Student Profile and Services

ECA attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students of exceptional ability, motivation, and/or potential have the opportunity to earn college credit while working toward a high school diploma. Because of the school's structure, ECA does not offer specialized classes or other services traditionally offered at comprehensive high schools: there are no self-contained ESL, gifted, or special education classes. ECA offers monitoring services for all students with IEPs, including gifted students, and our teachers and support staff work diligently to meet the needs of ALL students within the context of the regular classroom. ECA students have access to the CEC bus; therefore, transportation is provided to and from students' neighborhood high schools.

Student Enrollment

Students who are interested in a challenging curriculum with nightly homework should apply for admission to ECA. Graduation requirements for ECA exceed those required by most APS high schools. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA; therefore, residency documentation must be provided during the registration process. Because of space restrictions, student enrollment is limited to 55 students per grade level for a maximum enrollment of 220. The school maintains a "waiting list" when interest exceeds space. Students and families can apply for a spot at ECA through the Transfer Portal in ParentVUE. For more information, visit the APS webpage at <https://www.aps.edu/schools/transfers>.

Enrollment Requirements

Underclassmen (9th, 10th, and 11th graders) are required to enroll in five or more classes per semester. Seniors (12th graders) must enroll in a minimum of four (4) classes per semester and are encouraged to enroll in more. These classes can/should be a combination of general ed/AP/dual credit classes. All ECA students are required to complete a minimum of 6 Dual Credit and/or AP courses in order to graduate from ECA. Beginning with the Class of 2028, all students must earn a minimum of 30 total credits to graduate from ECA. Students must be enrolled at least half time (4 out of 7 classes), per New Mexico Activities Association regulation, to participate in athletics or activities. All students, full time or part time, are required to take all standardized tests.

Mid-Year Transfer Students

As a magnet school, ECA limits enrollment; therefore, spots are extremely limited for mid-year transfers. Only students who are on track to graduate will be considered for transfer spots, and only when a spot is available. Students entering from school situations other than APS must provide official documentation (an official

transcript) of grades and credit earned. Students entering a new class after the first ten days of school may receive an “N” (no credit) grade for that class. Regardless of when students enter a new class, they are expected to make up missed work in that class. Students from a non-accredited school will receive credit on a pass/fail basis per APS policy. Students who have been home-schooled must provide a portfolio demonstrating work accomplished, a summary of courses taken and credits earned, and supporting information (standardized test scores, textbooks, curriculum, etc.). Our staff will review the portfolio to determine appropriate credit in accordance with curriculum standards from the New Mexico Public Education Department.



Course Selection: Pre-Registration Process

We offer a comprehensive curriculum enriched by special offerings. The school’s curriculum meets both college and career preparatory needs.

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

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

All students will submit their course requests through the spring pre-registration process. The students’ actual schedules will be determined by pre-requisite requirements, sufficient student interest through course requests and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the new school year will be available in ParentVUE and StudentVUE approximately one month prior to the start of the school year.

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. Any corrections must be made within the first ten days of the semester. A class dropped after that time results in a “W/F” (withdrawal with the grade of “F”) for the course. Some schedule changes are generated due to over or under projection of student enrollment by the district.

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

School Schedule

Our schedule has four one-hour classes in the morning and a variable schedule in the afternoon. Ninth grade students take PE and Freshman Seminar during periods 5 and 6; these courses are mandatory and no other options are available for ninth graders during these two class periods. Students in grades 10, 11, and 12 are encouraged to take classes in the afternoon at the Career Enrichment Center or college classes at the University of New Mexico (UNM), Central New Mexico Community College (CNM), or Institute of American Indian Arts (IAIA).

ECA Bell Schedule	
Period 1	8:40-9:35 am
Period 2	9:40-10:35 am
Period 3	10:40-11:35 am
Period 4	11:40 am-12:40 pm <i>(5 minutes for announcements)</i>
Lunch at ECA	12:45-1:15 pm
Period 5	1:20-2:03 pm - <i>9th grade students will enroll in PE and Freshman Seminar (10th-12th graders at ECA can choose from CEC classes, 1:20-2:50 pm every day, or enroll in CNM/UNM classes)</i>
Period 6	2:08-2:50 pm - <i>9th grade students will enroll in PE and Freshman Seminar (10th-12th graders at ECA can choose from CEC classes, 1:20-2:50 pm every day, or enroll in CNM/UNM classes)</i>
Period 7	2:50-3:40 pm <i>(Schedules vary for Strategies, eSports and Yearbook classes)</i>
Defensive Driving	Tues/Thurs 3:00-4:30 pm, Fall or Spring Semester

Grading Policies

Report cards with progress grades are issued every nine (9) weeks. A semester consists of two 9-week grading periods. Semester grades are posted on a student's permanent record (transcript). The final examination may count for no more than 20% of the final semester grade. ECA is a "no-D" school, in accordance with our mission to prepare students for credit-bearing college coursework.

The ECA grading scale is:

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



Credit is granted for successful completion of each class at the end of the semester. Credits are granted with passing grades: A, B, or C. Credit is not granted for grades of "F", "I" (Incomplete) or "W/F" (withdrawal with the grade of F). Course work must be completed by the end of the semester following the semester in which the "I" (Incomplete) is posted. If a grade is not assigned for the Incomplete within the next semester, a grade of F will be assigned. If a course is repeated, the higher grade will be recorded and computed in the student's grade point average (GPA); however, the F remains on the transcript. Duplicate credit will not be granted for a course that is repeated.

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

Withdrawal From Courses

ECA strives to ensure that all students are appropriately supported in their educational journey. Class changes, including AP courses, are permitted only under specific conditions to maintain academic integrity and support the student's long-term success.

1. **Student Responsibility:** Students are encouraged to take an active role in resolving difficulties within their classes by communicating with teachers and seeking additional support as needed. Whenever possible, students experiencing difficulty should complete a "Support Plan for Student Success" in a guided meeting with the Dean of Students and course instructor to explore in-class solutions before initiating a change.
2. **Timing and Deadlines:** Class change request forms should be submitted in writing at least 14 days before the end of the fall semester. Mid-semester changes are not permitted. Approved changes will take effect at the start of the spring semester.
3. **Class Change Considerations:** Requests are subject to administrative review, considering factors such as GPA and academic transcript impacts; graduation and college credit requirements; class sizes, discipline records, and school resources. Changes will not be approved for social reasons, such as scheduling classes with friends. Changing from AP or Dual Credit classes to other classes will possibly alter the student's future GPA, college credits earned through dual-enrollment and AP classes, and graduation credits for a high school diploma.
4. **Permanent Changes:** Once approved, schedule changes are permanent, and students will not be permitted to revert to their previous schedule.
5. **Final Authority:** ECA administration has the final say on all schedule change requests.

