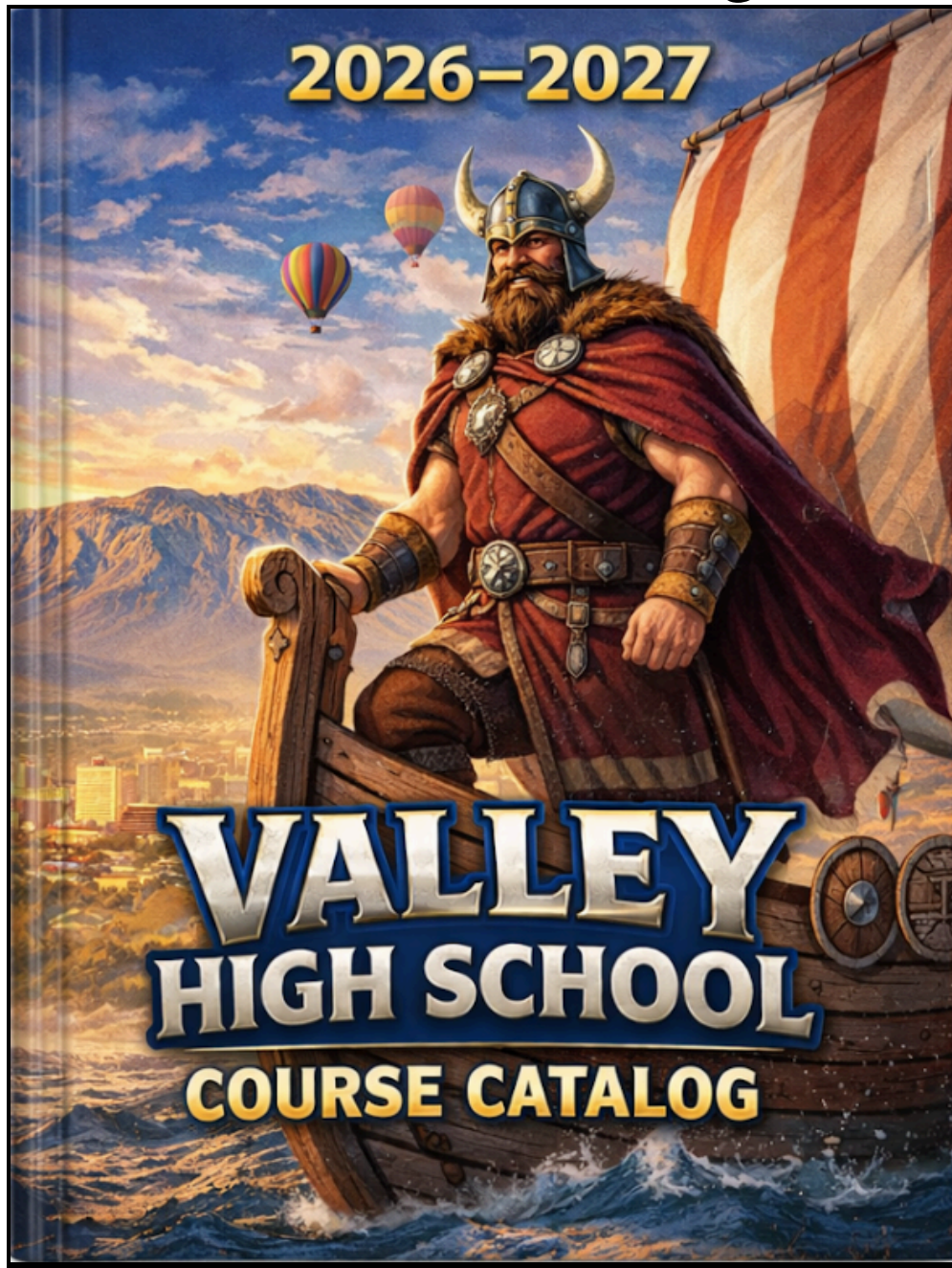


Valley High School

2026-2027 Course Catalog





Dr. Gabriella Durán Blakey
Superintendent

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 Tome-Warito, District 2

Rebecca Betzen, District 3

Heather Benavidez, District 4

Joshua Martinez, District 5

Warigia Bowman, District 6

Courtney Jackson, District 7

FROM THE SUPERINTENDENT

Dear APS Students,

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

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

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

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

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

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

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

You're capable of great things.

Sincerely,

Gabriella Durán Blakey, Superintendent

FROM THE PRINCIPAL

Dear Students and Parents,

Valley High School is prepared to give your student the best learning experience that they can have. We are Viking Strong, Together We Can Accomplish Anything. Valley High School has a history and tradition of success since it was founded in 1953. Over the years, many changes in education have come about and there are many means to help students become even more successful. As these changes occur, Valley High School continues to grow and improve academically to meet the needs of all our students. Valley High School has a Magnet School within our comprehensive high school "Engineering the Future." If your student enjoys using their creative mind, they can take advantage of our STEM Magnet Program.

Valley High offers a wide range of academic courses to complement the core courses necessary for graduation. Students have many options of taking advanced and rigorous courses at Valley High School. They also have the opportunity for dual enrollment with CNM and UNM as well as courses at the College Enrichment Center. Online education options are available for students who need to recover a credit or need to satisfy a graduation requirement.

Valley High has a wide range of elective courses to satisfy the varying interests of all students. This course catalog outlines all possible courses that Valley has to offer along with their description. Please review this course catalog carefully and choose your courses wisely to ensure that they meet graduation requirements and satisfy an area of your interest to enhance your educational experience.

Welcome to Valley High School! Go Vikings!

Sincerely,

Anthony Griego

Principal, Valley High School

**Valley High School
1505 Candelaria Road NW
Albuquerque, NM 87107
505-345-9021**

ACCREDITATION

*AdvancEd (formerly North Central Association of Colleges and Schools)
State of New Mexico, Public Education Department*

Principal

Anthony Griego: griego_a@aps.edu - Ext. 54000

Assistant Principals

Denise Gomez: Curriculum and Instruction/12th Grade, gomez_den@aps.edu - Ext. 54135
Cassandra Gonzales: Engineering the Future/11th Grade, cassandra.gonzales@aps.edu Ext. 54028
Terry Dahl: Buildings and Grounds/10th Grade, dahl_t@aps.edu - Ext. 54005
Jennifer Anzures: SES Program, jennifer.skaggs@aps.edu - Ext. 54282

Dean

Reina Garcia: 9th Grade, reina.garcia@aps.edu - Ext. 54203

Activities Director

Patricia Rivera, rivera_p@aps.edu - Ext. 54224

Athletic Director

Arlene Anglada-Torrez: arlene.anglada@aps.edu - Ext 54252

Counselors

Alisha Diaz-Bole: Alpha A-K, alisha.diaz-bole@aps.edu - Ext. 54128
Holly Blue-Sky: Alpha L-Z, holly.blueskyrey@aps.edu - Ext. 54219
Crystal Chavez: College and Career, crystal.chavez@aps.edu - Ext. 54158
Priscilla Gutierrez: Crossroads Counselor, priscilla.gutierrez2@aps.edu - Ext. 54105

Special Education Department Chair

Martha Hennings: martha.hennings@aps.edu - Ext. 54289



MISSION STATEMENT:

To promote excellence in education in the school community by providing opportunities to learn and by encouraging success in academic and technical pursuits. VHS staff will enhance character by assisting students in developing greater character, appreciation, and respect for individual differences and cultural diversity.

VISION STATEMENT:

Valley High School will build on the uniqueness of the Valley Community to prepare students to participate fully in the 21st century.