Steps for requesting a class change:

1. **Initial Discussion:** Students must consult their teacher and counselor to address challenges in their current class and discuss the impact of a potential change. Parents/guardians are strongly encouraged to participate in this discussion.
2. **Support Plan:** Whenever possible, students experiencing difficulty should complete a "Support Plan for Student Success" in a guided meeting with the Dean of Students and course instructor to explore in-class solutions before initiating a change.
3. **Submitting the Request:** The student or parent/guardian must initiate the request by completing the Schedule Change Request Form and submitting it to the ECA counselor at least 14 days before the semester ends.
4. **Administrative Review:** The request will be reviewed by the ECA counselor and administration to assess its feasibility and potential impact.
5. **Decision Notification:** The student and parent/guardian will be informed of the final decision. If approved, the new schedule will take effect at the start of the following semester.

Transcripts

All transcript requests must be done through Parchment.com (<https://www.aps.edu/students-parents/transcripts>; the link is also on our school website under "Our School"). Students will need to create an account. Please allow 48 hours for transcripts to be processed through the Parchment portal. This does not include weekends or days the school is closed.



Unofficial transcripts also need to be requested through Parchment or may be accessed through StudentVue/ParentVue course history. It is the student's responsibility to review their transcripts and report any possible errors needing correction. Transfer student credits are only added to students' transcripts when Official transcripts are provided from students or prior schools. Unofficial transcripts will not be accepted for credit. Transcripts are reviewed and posted to Parchment three times a school year by the Registrar or when there have been corrections made to a transcript.

For more information about processing transcripts, visit the APS website at: <https://www.aps.edu/students-parents/transcripts>.

Textbooks

All textbooks are issued through the Textbook Room. A current student identification card (ID) is required for check-out of textbooks.

Dual Credit textbook processes may change from semester to semester. The current process can be found on the Dual Credit Instructional Materials website: <https://www.aps.edu/libraries/textbooks/dual-credit-textbooks-for-high-school-students>.

Textbooks, **including textbooks used for dual credit coursework**, are the property of the State of New Mexico and are loaned to students with the expectation that they will be used appropriately, treated with care, and returned in good condition. Charges will be assessed for lost or damaged books.

All textbooks must be returned to the Textbook Room by the end of the last day of school, unless prior arrangements have been made with the textbook specialist. 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.

ECA Library, Family & Study Center

ECA's Library, Family Center and Study Center provides students with a quiet area for research, study, and reading. Unless occupied by classrooms or meetings, this area is open during school hours, from 8:30 am to 3:00 pm. ECA, however, will not assume responsibility or liability for students' whereabouts after the student is finished with classes. Students using these areas must abide by teacher instruction and school rules and may be instructed to relocate if the room is needed for other purposes.

SCHOOL COUNSELING SERVICES

The information below is universal for our district. You can find additional information specific to ECA and robust resources on our website at <https://cec.aps.edu/our-school/counseling>.

Vision — Every APS student will graduate from high school with a personalized and meaningful post-secondary plan, empowered with the attitudes, skills and knowledge to succeed and contribute in a globally competitive world.

Mission — Through evidence based comprehensive counseling programs all students will have equitable access and opportunity to ensure they are prepared for post-secondary education and careers in diverse communities.

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

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

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

Delivery of School Counseling Services

Professional School Counselors deliver services in the following ways:

Direct Student Services:

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

- **School counseling core curriculum:** This curriculum is delivered through the ECA advisory program, and consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.
- **Individual student planning:** The ECA Counselor meets with students individually 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

The Professional School Counselor works in partnership with administrators, teachers, and school/community mental health professionals 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 or student who wishes to meet with the Professional School Counselor may schedule an appointment by emailing the counselor.

APS DISTRICT GRADUATION INFORMATION

Course Credits Required for Entering Freshmen 2026, Cohort 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 (<i>Algebra I, Geometry, math 3, math 4</i>)	4.0
Science (<i>Biology, Chemistry, Physics</i>)	3.0
Social Studies (<i>World History, U.S. History, U.S. Government, Economics, and SS4 option</i>)	4.0
Health (<i>completed in Middle School for Cohort 2030 and beyond</i>)	0.5
Personal Financial Literacy	0.5
Physical Education (<i>Choice of Foundations of Physical Education or equivalent first-level course</i>)	1.0
Electives*	8.0
Total	25.0

*Students must successfully complete two (2) one-unit credits of a *Pathway Concentration* of the student's choice of:

- Language other than English, including American Sign language (Most colleges and universities require 2-3 credits/years of the same modern, classical, or native language.)
- Fine Arts
- Health
- Military career preparation
- Career Technical Education program
- Community or service learning, a capstone course or work-based learning

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

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

Subject	Credits
English	4.0
Math (<i>Algebra I, Geometry, Algebra II, math 4</i>)	4.0
Science (<i>Biology, Chemistry, Physics</i>)	3.0
New Mexico History	0.5
World History and Geography	1.0
United States History & Geography	1.0
Government	0.5
Economics	0.5
Health	0.5
Physical Education	1.0
Electives*	9.0
Total	25.0

* Students must successfully complete:

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

ECA GRADUATION INFORMATION

As part of our mission as an early college high school, ECA requires additional credits to earn a diploma from our magnet high school. These requirements are in addition to minimum APS District requirements.



ECA/APS/NMPED Graduation Requirements for ECA Cohorts

Beginning with Cohort 2028, ECA requires 30 credits for graduation.

Unique Requirements	Cohort 2026	Cohort 2027	Cohort 2028	Cohort 2029	Cohort 2030+
Core	Health/PE	Health/PE or PE Equivalent	Health/PE or PE Equivalent	Health/PE or PE Equivalent	PE or PE Equivalent*
Social Studies	3.5 credits	3.5 credits	3.5 credits	4 credits (incl. HHB + Reel History or Ethnic Studies)	4 credits (incl. 0.5 NM History and 0.5 CEC SS Course)
APS/ECA Mandatory Electives	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar, Personal Fin. Literacy	Freshman Seminar, Personal Fin. Literacy
CTE/Career Pathway or World Language	1.0 credit	1.0 credit	1.0 credit	2.0 credits in a sequential pathway/language	2.0 credits in a sequential pathway/language
Total ECA Credits Required	25 (incl. 9 elective credits)	25 (incl. 9 elective credits)	30 (incl. 14 elective credits)	30 (incl. 13.5 elective credits)	30 (incl. 13.5 elective credits)

- ALL ECA students must complete 6 Dual Credit and/or Advanced Placement (AP) Courses as part of their program of study.
- Beginning with Class of 2030, students should have completed their mandatory Health credit in middle school. This credit will still appear on the student's High School Transcript.

Additional ECA Graduation Information & Requirements

- 9th grade students must take Freshman Seminar, a two-semester preparatory course that includes CNM FYEX 1110, a Dual Credit college prep course.
- All students must take:
 - One unit of a career cluster course, workplace readiness course, or language other than English (Cohorts 2027 & 2028); two units of a career cluster/workplace readiness course in a sequential pathway *or* two years of a world language (Cohort 2029 and beyond).
 - ECA Students will be required to complete two credits of the same World Language. Although CNM/UNM language courses may fulfill the ECA language requirement, elective credit will be granted in lieu of practical and fine arts credit.
 - ECA students **must** take at least 6 Dual Credit and/or Advanced Placement (AP) courses. Dual Credit fitness courses do not meet this requirement. Students will receive 1 APS *elective* credit for a 3.0-hour college course. Only Dual Enrollment Math courses numbered 1130 or higher or Dual Credit New Mexico History (requires Counselor approval) count for core credit.

ADDITIONAL GRADUATION INFORMATION

Dual Credit — Courses taken at CNM, UNM or IAIA

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) gives high school students in grades 9-12 the opportunity to earn free college credit while earning high school elective credit. The University of New Mexico (UNM) and the Institute of American Indian Arts (IAIA) offer the same dual enrollment advantages to qualified students in grades 10-12. **Students must be officially enrolled in APS at least half-time to qualify for dual credit enrollment.** APS approved courses are tuition-free, and APS pays for required textbooks (which MUST be returned to the school textbook room upon completion of the course). **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.** When students take a three to four credit class at CNM, UNM or IAIA, they also earn 1 or 1.33 elective credits at their high school.

NOT ALL CNM, UNM AND IAIA COURSES QUALIFY AS DUAL CREDIT COURSES. Check with your School Counselor. Students are required to inform the School Counselor of their intention to take a dual credit class if that class is not offered through CEC.

For more information about Dual Credit:

- Talk to your Professional School Counselor
- Call CNM's School Relations Department at (505) 224-4238 or 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) 277-3430 or visit the UNM Dual Credit website at: <https://advisement.unm.edu/dual-credit/index.html>
- Call IAIA's Academic Outreach Office at (505) 424-2341 or visit the IAIA Dual Credit website at: <https://iaia.edu/admissions/dual-credit-program/>

Distance Learning

Early College Academy emphasizes face-to-face instruction wherever possible. In some circumstances, a student may need to pursue a credit through an online course. In addition to online dual-credit options, students may sometimes (with Counselor approval) need to enroll in a course through the APS eCADEMY for initial credit or credit recovery.

eCADEMY students are required to complete assignments and take exams as described in the course syllabus. Space is limited in all classes, with priority given to seniors who are lacking their distance learning or other graduation requirement. **Students wishing to enroll in one or more eCADEMY classes must meet with the ECA Counselor to obtain a permission form prior to the registration period.**

Honors and Advanced Placement Program

The Honors and Advanced Placement Program is the most academically challenging curriculum that our district offers. These courses are available to all students. Honors courses in the freshman and sophomore years prepare students for Advanced Placement (AP) classes, most of which are offered at the junior and senior levels. AP courses are based on guidelines from the College Board and have been approved by the College Board. These courses expose students to college level curriculum, emphasize critical thinking skills, and provide preparation for the Advanced Placement examination. Students earning a qualifying score on the Advanced Placement examination may earn college credit (credit varies among colleges). Advanced Placement examinations are administered in May of each year. Taking the Advanced Placement examination is highly recommended if a student is enrolled in an AP course.

Most AP courses require an average of 1-2 hours of homework every night. 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 for the number of Advanced Placement courses a student may take.

The schedule of Advanced Placement classes is based on student requests. AP courses will be offered based on sufficient enrollment.

AP Exam Potential Credit/Course Equivalencies

The table below shows potential credit earned by successfully passing the Advanced Placement Exam in courses offered at ECA/CEC for students attending UNM. Many colleges and universities offer similar credit based on AP Exam performance. Please consult your college or university for full details.

Course/Exam	Score	Courses (Credits) at UNM
AP Calculus A/B	3	MATH1240 (3)
AP Calculus A/B	4, 5	MATH1240 & MATH1512 (7)
AP Statistics	3, 4, 5	MATH1350 (3)
AP Chemistry	3	CHEM1120C (4)
AP Chemistry	4	CHEM1215 & CHEM1215L (4)
AP Chemistry	5	CHEM1215, CHEM1215L, CHEM1225, & CHEM1225L (8)
AP Physics C: Mechanics	3, 4, 5	PHYS1310 & PHYS1310L (4)
AP World History	3	HIST1150 (3)
AP World History	4, 5	HIST1150 & HIST1160 (6)
AP United States History	3	HIST1110 (3)
AP United States History	4, 5	HIST1110 & HIST1120 (6)
AP English Literature & Composition	3, 4	ENGL1410 (3)
AP English Literature & Composition	5	ENGL1120 & ENGL1410 (6)
AP Seminar	3, 4, 5	HNRS1980
AP Research	3, 4, 5	HNRS2980
AP Chinese Language & Culture	3	CHIN1130 (6)
AP Chinese Language & Culture	4, 5	CHIN1130 & CHIN1140 (12)
AP Japanese Language & Culture	3	JAPN1130 (6)
AP Japanese Language & Culture	4, 5	JAPN1130 & JAPN1135 (12)

Career Cluster and Workplace Readiness Courses

A career cluster course, a workplace readiness course, or a modern, classical, or native language course meet 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 industry sector. Completing a series of career cluster courses may result in 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”.

ECA is proud to offer the vast majority of qualifying courses through the Career Enrichment Center on our campus. Find out more at cec.aps.edu.

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

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.

Special Education Pathways for Graduation (up to Cohort 2028)

1. **Standard Pathway** – Students must meet the standard graduation requirements and pass the graduation assessments.
2. **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.
3. **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.

ECA offers the Standard Pathway option through a full-inclusion instructional model. Options 2 and 3 are offered through the comprehensive high schools and most charter schools.

Special Education Pathways for Graduation (Cohort 2029 and beyond)

1. **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.

2. 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).

ECA offers the Standard Pathway option through a full-inclusion instructional model. The Ability Pathway option is offered through the comprehensive high schools and most charter schools.

Next-Step Plan Requirements for Students with IEPs

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

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

Grade-Level Classification

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

To Be Classified	Credits Needed
10th Grade	6
11th Grade	13
12th Grade	19
APS Graduate	25
ECA Graduate 2028 or later	30

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

Waivers of PE Graduation Requirement

Students enrolling as freshmen in the 2026-27 school year (Cohort 2029 and beyond)*: One year of JROTC or two consecutive semesters of Marching Band may count towards 1.0 credit for PE Graduation requirement. All 8th grade students who wish to fulfill the Physical Education graduation requirement through Band or ROTC will need to obtain and sign the “PE Graduation Requirement Waiver for Marching Band and JROTC” form no later than the first week of May during their eighth-grade year. If a student chooses to participate in PE at the time of pre-registration and later decides to waive the PE credit, the student and parent will need to schedule an appointment with their counselor within the first 10 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 completing the required semesters, they will need to arrange to take PE prior to graduation.