TABLE OF CONTENTS

GENERAL INFORMATION

SCHOOL PROFILE.....	8
ENROLLMENT REQUIREMENTS.....	8
TRANSFER STUDENTS.....	8
COURSE SELECTION/PRE-REGISTRATION PROCESS	8
SCHEDULE CORRECTIONS	9
SCHOOL SCHEDULE.....	9
GRADING POLICIES.....	10
TRANSCRIPTS	11
TEXTBOOKS	11
SCHOOL COUNSELING SERVICES.....	11
LIBRARY MEDIA CENTER SERVICES	12

GRADUATION INFORMATION

GRADUATION REQUIREMENTS.....	11
DUAL CREDIT (COURSES TAKEN AT CNM, UNM, SIPI OR IAIA)	14
DISTANCE LEARNING	14
HONORS AND ADVANCED PLACEMENT PROGRAMS.....	15
CAREER CLUSTER AND WORKPLACE READINESS COURSES	15
THE NEXT STEP PLAN	15
SPECIAL EDUCATION PATHWAYS FOR GRADUATION.....	15
GRADE LEVEL CLASSIFICATION	17
EARLY GRADUATES	17
CLASS RANKING	18
DIPLOMAS.....	18
TESTING.....	18

COLLEGE INFORMATION

COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES.....	19
NEW MEXICO FIRST SEMESTER AND LOTTERY SCHOLARSHIPS	20
NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA	21

ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES

SEALS OF BILINGUALISM AND BILITERACY	22
CAREER PATHWAYS	26
WORK EXPERIENCES	26
PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND ATHLETICS.....	26
SUMMER PROGRAMS.....	26

MAGNET SCHOOLS

CAREER ENRICHMENT CENTER (CEC).....	27
COLLEGE AND CAREER HIGH SCHOOL (CCHS).....	28
EARLY COLLEGE ACADEMY (ECA).....	28
ECADEMY HIGH SCHOOL.....	29
BlendED LEARNING STUDIO @ ECademy.....	29
FREEDOM HIGH SCHOOL	30
NEX+GEN ACADEMY	30
SCHOOL ON WHEELS	30
SANDIA INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM.....	31

SPECIAL PROGRAMS

NEW FUTURES SCHOOL	31
TRANSITION SERVICES	32
JUVENILE DETENTION CENTER EDUCATIONAL UNIT	32
INDIAN EDUCATION PROGRAMMING.....	33

COURSE OFFERINGS

LANGUAGE ARTS.....	39
MATHEMATICS.....	39
SCIENCE.....	44
PHYSICAL EDUCATION/HEALTH.....	51
SOCIAL STUDIES	53
SPECIAL EDUCATION.....	110
CAREER CONNECTED PROGRAMS OF STUDY	75
FINE ARTS.....	86
ROTC	83
MODERN, CLASSICAL, AND NATIVE LANGUAGES	102
GENERAL ELECTIVES.....	105

GENERAL INFORMATION

SCHOOL INFORMATION

Valley High School is one of thirteen comprehensive high schools and eight Schools of Choice in the Albuquerque Public School district with approximately 950 students in grades nine through twelve.

VHS is one of five nationally certified and accredited magnet schools for Engineering the Future (EtF), in addition to being a comprehensive high school.

ENROLLMENT REQUIREMENTS

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

- Underclassmen (9th, 10th, and 11th graders) are required to enroll in seven classes per semester.
- Seniors (12th graders) must enroll in a minimum of four (4) classes per semester and are encouraged to enroll in seven (7).
- Students must be enrolled in four classes, per New Mexico Activities Association regulations, to participate in athletics or activities.
- All students, full time or part time, are required to take all standardized tests. More information regarding testing requirements can be found on pages 18.

TRANSFER STUDENTS

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

COURSE SELECTION/PRE-REGISTRATION PROCESS

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

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

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

All students will submit their course requests through the spring pre-registration process. The students' actual schedules will be determined by pre-requisite requirements, sufficient student interest through course requests, and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the 2025-2026 school year will be available in August at a "back-to-school" registration event. Information on August registration will be provided through a summer mailer or on the school's website.

SCHEDULE CORRECTIONS

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

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

SCHOOL SCHEDULE

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

Monday	Tuesday	Wednesday	Thursday	Friday
Zero Hour 7:40-8:30	Zero Hour 7:40-8:30	Zero Hour 7:40-8:30	Zero Hour 7:40-8:30	Zero Hour 7:40-8:30
1 8:40-9:22	1 8:40-9:30	1 8:40-9:30	1 8:40-9:30	1 8:40-9:30
2 9:29-10:11	2 9:37-11:16	3 9:37-11:16	2 9:37-11:16	3 9:37-11:16
3 10:18-11:00				
4 11:41-12:23	4 11:23-1:02	5 11:23-1:02	4 11:23-1:02	5 11:23-1:02
5 12:30-1:12				
Lunch (Monday 1:17-1:47; Tues-Fri 1:09-1:39) 30 min.				
6 1:54-2:36	6 1:46-3:25	7 1:46-3:25	6 1:46-3:25	7 1:46-3:25
7 2:43-3:25				

GRADING POLICIES

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

PERCENTAGE	LETTER GRADE
------------	--------------

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

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

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

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

WITHDRAWAL FROM COURSES

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

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

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

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

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

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

TRANSCRIPTS

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

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

TEXTBOOKS

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

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

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

SCHOOL COUNSELING SERVICES

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

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

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

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

Delivery of School Counseling Services

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

Direct Student Services.

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

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

Indirect Student Services.

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

How to Schedule an Appointment

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

LIBRARY MEDIA CENTER SERVICES

The Library Media Center provides students with areas for research, study, and reading. The Library Media Center is open from 7:40 am – 3:25 pm. If the library is not going to be open during our regular hours, there will be a notice posted on the library doors and an announcement will be made during the daily announcements prior to the closing. A student identification card (ID) is required to check out any library materials. Fines are charged for items that have been damaged or lost.

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

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

GRADUATION INFORMATION

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

Required courses and credits are based on the year a student entered high school as a 9th grader for the first time. Ninth grade starting year determines the student's Graduation Standard Year (GSY). Students entering high school as freshmen in 2025 and later must have 25 units to include:

Subject	Credits
English	4.0
Math (Algebra I, Geometry, math 3, math 4)	4.0
Science (Biology, Chemistry, Physics)	3.0
Social Studies (World History, United States History, United States Government, Economics and SS4 option)	4.0
Health	0.5
Personal Financial literacy	0.5
Physical Education (Choice of Foundations of Physical Education or equivalent first-level course)	1.0
Electives*	8.0
Total	25.0

* Students must successfully complete:

- 2-One unit credits of a *Pathway Concentration* of the student's choice of:
 - Language other than English, including American sign language (Most colleges and universities require 2-3 credits/years of the same modern, classical, or native language.)
 - Fine Arts
 - Health
 - military career preparation
 - Career Technical Education program
 - Community or service learning, a capstone course or work-based learning (Most colleges and universities require 4-6 credits of the same modern, classical, or native language.)

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

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

Subject	Credits
English	4.0
Math (Algebra I, Geometry, Algebra II, math 4)	4.0
Science (Biology, Chemistry, Physics)	3.0
New Mexico History	0.5
World History and Geography	1.0
United States History & Geography	1.0

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

* Students must successfully complete:

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

DUAL CREDIT (Courses taken at CNM or UNM)

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

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

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

For more information about Dual Credit:

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

DISTANCE LEARNING

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

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

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

HONORS AND ADVANCED PLACEMENT PROGRAMS

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

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

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

CAREER CLUSTER AND WORKPLACE READINESS COURSES

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

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

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

THE NEXT STEP PLAN (LEVEL ALL)

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

SPECIAL EDUCATION PATHWAYS FOR GRADUATION (Up to cohort 2028)

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

- **Standard Pathway** – Students must meet the standard graduation requirements and pass the graduation assessments.
- **Modified Pathway** –

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

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

Standard Program of Study

To receive a Diploma of Excellence through the Standard Program of Study, a special education student must meet or exceed all requirements for graduation based on the New Mexico Standards for Excellence with or without reasonable accommodations of delivery and assessment methods. In addition, the student must meet all of the other standard graduation requirements of the school district or charter school.

A student who obtains a diploma through the Standard Program of Study is no longer entitled to receive a FAPE from their charter school or school district.