**Students who are graduating in 2025 through 2028 must complete two years of JROTC or two consecutive fall semesters of Marching Band to qualify for a waiver for PE.*

Cohort 2029 and beyond: The following courses may be taken as an alternative option of the traditional physical education credit (90000):

Aerobics	Basketball I Girls	JROTC 1 Army	Softball I
Airforce I	Cheer I	Lifetime Sports	Volleyball I
Aviation I	Dance I	Marines I	Weight Training
Baile Folklorico	Football I	Navel I	Wrestling
Baseball I	Individual and Team Sport	Soccer I Boys	Yoga / Pilates
Basketball I Boys	Interscholastic	Soccer I Girls	

Early Graduates

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

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

Class Ranking

After grade point averages (GPAs) are calculated for all students, the students in each graduating class are ranked in order and assigned their class rank on their transcript. The students with GPAs of 3.500 and above are considered MAGNA CUM LAUDE. 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.

Academic Achievement

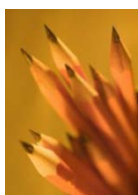
Students will be recognized for Academic Achievements, i.e., Honor Roll, Academic Letter, Top 20 Graduating Seniors, etc. with five semesters or more, with a **semester GPA** of 3.5 or higher. Students must have been attending ECA for five or more of the qualifying semesters.

Diplomas

Your legal name should appear the same on your school records and your diploma. If your name is incorrect or misspelled, please notify the Registrar. A name verification list will be available in mid-November for Seniors and any early graduates to review. Students are responsible for checking the list to make sure their names are on the list and spelled correctly to be printed on the diploma. Students will sign off on their name verification and will be responsible for purchasing a new Diploma if they did not verify their name or the Diploma was printed incorrectly due to the student's own error. A reprint at no cost will only happen if the misprint is due to Registrar error or printing company error.

TESTING & OTHER EXIT EXAMS INFORMATION

Mandatory Assessments



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 assessment 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: <https://www.aps.edu/assessment>.

ACCESS for ELs 2.0 (Assessing Comprehension and Communication in English State-to-State) is a large-scale English Language Proficiency assessment administered to K-12th grade students who have been identified as English language learners. This 4-part assessment is given annually in January or February to monitor students' progress towards acquiring academic English proficiency in the four domains: Listening, Reading, Writing, and Speaking. The performance levels are used to place students in the appropriate courses.

NM-ASR (New Mexico Assessment of Science Readiness) is the science assessment that is required by the state for grades 5, 8, and 11. It measures student proficiency in content standards and benchmarks in science. The results are used for students to meet graduation requirements, and by the state for teacher evaluation measures. The NM-ASR is typically given in February or March.

The SAT and PSAT assessments are designed to measure knowledge and skills that can consistently predict a student's success in college and workforce training programs. All 11th grade students in New Mexico public schools will participate in the SAT during the school day in April, and all 10th grade students in New Mexico public schools will participate in the PSAT 10 during the school day in October. Required SAT and PSAT exams are given free of charge.

Final Exams: 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.

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 ECA's Special Education head teacher for more information. Parents and teachers should discuss what is best for each student.

Optional Exams

These are optional tests available for students; some require a fee:

- **PSAT/NMSQT:** Pre-test for the SAT and qualifying test for National Merit Scholarships, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program. **All 10th grade students are required to participate in the PSAT during the school day in October of their sophomore year;** 11th graders may elect to participate on the same day to qualify as a National Merit Semi-Finalists.

- **SAT:** 11th and 12th graders - college admission test preferred by some out-of-state colleges and universities. **All 11th grade students are required to participate in the SAT during the school day in April of their junior year**, but may elect to take the exam again (at their own cost) in order to improve their score.
- **Advanced Placement (AP) Examinations:** may result in college credit and advanced placement in the college program, depending on the student's scores and each college's specific policy. AP exams are given in May.
- **Directed Self-Placement (DSP) or ALEKS (Math only):** 9th-12th graders - Exams in reading, English, math and writing that determine course placement in the community college program.
- **IB or International Baccalaureate exams:** for students attending an IB program and participating in the IB exams; these exams may serve as an ADC.
- **Other Assessments:** other assessments of scholastic aptitude and vocational interests are available through the counseling office.

ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES

NM Seal of Bilingualism & Biliteracy

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

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

Option 1	Option 2	Option 3	Option 4
Native Languages	Language taught in APS	Language taught in APS	Language not taught in APS
No minimum course requirement	4 units in the same Language Course	4 units in the same Language Course	Language Exam
Complete Graduation Requirements	C or higher all semesters	C or higher all semesters	Portfolio Presentation
Assessment through Tribe, Pueblo or Nation	Exam	Portfolio Presentation	Only available in languages not offered through APS coursework

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

Modern, Native and Classical Language Course Sequence

APS recommends all students participate in language coursework starting their Freshman year. Language development across 4 years will allow students to develop the skills necessary to obtain a Seal of Bilingualism & Biliteracy. APS offers Navajo and Zuni Language courses at Albuquerque High.

Indian Education Programming at Albuquerque High

Students from any APS High School can take Indian Education Department (IED) courses at Albuquerque High. 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. Fall registration information will be posted on the [APS Indian Education web page](#) in Spring 2026.

Career Pathways

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

Introduction and Definitions

NM has 16 identified career clusters that are group careers based on similar skills and attributes. Think 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-Based Learning Experiences

To prepare students for work after high school, our school offers work-based learning experience programs in the 11th and 12th grades. Our in-house CEC work-based learning experience course enables students to have work-based learning experience with a potential employer while earning high school credit. Through a combination of classroom activities and workplace experiences, 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 and present a final presentation to receive credit. Work-based learning experience is offered through CEC via our WBL course and 2X classes for eligible students.

Participation in Extra-Curricular Activities & Athletics

Our school has a broad range of extra-curricular and co-curricular activities. Students interested in interscholastic sports may compete at their home high school. Please see the school's activities director or counselor for more information about interscholastic sports.



The intertwined structure of student government provides an umbrella for student organizations and activities, which complement the academic program. Clubs are added and inactivated as student interests vary, and students are free to organize their new clubs in accordance to District policy. Groups include honorary societies, clubs associated with academic programs, performing groups, spirit groups, service clubs, recreational groups, and special interest clubs.

Participation in extra-curricular activities is governed by the New Mexico Activities Association, which specifies that students meet and maintain the following requirements:

- Students must be enrolled in a minimum of four classes.
- Students must attain and maintain a grade point average of 2.0 or better on a 4.0 scale.
- Students must maintain excellent attendance.
- Students may not fail more than one class per grading period.

If a student does not meet and maintain these requirements, they will be ineligible for participation in extra-curricular activities, including athletic participation, for the following nine-week grading period.

Summer Programs

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

The emphasis of the summer intervention program in high school is to keep students on target for their original graduation date. Tuition is charged. However, students who qualify for the Free and Reduced Lunch Program are eligible for tuition and fee discounts.

Summer programs are held at several centrally located high school campuses in the city. They begin within two weeks 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 (<https://www.aps.edu/extended-learning>), or contact the Summer Program staff for more information (505) 855-9870.

COLLEGE INFORMATION

College Preparatory Classes

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
Math:	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:	<i>Most colleges require 2 or more years of the same language</i>	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 & 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. Your ECA Counselor has more information on both programs. Please note, the CLEP option is for colleges and universities, not high schools.

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

New Mexico Funded State Scholarships Providing Free College Tuition

The **New Mexico State Lottery Scholarship**, New Mexico's first tuition-free college program, covers 100% of tuition for recent New Mexico high school graduates. You are eligible if you meet the following requirements:



- Enroll full time at a New Mexico public college or university the semester following graduation or completion of a certificate.
- You maintain a 2.5 GPA while enrolled in a college or university.
- The Lottery Scholarship starts in your second semester of college and is based on your first semester enrollment and academic performance - this is called the qualifying semester or “bridge” semester.

The scholarship covers tuition (not including fees). It is available for up to seven consecutive semesters or when the student completes their first bachelor's degree, whichever comes first. Only four semesters may be used at a two-year institution.

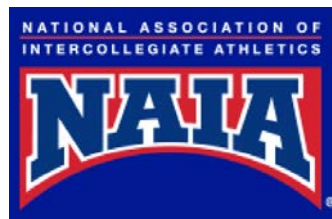
Students who are establishing eligibility for the Lottery Scholarship in their first semester may be eligible to have their first semester tuition paid for through bridge scholarships provided by their college or university, through the Opportunity Scholarship, or a combination of these. Check the website of your potential post-secondary school for more information. Schools have different titles for their first semester scholarship (e.g., Bridge Scholarship or Bridge to Success Scholarship).

For more information about the New Mexico State Lottery Scholarship visit the NMHED website:

<https://hed.nm.gov/financial-aid/scholarships>.

Preparation for College Sports

Beginning in Grade 9, student athletes who are interested in playing college sports should begin educating themselves about the regulations and expectations of the agencies that govern player eligibility - the NCAA (National Collegiate Athletic Association) and NAIA (National Association of Intercollegiate Athletics).



Academics play an important role in athletic scholarships so understanding this relationship is essential in securing scholarships. Athletes should consult with their school counselors for assistance.

Once prospective student-athletes are cleared to compete, they must continue to meet academic and amateurism benchmarks to stay eligible. These often are referred to as “continuing-eligibility” or “progress-toward-degree” rules. The purpose of these rules is for all student-athletes to continually be on track to earn their diplomas. As such, the NCAA and NAIA offer rules and guidelines for student-athletes to make progress toward their degrees and retain their amateur status throughout their intercollegiate experience.

For more information about NCAA and NAIA athletics and eligibility requirements, please go to the APS website at:

<https://www.aps.edu/counseling-services/college-career-resources/college-sports>.

MAGNET SCHOOLS / SCHOOLS OF CHOICE

APS provides Schools of Choice, 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 School of Choice can be answered at the school site. Contact the school for additional information.



Career Enrichment Center (CEC)

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

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

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

Student Profile and Services: CEC's programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. Meeting the needs of a diverse student body in college-readiness, career exploration, career preparation, internships, dual enrollment, and leadership development is an integral component of CEC's curriculum and course offerings.

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



College and Career High School (CCHS)

S Building, 525 Buena Vista Dr. 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 Achievement 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 school of choice, CCHS does not offer specialized classes or services offered at comprehensive high schools.



eCADEMY High School

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

Students who may benefit from eCADEMY include those who don't fit in a traditional high school setting; seek a more personalized approach to learning; are homebound or hospital bound; need to recover credits or earn college credits; need flexibility in their daily schedule to accommodate work, parenting, sports, dual credit learning, or other responsibilities; or wish to develop their 21st-century skills to increase college and career readiness.

Part-Time/ConnectED (Concurrent) Program Features: All of the courses at eCADEMY High School are offered online using Edgenuity. Teachers are available onsite at each traditional high school for students needing additional help during 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 Edgenuity. Students complete their courses asynchronously, with support from qualified teachers in each subject. There is a \$25 fee for the school year to attend the Independent program.



Freedom High School

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

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

Program Features: Freedom High utilizes an advisement system where students have a daily advisory class with their advisors who have a mentorship role. Advisors work closely with parents from enrollment to graduation to support students in graduating from high school with a plan for their future. The advisement program allows students to earn credit for work or volunteering and enjoy job-shadowing experiences in line with their career interests.

Student Profile and Services: Freedom's academic program provides educational services for students in grades 10-12 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: Students must be sophomores, juniors or seniors to enroll at Freedom High. A minimum of 6.5 credits are required for enrollment. Students take a placement exam in reading and math to initiate the enrollment 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. Students who call consistently are invited to an orientation with the principal and/or counselor to learn about school policies, the educational program and to discuss whether FHS is a sound option. Interviews are then scheduled with an advisor, the student, and their parents/guardians. At the interview, the advisor develops a graduation plan and an initial schedule. Please call the school office for placement exam times or for other inquiries.



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, a math-tutoring lab, after school tutoring and 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.

Student Profile and Services: New Futures School is open to all pregnant and parenting students, male and female, in grades 6-12 who live in the Albuquerque Public School District. New Futures provides transportation, small classes, a full day staffed health office, an on-campus WIC office and a 4-Star childcare center. Online credit recovery is available for late enrollment.

Enrollment Information and Schedule: The schedule at New Futures is comprised of four classes a day, five days a week for 9 weeks. There are four 9-week terms in the school year. Students can earn up to 2 credits each term for a total of 8 credits each year. Students can transfer in at the beginning of each 9-week term.



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 and Services: 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 in 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

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

Graduates of the School on Wheels receive a high school diploma. The school is accredited, and students must fulfill all of the requirements set for high schools by the Albuquerque Board of Education and the State of New Mexico.

Program Features: School on Wheels High School is a magnet school where students can recover, remediate, or enrich learning opportunities through career internships, work-study programs and after-school online credit recovery classes. Students are required to take core courses during the school day with elective credits coming from career exploration (Wednesdays) and work hours. Our mission is to create a learning community that motivates each student to graduate from high school ready for college and careers.