Ability Program of Study

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

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

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

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

Next-Step Plan Requirements for Students with IEPs

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

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

PED Manual states:

Next-Step Plan Requirements for Students with IEPs

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

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

GRADE LEVEL CLASSIFICATION

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

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

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

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

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

This waiver applies only to students enrolling as freshmen in 2017-2018 until 2024. Students completing two years of JROTC or two consecutive fall semesters of Marching Band may apply for a waiver for PE. All eighth grade students who wish to fulfill the Physical Education graduation requirement through Band or ROTC will need to obtain and sign the “PE Graduation Requirement Waiver for Marching Band, Color Guard and JROTC” form no later

than the first week of May during their eighth-grade year. If a student chooses to participate in PE at the time of pre-registration and later decides to waive the PE credit, the student and parent will need to schedule an appointment with their counselor within the first ten days of the school year to fill out the form and obtain a schedule change. Students will be scheduled into elective classes based on availability. If a student decides to withdraw from the Band or JROTC program before the completion of two years, they will need to arrange to take PE prior to graduation.

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

EARLY GRADUATES

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

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

CLASS RANKING

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

DIPLOMAS

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

TESTING INFORMATION

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

ACCESS Assessment

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

Other Assessments

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

Special Education IEP/504

Students with an IEP or who have a 504 Accommodations Plan have many testing accommodations available to them. Graduation requirements, including passing scores on the exit exams, may vary for students with an Individualized Education Plan. Contact your school's Special Education department chair for more information. Parents and teachers should discuss what is best for each student.

COLLEGE INFORMATION

NCAA[®] ELIGIBILITY

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

Division III

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

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

COLLEGE PREPARATORY PROGRAMS

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

Courses.....	Credits
<i>English:</i> English or Honors/Advanced Placement.....	4
<i>Mathematics:</i> Algebra I or Honors Algebra I, Geometry or Honors Geometry, Algebra II or Honors Algebra II, a fourth credit of math.....	4
<i>Social Studies:</i> US History and Geography or Advanced Placement US History, World History and Geography or Advanced Placement World History, Economics or Advanced Placement Microeconomics or Macroeconomics, Government or Advanced Placement US Government and Politics, New Mexico History.....	3.5
<i>Science:</i> Biology, Chemistry, Physics, Advanced Placement Biology, Advanced	

Placement Chemistry, Advanced Placement Physics.....minimum 3/preferred 4

Modern, Classical or Native Language:

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

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

COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES

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

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

NEW MEXICO FIRST SEMESTER* AND LOTTERY SCHOLARSHIPS

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

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

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

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

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

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

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

- Student must have completed high school at a public or accredited private New Mexico high school, graduated from a public or accredited private New Mexico high school or received a high school equivalency

credential while maintaining residency in New Mexico.

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

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA

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

ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES

NM SEAL OF BILINGUALISM & BILITERACY

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

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

NM Seal of Bilingualism & Biliteracy			
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 unit in the same Language Course	4 Units in the same Language Course	Language Exam
Complete Graduation Requirements	C or higher all semesters	C or higher all semesters	Portfolio Presentation
Assessment through Tribe, Pueblo or Nation.	Exam	Portfolio Presentation	Only available in languages not offered through APS coursework

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

MODERN NATIVE AND CLASSICAL LANGUAGE COURSE SEQUENCE GUIDE

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

APS Offers the following Languages:

Chinese:

- CEC

French:

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

German:

- La Cueva HS
- Manzano HS
- CEC

Japanese

- CEC

Navajo:

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

Russian:

- Volcano Vista HS

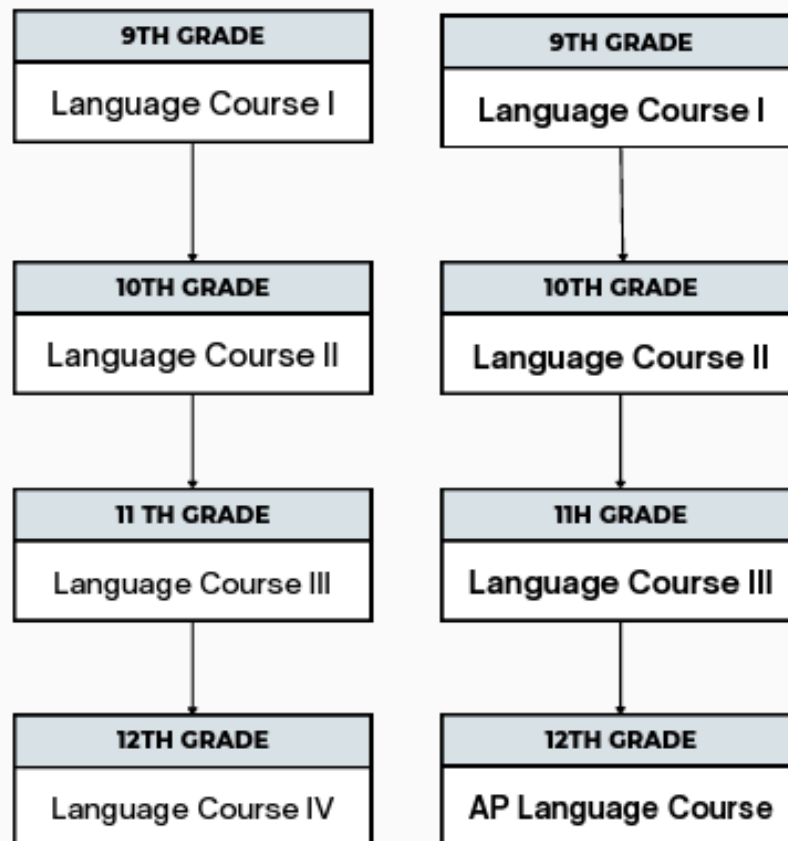
Spanish:

- All High Schools

Zuni:

- Albuquerque HS *

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



APS SPANISH BILINGUAL SEAL REQUIREMENTS

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

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

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

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

HIGH SCHOOL LANGUAGE COURSE SEQUENCE GUIDE FOR DUAL LANGUAGE ED.

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

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

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

CAREER PATHWAYS

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

Introduction and Definitions

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

WORK EXPERIENCES

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

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND ATHLETICS

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

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

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

SUMMER PROGRAMS

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

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

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

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

APS MAGNET SCHOOLS

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

Career Enrichment Center (CEC)

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

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

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

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

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

cec.aps.edu. Prerequisites and recommendations for specific courses can also be found on our website at cec.aps.edu.

College and Career High School (CCHS)

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

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

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

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

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

Early College Academy (ECA)

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

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

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

Student Profile: ECA attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students with ability, motivation, and potential have the opportunity to earn college credit while working toward a high school diploma. Due to the school's structure, ECA does not offer specialized classes or other services traditionally offered at comprehensive high schools such as ESL, Gifted, or Special Education classes. ECA

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

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

eCADEMY High School

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

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

Website: ecademy.aps.edu

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

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

Full-Time/Independent Program Features:

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

Full-Time/TradeED Program Features:

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

- [Automotive](#) (3 CNM terms to complete)
- [Welding](#) (3 CNM terms to complete)
- [Electrical](#) (3 CNM terms to complete)
- [Carpentry/Construction](#) (2 CNM terms to complete)

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

Freedom High School

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

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

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

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

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

NEX+Gen Academy

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

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

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

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

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

School on Wheels High School

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

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

Program Features: School on Wheels High School is a magnet school where students can recover, remediate, or enrich learning opportunities through career internships, work-study programs and after-school online credit recovery classes. Students are required to take core courses during the school day with elective credits coming from

career exploration (Wednesdays) and work hours. Our mission is to create a learning community that motivates each student to graduate from high school ready for college and careers.