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



Sandia High School's International Baccalaureate Diploma Program

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

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

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

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

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

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



Transition Services

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

Transition Services (ACCESS / BIP / CTAP / Deaf & HH) 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.



ECA Course Offerings

GENERAL ELECTIVES

Besides the elective courses listed below, ECA students may take their elective course through the Career Enrichment Center, Dual Enrollment (CNM, UNM, IAIA), or identified course at their neighborhood high school (ROTC, band, orchestra, choir, drama). For more information, please see the Assistant Principal or the Counselor.

Defensive Driving

Grades	Course Length	Credit
9, 10, 11, 12	One semester (Fall <i>or</i> Spring)	0.5 credit per semester

Important Notes: *Student must be at least 14 + 8 months to be eligible to take the course.* This class is offered Tue/Thurs. 3:00-4:30 pm. Please note: NMDOT Seat Time Requirements mandate this unique class time. Students will be able to take the 4:55pm bus to their "neighborhood" high school campus on Tuesdays and Thursdays after class.

Course Description: Defensive Driving is designed for students who have not yet applied for a New Mexico driver's license. The course is classroom experience only and provides students with the knowledge to become safe drivers on America's roadways. The student examines the topics of legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Successful completion of the course qualifies the student for a certificate required by the state for all first-time applicants for a New Mexico driver's license. Space is limited in this class.

Esports: Exploring Careers I, II, III

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Important Notes: This course is separate from the Esports competitive teams. It is NOT required for students to compete or play games to take this course.

Course Description: What makes video games exciting to play, watch, and talk about? Find out in this exciting course! Students explore the video game and esports industries, focusing on different careers. Create streams, podcasts, art, or events related to video games. Choose your own focus for the course and work in a group or solo. Get hands on with software and technology like clothing design, PC building and V-tubing.

Student Aide

Grades	Course Length	Credit
10, 11, 12	Year	1.0 credit per year

Important Notes: The student may receive only one Student Aide elective credit towards graduation.

Course Description: Student Aide provides the student with the opportunity to work in the main office or with individual teachers. The student assists the appropriate professionals with their duties. The student develops good communication and interpersonal skills and demonstrates workplace skills. Daily attendance is required. A final examination is mandatory.

Student Leadership I, II, III, IV

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

(This course is separate from the Student Government club. This course is open to all students, you do NOT need to be an elected officer to take this course.)

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

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

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

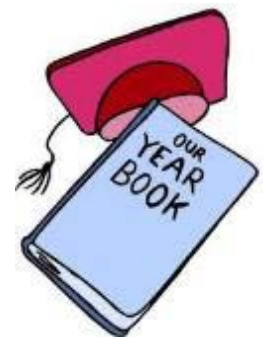
Student Leadership IV provides the student with the opportunity to assume responsibility for and the use of his/her skills in student leadership. The student performs appropriate leadership standards acquired in Student Leadership I, II, and III by serving as a role model and trainer for students enrolled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

Yearbook I, II, III

Grades	Course Length	Credit
10, 11, 12	Year	1.0 credit per year

Prerequisite; Important Note: Student must be in Yearbook Club one year and approved by teacher prior to registering.

Yearbook I requires the student to spend time outside of class to work on the yearbook production process, including taking photographs, selling advertising, and meeting individual and staff deadlines. The student is encouraged to participate in scholastic journalism conferences and competitions as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria. In Yearbook I, the student applies entry-level journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and “deadlining” with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.



Yearbook II requires the student to spend time outside of class to work on the yearbook production process, editing copy and advertising, desktop publishing, and facilitating staff work within deadlines. The student is expected to participate in scholastic journalism conferences, competitions, and internships as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria. In Yearbook II, the student enhances individual skills in all journalistic areas and also develops areas of expertise, specializing in one or more areas of the yearbook production process. The student also refines skills with group processes, such as decision-making, conflict resolution, and time management with respect to individual and staff deadlines and mentors less experienced staff members. The Yearbook II student is encouraged to assume increased responsibility and to develop skills that lead to editorial positions with mentoring and coaching from more experienced staff members and with guidance from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.

Yearbook III requires the student to spend increased time outside of class to help lead the yearbook production process. The student is expected to actively participate in scholastic journalism conferences, competitions, and internships as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria. In Yearbook III the student refines and enhances previous journalistic skills and assumes increasingly more challenging and demanding leadership and mentoring roles on the newspaper staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget. The editor also orchestrates the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides writing and editing copy, advertising, art, and photography, the editor also coordinates desktop publishing according to printers' specifications, within legal and ethical parameters, and within deadlines. The student generates authentic work by producing a yearbook for the school and community.

LANGUAGE ARTS

9th Grade	10th Grades	11th Grade	12th Grade
English 9 Honors	English 10 Honors -or- AP Seminar*	English 11 Honors -or- AP English Literature -or- AP Seminar* -or- AP Research* -or- Crime and Punishment	Mythology and Folklore/ College Prep Composition -or- Crime and Punishment -or- AP English Literature -or- AP Research*

*AP Seminar is required to be taken before AP Research. Completion of both AP Seminar and AP Research with a score of 3 or better on the AP Exam are required for the AP Seminar and Research Certificate and the AP Capstone Diploma.

English 9 Honors

Grade	Course Length	Credit
9	Year	1.0 credit per year

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

Course Description: In this course, 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., poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous sections by a wide variety of authors. Regardless of the approaches used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, and through writing and research. Other areas of study include test-taking strategies, study skills, and project development using technology as a learning and presentation tool.



English 10 Honors

Grade	Course Length	Credit
10	Year	1.0 credit per year

Prerequisites: Successful Completion of English 9.

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

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

AP Seminar

Grades	Course Length	Credit
10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful Completion of English 9.

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

This course fulfills English 10 or English 11 requirements. At 12th grade, this course fulfills an elective requirement and will not count for 4th year ELA credit.

AP Research

Grades	Course Length	Credit
11, 12	Year	1.0 credit per year

Prerequisites: Student MUST have passed AP Seminar with a C or better.

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

AP Capstone Certificate and Diploma requirements, advantages and description:

- The AP Seminar and Research Certificate is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.
- The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing.

English 11 Honors

Grades	Course Length	Credit
10, 11	Year	1.0 credit per year

Prerequisites: Successful Completion of English 10

Course Description: In English 11 Honors, the student surveys selections of the literary history of America. The student surveys selections of American literature across time, focusing on the themes of defining what it means to be an American and what it means to achieve the American Dream. 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.