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

Sandia International Baccalaureate Diploma Program

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

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

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

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

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

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

SPECIAL PROGRAMS

New Futures School

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

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

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

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

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

Transition Outcomes

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

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

Juvenile Detention Center Educational Unit and Continuation School

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

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

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



Indian Education Programming at Albuquerque High

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

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

Language Courses

Zuni I Shiwi'ma Bena:we

Grade(s): 9-12

Credits: 1.0 (Fall)

Session: IA (Periods 1 & 2 place holder)

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

Zuni II Shiwi'ma Bena:we

Grade(s): 9-12

Credits: 1.0 (Spring)

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

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

Zuni III Shiwi'ma Bena:we

Grade(s): 9-12

Credits: 1.0 (Fall)

Session: IA (Periods 1 & 2 place holder)

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

Zuni IV Shiwi'ma Bena:we

Grade(s): 9-12

Credits: 1.0 (Spring)

Session: IA (Periods 1 & 2 place holder)

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

Navajo I*

Grade(s): 9-12

Credits: 1.0 (Fall)

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

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

Navajo II*

Grade(s): 9-12

Credits: 1.0 (Spring)

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

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

Navajo III

Grade(s): 9-12

Credits: 1.0 (Fall)

Session: IA (Periods 1 & 2 place holder)

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

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

Navajo IV

Grade(s): 9-12

Credits: 1.0 (Spring)

Session: IA (Periods 1 & 2 place holder)

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

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



Social Studies Courses

Navajo History & Government

Grade(s): 11-12

Credits: 1.0 (Fall & Spring)

Session: IA (Periods 1 & 2 place holder)

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

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

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

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

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

Grade(s): 11-12

Credits: 1.0 (Spring or Fall)

Session: IA (Periods 1 & 2 place holder)

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

Economics

Grade(s): 11-12

Credits: 1.0 (Spring or Fall)

Session: IA (Periods 1 & 2 place holder)

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

Career & Cultural Exploration courses

ACE Indigenous Knowledge Keepers Internship I

Grade(s): 9-12

Credits: 1.0 (.5 per semester)

Schedule: This course meets Saturday & Sunday

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

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

ACE Indigenous Knowledge Keepers Internship II

Grade(s): 10-12

Credits: 1.0 (.5 per semester)

Schedule: This course meets Saturday & Sunday

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

ACE Indigenous Knowledge Keepers Internship II

Grade(s): 10-12

Credits: 1.0 (.5 per semester)

Schedule: This course meets Saturday & Sunday

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

Registration Instructions:

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



[APS Indian Ed Registration Form](#)

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

ALBUQUERQUE PUBLIC SCHOOLS DISTRICT

COURSE OFFERINGS

Core Curriculum Courses

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

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

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

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

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

Language Arts

English 9

Grade Level(s): 9

Length/Credit: Year/1.0

NCAA: Yes

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

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

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

Course Number: 25031

Course Type: Regular

Fee: None

English 9 Honors

Grade Level(s): 9

Length/Credit: Year/1.0

NCAA: Yes

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

Course Number: 25034

Course Type: Honors

Fee: None

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

English 10

Grade Level(s): 10

Prerequisite: English 9

Length/Credit: Year/1.0

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

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

Course Number: 25041

Course Type: Regular

Fee: None

NCAA: Yes

English 10 Honors

Grade Level(s): 10

Prerequisite: English 9 or English 9 Honors

Length/Credit: Year/1.0

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

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

Course Number: 25044

Course Type: Honors

Fee: None

NCAA: Yes

AP Seminar

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

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

Length/Credit: Year/ 1.0

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

Course Number: 55521

Course Type: AP

Fee: None

NCAA: Yes

English 11

Grade Level(s): 11

Prerequisite: English 10 or English 10 Honors

Length/Credit: Year/1.0

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

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

Course Number: 25051

Course Type: Regular

Fee: None

NCAA: Yes

AP English Language and Composition 11

Grade Level(s): 11

Prerequisite: English 10 or English 10 Honors

Length/Credit: Year/1.0

Course Number: 25058

Course Type: AP

Fee: None

NCAA: Yes

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

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

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

Grade Level(s): 11

Prerequisite: English 10

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

Length/Credit: Year/1.0

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

Course Number: 21532/11020

Course Type: Regular

Fee: None

NCAA: Yes

English 12

Grade Level(s): 12

Prerequisite: English 11 or English 11 AP

Length/Credit: Year/1.0

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

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

Course Number: 25061

Course Type: Regular

Fee: None

NCAA: Yes

AP English Literature and Composition 12

Grade Level(s): 12

Prerequisite: English 11 or English 11 AP

Length/Credit: Year/1.0

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

Course Number: 25064

Course Type: AP

Fee: None

NCAA: Yes

through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

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

AP Research

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

Prerequisite: AP Seminar

Length/Credit: Year/1.0

Course Number :55522

Course Type: AP

Fee: None

NCAA: Yes

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

Creative Writing II

Grade Level(s): 9-12

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

Length/Credit: Year/1.0

Course Number: 24541

Course Type: Regular

Fee: None

NCAA: No

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

College Prep Composition

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

Prerequisite: English 11

Length/Credit: Semester/.5

Course Number: 24531

Course Type: Regular

Fee: None

NCAA: Yes

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

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

Mythology & Folklore In Literature

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

Prerequisite: English 11

Length/Credit: Semester/.5

Course Number: 22037

Course Type: Regular

Fee: None

NCAA: Yes

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

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

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

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

Bible Literature

Grade Level(s): 11- 12

Length/Credit: Year/1.0

Prerequisite: English 11

Course Number: 21533

Course Type: Regular

NCAA: Yes

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

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

Shakespeare

Grade Level(s): 11 - 12

Length/Credit: Year/ 1.0

Prerequisite: English 11

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

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

Film Criticism

Grade Level(s): 11 - 12

Length/Credit: Year/ 1.0

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

Important Note: Grants English 11 and 12 credit.

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

Crime & Punishment

Grade Level(s): 11- 12

Length/Credit: Year/ 1.0

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

Important Note: Grants English 11 and 12 credit.

Course Number: 22072

Course Type: Regular

NCAA: Yes

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

ELD – Level I/II

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

Grade Level(s): 9 - 12

Length/Credit: Year/ 1.0

Course Type: Regular

NCAA: not currently approved

Appropriate for students with ACCESS Score of 0-2.9

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

ELD – Level III/IV

205E(1,3,5,7)

Grade Level(s): 9 - 12

Length/Credit: Year/ 1.0

Course Number(s):

Course Type: Regular

NCAA: not currently approved

(only ELD 10 ¾ is current NCAA approved)

Appropriate for students with ACCESS score of 3.0-4.6

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

Mathematics

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

	<i>completion of Alg I in middle school.)</i>		<i>Pre-Calculus Pre-Calculus Bil Calculus AP Calculus AB</i>	AP Statistics Trans College Math Financial Literacy CNM Dual Credit
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Algebra I

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 33040

Course Type: Regular

Fee: None

NCAA: Yes

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

Algebra I Bilingual

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 3304A

Course Type: Regular

Fee: None

NCAA: Yes

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

Honors Algebra I

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 33080

Course Type: Honors

Fee: None

NCAA: Yes

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

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

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

Honors Algebra I Bilingual

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Number: 33080B

Course Type: Honors

Fee: None

NCAA: Yes

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

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

1. the sophistication of the response the teacher asks of students

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

Geometry

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

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

Course Number: 35040

Course Type: Regular

Fee: None

NCAA: Yes

Geometry Bilingual

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

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

Course Number: 3504A

Course Type: Regular

Fee: None

NCAA: Yes

Honors Geometry

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

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

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

Course Number: 35080

Course Type: Honors

Fee: None

NCAA: Yes

Honors Geometry Bilingual

Grade Level(s): 9-12

Prerequisite: Algebra I

Length/Credit: Year/1.0

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

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

Course Number: 3504B

Course Type: Honors

Fee: None

NCAA: Yes

Algebra II

Grade Level(s): 10-12

Course Number: 36040

Course Type: Regular

Prerequisite: Algebra I, Geometry

Fee: None

Length/Credit: Year/1.0

NCAA: Yes

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

Algebra II Bilingual

Course Number:3604A1

Grade Level(s): 10-12

Course Type: Regular

Prerequisite: Algebra I, Geometry

Fee: None

Length/Credit: Year/1.0

NCAA: Yes

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

Honors Algebra II/Trigonometry

Course Number: 36080

Grade Level(s): 10-12

Course Type: Honors

Prerequisite: Algebra I, Geometry

Fee: None

Length/Credit: Year/1.0

NCAA: Yes

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

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

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

Trigonometry

Course Number: 38019

Grade Level(s): 10-12

Course Type: Regular

Prerequisite: Algebra I, Geometry, Algebra II

Fee: None

Length/Credit: Year/1.0

NCAA: Yes

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

Pre-Calculus

Course Number: 38040

Grade Level(s): 10-12

Course Type: Regular

Prerequisite: Algebra I, Geometry, Algebra II

Fee: None

Length/Credit: Year/1.0

NCAA: Yes

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

Pre-Calculus Bilingual**Grade Level(s): 10-12****Prerequisite: Algebra I, Geometry, Algebra II****Length/Credit: Year/1.0**

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

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

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

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

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

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

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

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

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

Course Number: 38010b**Course Type: Regular****Fee: None****NCAA: No****Financial Literacy****Grade Level(s): 11-12****Prerequisite: Algebra I, Geometry, Algebra II****Length/Credit: Year/1.0**

Course Description: Financial Literacy as a mathematics course satisfies the fourth-year mathematics requirement and is designed to apply

Course Number: 38011**Course Type: Regular****Fee: None****NCAA: No**

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

Distance Education Financial Literacy

Course Number: 38011DE

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Type: Regular

Fee: None

NCAA: No

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

Probability & Statistics

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 38023

Course Type: Regular

Fee: None

NCAA: Yes

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

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

AP Statistics

Grade Level(s): 11-12

Prerequisite: Algebra I, Geometry, Algebra II

Length/Credit: Year/1.0

Course Number: 38022

Course Type: AP

Fee: None

NCAA: Yes

Course Description: Advanced Placement Statistics introduces the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data using these four broad themes. Exploration:

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

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

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

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

Calculus

Course Number 38051

Grade Level(s): 11-12
Prerequisite: Algebra I, Geometry, Algebra II
Length/Credit: Year/1.0

Course Type: AP
Fee: None
NCAA: Yes

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

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

AP Calculus AB

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

Course Number: 38080
Course Type: AP
Fee: None
NCAA: Yes

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

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

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

AP Calculus BC

Grade Level(s): 11-12
Prerequisite: Algebra I, Geometry, Algebra II, AP Calculus AB
Length/Credit: Year/1.0

Course Number: 38085
Course Type: AP
Fee: None
NCAA: Yes

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

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

AP Computer Science Principles

Grade Level(s): 11-12
Prerequisite: Algebra I, Geometry, Algebra II
Length/Credit: Year/1.0

Course Number: 66150
Course Type: AP
Fee: None
NCAA: Yes

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

AP Computer Science A

Grade Level(s): 11-12
Prerequisite: Algebra I, Geometry, Algebra II
Length/Credit: Year/1.0

Course Number: 65511
Course Type: AP
Fee: None
NCAA: Yes

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

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

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

Science

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

Biology I

Grade Level(s): 9-12

Length/Credit: Year/1.0

Course Description: This laboratory course is designed to provide information regarding the fundamental concepts of life and life processes.

Course Number: 41111

Course Type: Regular

NCAA: Yes

Topics covered include, but are not restricted to, cell structure and function, biochemistry, genetics, ecology, evolution, taxonomy, and certain aspects of earth science. Reading, writing, and speaking strategies are inculcated in the course.

Biology I Bilingual

Grade Level(s): 9-12

Length/Credit: Year/1.0

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

Course Number: 4111B

Course Type: Regular

NCAA: Yes

AP Biology

Grade Level(s): 11-12

Length/Credit: Year/1.0

Prerequisites: Completion of Biology and Chemistry with a C or better is strongly recommended

Fee: \$30.00

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

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

Course Number: 44131

Course Type: AP

NCAA: Yes

Chemistry I

Grade Level(s): 10-12

Length/Credit: Year/1.0

Prerequisite: Algebra I and Biology

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

Course Number: 42111

Course Type: Regular

NCAA: Yes

Chemistry I Bilingual

Grade Level(s): 10-12

Length/Credit: Year/1.0

Prerequisite: Algebra I and Biology

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

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

Course Number: 42111B

Course Type: Regular

NCAA: Yes

AP Chemistry

Grade Level: 11-12

Length/Credit: Year/1.0

Fee: \$30.00

Prerequisites: Successful Completion of Chemistry I and Algebra II is recommended

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

Course Number: 44132

Course Type: AP

NCAA: Yes

qualifications on this exam may receive college level credit and advance to upper level coursework in chemistry at the college level. Students earn a weighted grade for this course.

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

Physics I

Grade Level(s): 11-12

Length/Credit: Year/1.0

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

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

Course Number: 43111

Course Type: Regular

NCAA: Yes

Physics I Bilingual

Grade Level(s): 11-12

Length/Credit: Year/1.0

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

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

Course Number: 43111B

Course Type: Regular

NCAA: Yes

AP Physics I

Grade Level(s): 11-12

Length/Credit: Year/1.0

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

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

Course Number: 43171

Course Type: AP

NCAA: Yes

Social Studies

Personal Financial Literacy

Grade Level(9): Grad Standard Year 2029

Length/Credit: Semester/0.5

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

Course Number:15017

Course Type: Regular

New Mexico History

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

Length/Credit: Semester/0.5

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

Course Number: 10043

Course Type: Regular

NCAA: Yes

New Mexico History Bilingual

Course Number: 10043B

Grade Level(s): 10-12

Length/Credit: Semester/0.5

Course Type: Regular

NCAA: Yes

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

World History/Geography

Course Number: 12019

Grade Level(s): 10

Length/Credit: Year/1.0

Course Type: Regular

NCAA: Yes

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

World History/Geography Bilingual

Course Number: 12011B

Grade Level(s): 10

Length/Credit: Year/1.0

Course Type: Regular

NCAA: Yes

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

AP World History/Geography

Course Number: 12013

Grade Level(s): 10

Length/Credit: Year/1.0

Course Type: AP

NCAA: Yes

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

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

AP World History/Geography Bilingual

Course Number: 1201B

Grade Level(s): 10

Length/Credit: Year/1.0

Course Type: AP

NCAA: Yes

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

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

US History/Geography

Course Number: 11011

Grade Level(s): 11

Length/Credit: Year/1.0

Course Type: Regular

NCAA: Yes

Course Description: United States History and Geography is a survey course with a focus on post-Reconstruction United States (1877 –

Present). Major emphasis is placed on American society, culture, and politics. The student uses critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

US History/Geography Bilingual

Course Number: 11011B

Grade Level(s): 11

Length/Credit: Year/1.0

Course Type: Regular

NCAA: Yes

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

AP US History/Geography

Grade Level(s): 11

Length/Credit: Year/1.0

Course Number: 11013

Course Type: AP

NCAA: Yes

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

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

AP US History/Geography Bilingual

Course Number: 11013B

Grade Level(s): 11

Length/Credit: Year/1.0

Course Type: AP

NCAA: Yes

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

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

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

Grade Level(s): 11

Recommended: English 10

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

Length/Credit: Year/1.0

Course Number: 21532/11020

Course Type: Regular

Fee: None

NCAA: Yes

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

Government

Grade Level: 12

Length/Credit: Semester /0.5

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

Course Number: 13011

Course Type: Regular

NCAA: Yes

Course Description: Government is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. The student analyzes the history and changing

interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. In addition, he/she examines his/her rights and responsibilities as a citizen and how to exercise them as well as experience the political process at local, state, and national levels of governments.