Literacy Strategies I

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 elective credit per year

This course is designed to provide both individual and small group instruction in order to meet each student's needs in reading components. Instruction is guided by ongoing assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure, and comprehension. The student uses several strategies for increasing comprehension of diverse texts such as summarizing, questioning, predicting and previewing, using text structure, visualizing, and inferring. The student has a variety of opportunities to learn, practice, and internalize these reading behaviors and strategies. To provide authentic opportunities to use and develop language, the student works collaboratively, in pairs and in small groups, discussing text in order to build background knowledge and increase comprehension. To shelter instruction further, the teacher uses visuals, realia, software tools (e.g. IXL and No Red Ink) and anchor videos to front-load lessons. The reading process, reading application, and personal engagement with reading are major areas of focus.

Literacy Strategies I and II are developed to support student mastery of the grade-level language arts reading process and reading analysis standards. As they progress in skill development, the student is assessed and moves to the appropriate instructional level course.

Literacy Strategies II and III

Grades	Course Length	Credit
10, 11, 12	Year	1.0 elective credit per year

These courses are designed to provide individual as well as small group instruction in order to meet each student's needs. Instruction is guided by ongoing assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure, and comprehension. The student uses several strategies for increasing comprehension of diverse texts such as summarizing, questioning, predicting and previewing, using text structure, visualizing, and inferring. The student has a variety of opportunities to learn, practice, and internalize reading behaviors and strategies, developing the knowledge, skills, and strategies to support comprehension of grade-level texts through maximum instructional support. To provide authentic opportunities to use and develop language, the student works collaboratively, in pairs and in small groups, discussing text in order to build background knowledge and increase comprehension. To shelter instruction further, the teacher uses visuals, realia, software tools (e.g. IXL and No Red Ink) and anchor videos to front-load lessons. The reading process, reading application, and personal engagement with reading are major areas of focus.

Literacy Strategies II and III are developed to support student mastery of grade-level language arts reading process and reading analysis standards. As they progress in skill development, the student is assessed and moved to the appropriate instructional-level course.

MATH

Algebra I

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of 8th grade math.

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

Algebra I Honors

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of 8th grade math and/or Algebra I Teacher recommendation. Students requesting this course must sit for a proficiency assessment prior to enrollment.

Important Notes: This course requires the student have access to a graphing calculator. Algebra I Honors is a weighted course that includes advanced placement preparation for college entrance.

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 work load an Honors course demands. They are challenged to exceed the standards of the Algebra I course in order to prepare themselves 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 in mathematics and carries a weighted grade. Other areas of study are global processes, geometry, data analysis and probability. There are four main differences between regular and Honors (pre-AP): (1) the sophistication of the response the teacher asks of students, (2) the rigor of the work that is required, (3) the way the teacher assesses what is taught, and (4) the global connections that reach beyond the boundaries of what is taught in the textbook.

Geometry

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of Algebra I.

Important Notes: This course requires the student to have access to a graphing calculator.

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, computers and software programs (e.g., Geometer’s Sketchpad, Cabri Geometry), construction tools (e.g., compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebra, functions, and graphs; and data analysis and probability. Literacy strategies are integrated throughout the curriculum.

Geometry Honors

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of Algebra I, 8th grade teacher recommendation, and/or Algebra I teacher recommendation. Students requesting this course must sit for a proficiency assessment prior to enrollment.

Important Notes: This course requires the student to have access to a graphing calculator. Geometry Honors is a weighted course that includes advanced placement preparation for college entrance.

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, computers and software programs (e.g., Geometer’s Sketchpad, Cabri Geometry), 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 coverage of some Honors Algebra II/Trigonometry topics.

Algebra II

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of Geometry.

Important Notes: This course requires the student to have access to a graphing calculator.

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



Algebra II/Trigonometry Honors

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of Geometry. Students requesting this course must sit for a proficiency assessment prior to enrollment.

Important Notes: This course requires the student have access to a graphing and/or scientific calculator. Algebra II Honors is a weighted course that includes advanced placement preparation for college entrance.

Course Description: Algebra II/Trigonometry Honors is the third course in the Honors/Advanced Placement Program in Mathematics and carries a weighted grade. This course includes extensions of algebraic concepts with

special attention given to analytic geometry, trigonometry (e.g., solves triangles, trigonometric equations, finds their values, graphs, inverses, and recognizes the relationship to one another), exponential and logarithmic functions, and sequence and series. Literacy strategies are integrated throughout the curriculum.

Pre-Calculus

Grades	Course Length	Credit
10, 11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of Algebra I, Geometry, Algebra II. Students requesting this course must sit for a proficiency assessment prior to enrollment.

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.

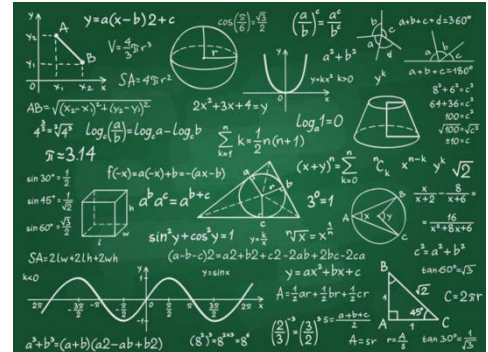
AP Honors Calculus A/B

Grades	Course Length	Credit
11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of Honors Algebra II & Trigonometry or Pre-Calculus. Students requesting this course must sit for a proficiency assessment prior to enrollment.

Important Notes: This course requires the student to have access to a 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. The student is expected to seek college credit, college placement, or both from the college of his/her choice. The student is required to use a graphing calculator and must have access to the graphing calculator at school and at home. The student must agree to participate in at least one organized mathematics competition held in the district.

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. By the time the student takes this course, they have already met and exceeded the standards set forth by the National Council of Teachers of Mathematics (NCTM), the State of New Mexico Mathematics Standards, and the Albuquerque Public Schools (APS) District Mathematics Standards. Therefore, the performance standards represented in this course can be aligned to the strands “Topics for Further Study” recommended by the State Department of New Mexico.

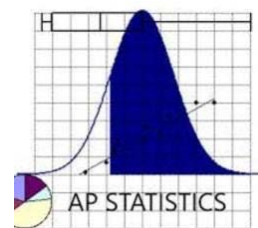


AP Statistics

Grades	Course Length	Credit
11, 12	Year	1.0 credit per year

Prerequisites: Successful completion of Geometry and Algebra II. Students requesting this course must sit for a proficiency assessment prior to enrollment.

Course Description: AP Probability & Statistics is the high school equivalent of a one semester, introductory college statistics course, but is taught over the course of a year in high school. Students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.



Important Notes: Prepares the student for the AP Statistics Exam, given in May. The ability to earn this college credit supports careers in allied health fields (which fits the nursing schedule for senior nursing students), engineering and business.

Math Strategies I, II, III

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisites for Math Strategies I, II, and III: Student placement in this course is based on standardized test results, teacher recommendation, and grades. The student takes Math Strategies concurrently with their math course.

Math Strategies I is for the student who needs support with Algebra I skills and concepts (e.g., operations with integers, solving equations, graphing). The student receives personalized instruction and progress monitoring assessment in his/her areas of need and learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), and technology (e.g., graphing calculators and computers). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

Math Strategies II is for the student who needs support with geometry skills and concepts (e.g., lines, planes, polygons, circles, three-dimensional figures and their measurements). The student learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), technology (e.g., Geometer's Sketchpad, calculators), and the use of construction tools (e.g., compass, protractor, straight edge). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

Math Strategies III is for the student who needs support with Algebra II skills and concepts (e.g., systems of equations, quadratics, functions, probability, statistics). The student learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), and technology (e.g., graphing calculators, computers) designed to improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations.



PHYSICAL EDUCATION/HEALTH

Foundations of Physical Education

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

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

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

SCIENCE

Biology (Analytical)

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Important Notes: Biology I (Analytical) introduces the eight major themes outlined in the national AP Biology course description. This course builds a foundation designed to support AP Biology curriculum. Biology I (Analytical) introduces certain AP labs and concepts at a simpler level to help ensure successful completion of AP Biology. Labs and concepts are more complex and in depth than in regular Biology I. The student must be prepared for a demanding class that requires a good work ethic and extensive study. The student must expect frequent homework and out-of-class work.



Course Description: This laboratory course is an accelerated course designed to prepare the student for higher-level life science courses, including but not limited to AP Biology. It is not a prerequisite for AP Biology, but this class greatly assists the student in his/her participation and success in the AP course. Biology I (Analytical) is designed to introduce important biological concepts and lab procedures in a manner accessible to all students. Along with additional standards from math, chemistry, and physical science, Biology I (Analytical) addresses the same standards as a regular Biology I class, but covers them in greater depth and provides a level of enrichment that lays a foundation for a deeper understanding and appreciation for the complexities of the life sciences.

Chemistry I (Analytical)

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

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

Important Notes: This course meets college entrance requirements.

Course Description: This laboratory course exceeds state standards and offers extended opportunities for students. It provides preparation for all subsequent science courses including Advanced Placement courses. The student investigates substances and how they react with one another.

Concepts of study include, but are not limited to, scientific measurement, properties and structures of matter, atomic theory, classification and periodic trends, bonding theory, chemical reactions (e.g., general types, acid/base, redox), rates, equilibrium, stoichiometry, energy, (e.g., EMR, bonding), nuclear chemistry, and solubility. In addition, the student learns how chemistry and Earth and space science are related by studying electromagnetic radiation, radioactivity, the structure of the Earth, and the groundwater. Scientific thinking and practice (e.g., extensive laboratory activities, critical thinking, problem solving), science and society, and literacy are integrated in all science courses.

Note: See the CEC Catalog for **AP Chemistry**.



Physics (Analytical)

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Prerequisite: Successful completion of Algebra I and Geometry.

Course Description: This laboratory class is designed to exceed state standards and offer extended opportunities for students. It provides preparation for all subsequent science courses including Advanced Placement classes. The student investigates topics of study that include, but are not restricted to, 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 mathematical relationships and applications. Literacy strategies are integrated throughout the curriculum.

Note: See the CEC Catalog for **AP Physics C: Mechanics**.



SOCIAL STUDIES

9th Grade	10th Grades	11th Grade	12th Grade
New Mexico History <i>-and one of-</i> Holocaust & Human Behavior* <i>-or-</i> Reel History* <i>-or-</i> Ethnic Studies*	Academic World History <i>-or-</i> AP World History Modern	Academic United States History <i>-or-</i> AP United States History	Business Law* <i>-or-</i> AP Microeconomics & AP Government**

*These 0.5-credit classes are offered through CEC. ** These 0.5-credit classes are offered through eCademy.

New Mexico History *(paired with Personal Financial Literacy)*

Grade	Course Length	Credit
9	Semester	0.5 credit per semester

Course Description: New Mexico History is a semester-long course that examines the political, economic, social, cultural, and geographical features of New Mexico with an emphasis on New Mexico’s territorial period to the present. Students will use primary sources, including but not limited to paintings, photographs, census records, treaties, and firsthand experiences and multiple credible secondary sources to analyze the role that New Mexico plays in national and international arenas and build knowledge of the past to develop historical thinking skills and to think critically about political, economic, social, and cultural issues that New Mexico faces with a focus on civic participation.



Personal Financial Literacy *(paired with New Mexico History)*

Grade	Course Length	Credit
9	Semester	0.5 credit per semester

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.



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

Pre-AP World History

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

Important Notes/Fees: World History and Geography is a required course for graduation.

Course Description: This course examines global history from 1450 to the present, exploring key events, movements, and transformations that have shaped the modern world. Students will analyze the rise and fall of

empires, the development of global trade, the spread of ideas and religions, and the impact of major wars and revolutions. Rooted in New Mexico's state standards, the curriculum emphasizes critical thinking, historical inquiry, and the connections between past events and contemporary global issues. Through a mix of lectures, discussions, primary source analysis, and projects, students will gain a deeper understanding of how cultural, political, and economic forces have influenced world history and continue to shape societies today.

AP World History/Geography (Project Based Learning)

Grades	Course Length	Credit
9, 10, 11, 12	Year	1.0 credit per year

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



Course Description: This course explores the major global events, movements, and transformations from 1200 CE to the present. Through project-based learning, students will engage in collaborative research, critical analysis, and creative presentations that connect historical events to contemporary issues. Each project will encourage students to investigate key themes such as political revolutions, economic changes, cultural interactions, and global conflicts, while fostering skills in communication, problem-solving, and historical inquiry. By the end of the course, students will have a deep understanding of the past and its influence on today's world, preparing them for the AP exam and college-level history studies.

U.S. History/Geography

Grade	Course Length	Credit
11	Year	1.0 credit per year

Important Notes: United States History and Geography is a required course for graduation.

Course Description: United States History and Geography explores the history of the United States from the Reconstruction Period to the present. Students explore American society, culture, and politics and investigate how history shapes contemporary issues using historical inquiry of multiple primary and secondary sources. Students will practice and use critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.



AP U.S. History (Project Based Learning)

Grade	Course Length	Credit
11	Year	1.0 credit per year

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

Course Description: This rigorous APUSH course explores the history of the United States from pre-Columbian times to the present, emphasizing critical thinking, historical analysis, and research skills. Students will engage in some Project-Based Learning (PBL), collaborating on real-world projects that require them to investigate key

historical events, analyze primary sources, and present their findings in creative and interactive ways. Projects will focus on both traditional and modern historical topics, allowing students to explore how past events shape contemporary issues. This dynamic approach encourages deeper engagement, fosters teamwork, and helps students develop the skills necessary for success in AP exams and beyond.