Distance Education Government

Course Number: 13011DE

Grade Level: 12

Length/Credit: Semester /0.5

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

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

Course Type: Distance Ed

NCAA: Yes

Government Bilingual

Grade Level: 12

Length/Credit: Semester /0.5

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

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

Course Number: 1301B

Course Type: Regular

NCAA: Yes

AP US Government/Politics

Grade Level(s): 12

Length/Credit: Semester/0.5

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

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

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

Course Number: 13016

Course Type: AP

NCAA: Yes

AP US Government/Politics Bilingual

Grade Level(s): 12

Length/Credit: Semester/0.5

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

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

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

Course Number: 13016B

NCAA: Yes

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

Economics

Grade Level(s): 12

Length/Credit: Semester/0.5

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

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

Course Number: 15011

Course Type: Regular

NCAA: Yes

Distance Education Economics

15011DE

Grade Level(s): 12

Length/Credit: Semester/0.5

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

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

Course Number:

Course Type: Distance Ed

NCAA: Yes

Economics Bilingual

Grade Level(s): 12

Length/Credit: Semester/0.5

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

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

Course Number: 15011B

Course Type: Regular

NCAA: Yes

AP Economics

Grade Level(s): 12

Length/Credit: Semester/0.5

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

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

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

Course Number: 15015

Course Type: AP

NCAA: Yes

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

Anthropology – 17015

Grades 10 – 12
2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

AP African American Studies- 51251

Department: Social Studies

Course Type: AP social studies 4

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

Length of Course: 1 year

Grade Level(s): 9-12

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

AP European History – 16042

Grades 9 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

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

AP Human Geography - 16015

1 Year

Grades: 9 - 12

Graduation Requirement Met: Social Studies 4, Elective

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

AP Microeconomics - 15100

1 Year

Grades: 9 - 12

Graduation Requirement Met: Social Studies 4, Elective

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

AP Psychology - 53041

Grade Level(s): 10-12

Course Type: AP Social Studies 4

Length/Credit: Year/1.0

NCAA: Yes

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

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

Ethnic Studies – 51211

Grades 11 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

Holocaust and Human Behavior - 53042

Length of Course: 1 year (2 semesters)

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

Grade Level(s): 9-12

Graduation Requirement: Social Studies 4, Elective

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

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

Native American Studies I - 51504

Grades 9-12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

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

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

Psychology I - 53040

Grades 10-12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

Reel History – 16025

Grades 10 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

Reel History is a comparative study between film and United States history. Exploration of fact and fiction is made through the use of

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

Rock and Roll History – 11028

Grades 9 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

Sociology – 16041

Grades 9 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

Social Psychology – 16030

Grades 9 – 12

2 Semesters, 1 Credit

Graduation Requirement Met: Social Studies 4, Elective

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

Health

Health

Course Number: 48010

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

Course Type: Regular

Length/Credit: Semester/0.5

NCAA: Yes

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

P.O.W.E.R. – Philosophy of Wellness that Enriches Relationships

Grade Level(s): 9

Length/Credit: Semester/0.5

Course Number: 063TF

Course Type: Gifted

NCAA: Yes

Course Description: Philosophy of Wellness that Enriches Relationships (POWER) focuses on 'real life' problems. The student studies, analyzes, interprets, and evaluates universal topics. Components range from self-concept, self-analysis (Myers- Briggs),

nutrition, brain research, multiple intelligence theory, learning styles, technology, mental, spiritual, physical, and sexual issues. The themes woven throughout the course balance independent learning, interest development, communication, critical thinking, ethical reasoning, leadership, interpersonal skills, creativity, and problem solving. Based on his/her research, analysis, synthesis, and evaluation each student begins to develop his/her own philosophy for life. Special topics include, but are not limited to exercise, nutrition, and food choices; weight control, and the consequences of obesity; sexuality (pregnancy and sexually-transmitted diseases); and addiction, addictive substances, and addictive behavior. The small class size supports discussion, creativity, and higher-level thinking skills. Skills and knowledge acquired in this course can be applied to the Health Science and the Human Services Career Clusters and their respective pathways.

Physical Education

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

Foundations of Physical Education

Course Number:90000

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

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

JROTC I

Course Number:

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

Marching Band I

Course Number:7303F

Grade Level(s): 9

Course Type: Regular

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

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

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

Marching Band is an advanced performance course for students with experience on standard woodwind brass or percussion instruments. Marching Band teaches the advanced techniques of tone production, articulation, intonation, instrument care and

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

Lifetime Sports I

Course Number:90100

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

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

Team & Individual Sports I

Course Number:90160

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

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

Weight Training I

Course Number:90421

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

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

Yoga I

Course Number:90450

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

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

Aerobics/Body Conditioning I

Course Number:90446

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

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

Baile Folklórico I

Course Number: 61040

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

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

Interscholastic Athletics

Course Number: 9241A-M

Grade Level(s): 9

Course Type: Regular

Length/Credit: Year/1.0

Credit for Physical Education and permission of instructor

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

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

Course	Albuquerque	Atrisco	Cibola	Del Norte	Eldorado	Highland	La Cueva	Manzano	Rio Grande	Sandia	Valley	Volcano Vista	West Mesa
ENGLISH 09	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 09 HON	X	X	X	X	X	X	X	X	X	X	X	X	X
ENG 9/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 10	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 10 HON	X	X	X	X	X	X	X	X	X	X	X	X	X
AP SEMINAR ELA 10	X		X			X	X			X		X	
ENG 10/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 11	X	X	X	X	X	X	X	X	X	X	X	X	X
ENG 11 HUMANITIES			X				X	X	X	X			
AP ENG LNG COMP 11	X	X	X	X	X	X	X	X		X	X	X	X
AP ENG LIT COMP 11	X	X					X		X		X	X	
AP SEMINAR ELA 11			X			X	X						
ENG 11/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
ENGLISH 12	X	X	X	X	X	X	X	X	X	X	X	X	X
AP ENG LIT COMP 12	X	X	X	X	X	X	X	X		X	X	X	X
AP ENG LNG COMP 12	X	X					X		X			X	
AP RESEARCH ELA 12			X				X						
ENG 12/ELD 1/2 & 3/4	X	X	X	X	X	X	X	X	X	X	X	X	X
FILM CRITICISM ELA 12	X	X	X	X		X	X	X	X	X	X	X	X
CREATIVE WRT II ELA 12	X	X			X		X					X	X
CRIME/PUNISHMNT ELA 12			X		X	X		X	X	X		X	X
SHAKESPEARE ELA 12							X						
BIBLE LIT ELA 12							X	X		X			
COLLEGE PREP COMPOSITION .5					X		X			X			
MYTH/FLKLRINLIT .5			X		X		X		X	X			
ALGEBRA I	X	X	X	X	X	X	X	X	X	X	X	X	X
ALGEBRA I BIL	X	X		X		X			X				X
ALGEBRA I HON	X	X	X	X	X	X	X	X	X	X	X	X	X
ALGEBRA I HON BIL	X	X							X				
GEOMETRY	X	X	X	X	X	X	X	X	X	X	X	X	X
GEOMETRY BIL	X	X		X		X			X				X
GEOMETRY HON	X	X	X	X	X	X	X	X	X	X	X	X	X
GEOMETRY HON BIL	X	X							X				
ALGEBRA II	X	X	X	X	X	X	X	X	X	X	X	X	X
ALGEBRA II BIL	X	X		X		X			X				X
ALGEBRA II/TRIG HON	X	X	X	X	X	X	X	X	X	X	X	X	X
TRIGONOMETRY													
TRIGONOMETRY SEM													
FINANCIAL LIT	X		X	X	X	X	X	X		X	X	X	X
TRNS TO COLMATH	X		X			X	X	X	X	X			
TRNS TO COLMATH BIL	X												
PROB & STATS	X	X	X		X	X	X			X		X	X
AP STATISTICS	X		X	X	X		X			X		X	
PRE CALCULUS	X	X		X	X	X	X	X	X	X	X	X	X
PRE CALCULUS BIL	X	X		X					X				X
AP PRE CALCULUS		X	X	X		X	X		X	X		X	X
AP PRE CALCULUS BIL		X							X				
CALCULUS			X				X						
AP CALC AB	X	X	X		X	X	X	X	X	X	X	X	X
AP CALC BC	X		X		X		X	X		X		X	
BIOLOGY I	X	X	X	X	X	X	X	X	X	X	X	X	X
BIOLOGY BIL	X	X		X		X			X				X

Course	Albuquerque	Artesco	Cibola	Del Norte	Eldorado	Highland	La Cueva	Manzano	Rio Grande	Sandia	Valley	Volcano Vista	West Mesa
CHEMISTRY I	X	X	X	X	X	X	X	X	X	X	X	X	X
CHEMISTRY BIL	X	X		X		X			X				X
AP CHEMISTRY	X				X		X	X		X			
PHYSICS I	X	X	X	X	X	X	X	X	X	X	X	X	X
PHYSICS BIL	X	X		X		X			X				X
AP PHYSICS I			X	X	X	X	X	X	X	X	X	X	X
AP PHYSICS II							X			X			
NM HISTORY	X	X	X	X	X	X	X	X	X		X	X	X
NM HISTORY BL	X												X
W HIST/GEOG	X	X	X	X	X	X	X	X	X	X	X	X	X
W HIST/GEOG BIL	X	X				X			X		X		X
AP W HIST/GEOG	X	X	X	X	X	X	X	X	X	X	X	X	X
AP W HIST/GEOG BIL	X	X							X				X
US HIST/GEO	X	X	X	X	X	X	X	X	X	X	X	X	X
US HIST/GEO BIL	X	X				X			X		X		X
US HIST/GEO HUMANITIES							X			X			
AP US HIST/GEO	X	X	X	X	X	X	X	X	X	X	X	X	X
AP US HIST/GEO BIL	X	X				X			X				X
ECONOMICS	X	X	X	X	X	X	X	X	X	X	X	X	X
ECONOMICS BIL	X	X				X			X				X
AP ECON SEM	X		X	X	X	X	X	X		X	X	X	
GOVERNMENT	X	X	X	X	X	X	X	X	X	X	X	X	X
GOVERNMENT BIL	X	X				X			X				X
AP US GOV/POL	X	X	X	X	X	X	X	X	X	X	X	X	X
AP US GOV/POL BIL		X			X	X			X				X
FOUNDATIONS PE	X	X	X	X	X	X	X	X	X	X	X	X	X
WEIGHTS I	X	X	X	X	X	X	X	X	X	X	X	X	X
TEAM AND INDIVIDUAL SPORTS I	X		X	X	X	X	X	X	X	X		X	X
YOGA I	X	X	X		X	X	X	X	X	X		X	X
LIFETIME SPORTS I		X	X	X		X	X			X	X		X
AEROBICS I			X					X				X	X
BAILE FOLKLORICO I	X	X		X		X			X				X
JROTC/MJROTC I	X	X	X	X	X	X	X	X	X	X	X	X	X
MARCHING BAND/AUX (2SEM)	X	X	X	X	X	X	X	X	X	X	X	X	X
ATHLETICS I		X	X	X	X	X	X	X	X		X	X	X

***Valley High School Elective Course Offerings**

This section includes elective course descriptions offered at Valley High School. Please see your counselor to receive updated and complete information and requirements specific to you. All students are encouraged to take advantage of Advanced Placement (AP) and Honors programs, which enable students to pursue college-level and advanced studies while in high school. All AP/Honors courses have more rigorous reading and writing requirements, as well as an intense focus on further development of advanced reading, writing, and critical/analytical thinking skills. Students will receive career guidance and course planning assistance, in an effort to provide information needed to make well-informed course selection decisions. See apcentral.collegeboard.com to review all College Board AP Course Descriptions and expectations. All students taking AP classes are encouraged to take the AP exams for the full AP experience.

***Information included in this Course Catalog is subject to change, and all courses listed are not offered every semester. Please contact your school counselor for the most current course-related information.**

Engineering the Future

Engineering the Future Assistant Principal: Cassandra Gonzales cassandra.gonzales@aps.edu - 505-345-9021 Ext. 54028

Engineering the Future (EtF) is a magnet school within Valley High School. This allows students to be involved with all activities and offerings through the comprehensive high school experience Valley High School has to offer while gaining skills and having instruction presented through project-based learning. The pathways for Engineering the Future will lead them to careers and college choices within these fields.

9th-12th Grade Pathways:

AJROTC, Computer Science, Engineering Design, Architecture Design, Business, ProStart/Culinary, Carpentry, and Welding are the pathways offered at Valley High School Engineering the Future magnet school. Students that choose an elective within one of the above stated Engineering the Future pathways, will take courses with a cohort of students that are also in EtF and will continue with that pathway for four years. ****There is an opportunity to change your pathway at the end/beginning of each school year. There are specific requirements that have to be met in order to be considered an Engineering the Future magnet student.**

Note: The opportunity to change your pathway must be approved through administration prior to any changes.



Honors and/or Advanced Placement (AP) Course Agreement

Valley High School is committed to providing an environment in which all students have equal access to a rigorous academic experience, including Honors and Advanced (AP) courses. All available courses will be open to all students who have made an informed decision, which includes taking any prerequisite courses, consultation with significant stakeholders, and review of course expectations. The purpose of this document is to ensure that both the student and parent/guardian are fully aware of the academic rigor, requirements, and expectations which are a part of the Honors and AP experience.

Taking an Honors or AP course is a collaborative effort between the student, parent/guardian, teacher and school. Each party plays an essential role and must make a sincere commitment to meet the demands of the role to ensure success in an Honors or AP course. Consequently, it is essential that the student enroll in the Honors or AP course for the correct reasons and understand the full scope of the expectations which will be placed on him/her as part of the academic realities and requirements of each Honors or AP course.

Honors Courses are considered to be advanced courses and AP Courses are considered to be college preparatory experiences. The level of intellectual maturity, ability, organizational skills, and intrinsic motivation required for success in these courses is therefore considerable. **There is an intensive homework load for these courses. Students should expect 1 to 2 hours of homework for every hour spent in class, frequent assignments, readings (AP Courses at a college level), projects outside of class, and possibly work to be completed over vacations and summer. This work load may have implications on your time and commitments to other endeavors such as extracurricular activities.**

Before you enroll in an AP course, be sure to visit the Valley High School Website at:

<https://valley.aps.edu/our-school/student-resources> page and the College Board AP Course and Exam Descriptions found at <https://apcentral.collegeboard.org/courses>. Make sure to locate the “About” section in each course and exam description which indicates the recommended prerequisites for each course. Please also consult with your school counselor. An Honors and/or Advanced Placement (AP) Course Agreement must be signed by a parent/guardian and student prior to starting the class.

Year-Long Commitment

- ☑ It is an expectation that the student will remain enrolled for the duration of the course, which in most cases is the entire school year.
- ☑ If the student encounters difficulty, a student/parent/teacher/counselor conference must be held **within the 2nd or 3rd week of the school year.** The goal of the conference is to develop a support plan for student success in the course. In addition, schedule change implications are discussed (changes in instructors, class period changes, appropriate level changes, open periods and course load maximums, and options for a substitute class). **A minimum of two weeks must be allowed for implementation of the support plan.**
- ☑ If the support plan does not result in success, the student or teacher may make a request to the curriculum assistant, **no earlier than the first 3 weeks of the school year, and no later than the end of the first six weeks of the school year.** for withdrawal (without penalty) from the course. Pending feasibility and room in another course, the student will be transferred to the level of the course appropriate for his/her academic skill level (e.g. World History in place of AP World History), and the grade that the student earned in the Honors or AP course at the time of withdrawal will transfer to the new course and will not be weighted. When a course doesn't exist in the same content area (e.g. withdrawing from AP Chemistry already having taken Chemistry I), the student will either remain in the class with a revised support plan or be withdrawn from the class with a “W”.

Student Commitment

- ☑ I have reviewed the Course Description(s) for this/these course(s) and understand the recommended prerequisites.
- ☑ I understand the course requirements and expectations. I can see my counselor for more information.

- ☑ I realize that Honors and AP courses are a year-long commitment and it is an expectation. I commit to attending this class regularly and commit to the entire length of this course, which in most cases is the entire school year, without withdrawing from the course(s).
- ☑ I understand that the demands of Honors and AP courses exceed those of regular courses, that AP Courses are considered to be college level courses. The level of intellectual maturity, ability, organizational skills, and intrinsic motivation required for success in these courses is therefore considerable. I am committed to the extra effort needed to succeed in this/these course(s), completing all homework, reading and assignments under the given timeframe, including summer reading/assignments.
- ☑ I will attend class regularly prepared for the day's lesson, actively participate in lessons and discussions, take quality notes every day, and I will review, revise, and summarize class notes nightly.
- ☑ I will do my own work in order to improve my ability to reason, analyze, and understand the material.
- ☑ I understand that Honors and AP courses are challenging and that initial grades may not reflect later performance, especially if it is my first time taking such a course.
- ☑ I will ask questions, promptly seek tutorial assistance and confer with the teacher and take immediate action if I encounter difficulty or begin to fall behind in any of these courses.
- ☑ I understand that college credit is not granted for completion of an AP course, but that I have the opportunity to earn college credit by taking the AP exam. The exams are scored on a scale of 1 to 5 by college and university professors and experienced AP teachers. Many U.S. colleges offer credit for AP Exam scores of 3 or higher.
- ☑ I understand that AP exams will cost approximately \$90 for each exam; with the possibility of a fee reduction if I qualify.

Parent Commitment

- ☑ I have reviewed the Course Description(s) for this/these course(s) and understand the recommended prerequisites.
- ☑ I realize that Honors and AP courses are a year-long commitment and it is an expectation. I understand that my student should not request withdrawal from this/these course(s).
- ☑ I understand that Honors and AP courses are challenging and that initial grades may not reflect later performance, especially if it is my child's first time taking such a course. Therefore, I will support my students through that adjustment and use improvement as a measure of success.
- ☑ I understand that the demands of Honors and AP courses exceed those of regular courses and that AP Courses are considered to be college level courses. The level of intellectual maturity, ability, organizational skills, and intrinsic motivation required for success in these courses is therefore considerable.
- ☑ I will help my student organize study time and encourage him/her to be prepared for class every day.
- ☑ I will expect my student to confer with the teacher and attend recommended tutorials if he/she encounters difficulty with the course content. If concerns remain unresolved, I will request an appointment with the teacher.
- ☑ I commit to supporting the teacher's efforts to provide rigorous, quality instruction and valuing the learning that occurs in Honors/AP-rigor coursework.

NM State Seal of Bilingualism and Biliteracy

Valley High School students may obtain the NM State Seal of Bilingualism and Biliteracy upon successful completion of two requirements: Earning 4 high school credits of the same world language course (earning a C or better) and passing a language proficiency assessment in their 4th year of language study. The seal allows a student to wear an honor cord at graduation and have a seal affixed to their diploma. The seal is granted in demonstration of student state and global bilingualism.

ENGLISH/LANGUAGE ARTS ELECTIVE COURSES

English/Language Arts Department Chair: Darcy Hunter - darcy.hunter@aps.edu - 505-345-9021 Ext. 54174

Creative Writing I

24540 GRADE 11, Course Credit: 1.0 This class is an elective.

Description: Creative Writing I, the student reads, analyzes, and discusses selected models of various American authors to gain a background for extensive original thought and writing. The student experiments with and creates working and showcase portfolios (traditional and / or electronic) representing best work in various genres (e.g., short stories, one-act plays, poetry, fiction, and nonfiction). As part of the creative process, the student identifies and concentrates on individual needs for vocabulary development, spelling, sentence structure, and revision and prepares free lance work for submission to publishers. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print and on-line literary magazines.

Creative Writing II

24541 GRADE 12, Course Credit: 1.0

Students must have successful completion of Creative Writing I as an elective during 11th grade to earn English 12 credit.

Description: Creative Writing II, the student reads, analyzes, and discusses selected models of various American authors to gain a background for extensive original thought and writing. The student experiments with and creates working and showcase portfolios (traditional and / or electronic) representing best work in various genres (e.g., short stories, one-act plays, poetry, fiction, and nonfiction). As part of the creative process, the student identifies and concentrates on individual needs for vocabulary development, spelling, sentence structure, and revision and prepares free lance work for submission to publishers. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print and on-line literary magazines.

MATHEMATICS ELECTIVE COURSES

Mathematics Department Chair: Veronica Pena Gonzales - gonzales_v@aps.edu 505-345-9021 Ext. 54130

Math Strategies I

31001 GRADES 10-11, Course Credit: 1.0

This course will earn elective credit, not math credit.

Description: Math Strategies I is for the student who needs support with Algebra I skills and concepts). The student receives personalized instruction and progress monitoring assessment in his/her areas of need and learns through a variety of strategies, techniques.

SCIENCE ELECTIVE COURSES

Science Department Chair: Brett Lovette - brett.lovette@aps.edu - 505-345-9021 Ext. 54117

AP Environmental Science

44135 GRADE 9-12, Course Credit 1.0

Recommended C or better in Algebra I, Biology I and Chemistry I.

Description: This laboratory class is designed to provide the student with the scientific principles, concepts and methodologies required to understand, identify, and analyze environmental problems both natural and man-made, and to examine alternative solutions for resolving and/or preventing them. The course is interdisciplinary, covering topics in the fields of geology, biology, chemistry, geography, and physics. The student examines the following themes: science is a process; energy conversions underlie all ecological processes; the Earth itself is one interconnected system; humans alter natural systems; environmental problems have cultural and social contexts; and human survival depends on developing practices that will achieve sustainable systems. The student is encouraged, but is not required, to take the AP exam at the end of the school year. The student may be expected to complete some course assignments outside the school year (i.e., summer).

AP Physics II

43181 GRADE 9-12, Course Credit 1.0

Recommended C or better in Algebra I, Biology I and Chemistry I.

Description: Explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

Forensics

43142 GRADE 9-12, course Credit 1.0

Prerequisite: Successful Completion of Biology I & Chemistry I Course.

Description: This laboratory course is designed as a course for the student interested in forensic science. The philosophical, rational, and practical framework that supports a forensic investigation is presented via an integrated curriculum. This course presents the unifying principles of forensic science, discusses the foundation of forensic science in the basic sciences and mathematics, and introduces the technique of integrating these areas in the determination of the cause of death. The student studies forensic anthropology, biochemistry, chemistry, botany, entomology, and physics as well as problem-solving techniques utilized in analyzing a crime scene. Other topics include ballistics, autopsies, mass disasters, epidemiology of environmental disaster, biological weapons as well as toxicology, microbiology, and pathology. The instructor utilizes a variety of techniques (e.g., demonstration, lecture, laboratory case studies) and literacy strategies (e.g., reading, writing, speaking, research) to deliver the curriculum.

Sports Medicine I

90700 GRADE 9-12, Course Credit: 1.0

Lab Fees: \$25.00 per year.

Description: Sports Medicine I is recommended for the student who is considering a career in the health- or medicine-related field. The student examines anatomical and physiological systems of the human body and how they relate to physical activity. Special attention is given to the following topics: skeletal, muscular, respiratory, and nervous systems; the prevention, cause/effect, treatment, and reconditioning of athletic injuries; emergency care and first aid; and athletic training. Literacy strategies are integrated throughout the curriculum. A minimum of 10

observation hours at sport practices and games are required for this course.

Sports Medicine II

90701 GRADE 10-12 Course Credit: 1.0

Prerequisite: Successful Completion of Sports Medicine I, recommended with a C or better.

Lab Fees: \$25.00 per year.

Description: Sports Medicine II builds on Sports Medicine I and is recommended for the student who is serious about health- or medical-related careers. The student acquires knowledge of sport-related injury recognition and prevention; emergency care and first aid; and rehabilitation. Special emphasis is placed on musculoskeletal, cardiorespiratory, and neuromuscular body systems as well as evaluation techniques and disposition of athletic injuries. Literacy strategies are integrated throughout the curriculum. A minimum of 15 observation hours at sport practices and games are required for this course.

Sports Medicine III

90702 GRADE 10 Course Credit: 1.0

Prerequisite: Successful Completion of Sports Medicine II, recommended with a C or better.

Lab Fees: \$25.00 per year.

Description: Sports Medicine III is recommended for the student with a strong desire to investigate a medical-related field. The student investigates sports-related injuries in the areas of recognition and prevention; evaluation; first aid and emergency care; and rehabilitation. Other topics of special emphasis, but not limited to, are body systems, exercise physiology, kinesiology and conditioning, and epidemiology. Literacy strategies are integrated throughout the curriculum. A minimum of 15 observation hours at sport practices and games are required for this course.

SOCIAL STUDIES ELECTIVE COURSES

Social Studies Department Chair: Erin Gillespie - erin.gillespie@aps.edu - 505-345-9021 Ext. 54159

Law I

16020 GRADE 9-12, Course Credit: 1.0 Elective

Description: Law I studies the American legal system and its application in daily life. Major areas of study are basic law concepts, criminal law, civil law, constitutional law/individual rights, law in daily life, and juvenile law. The course deals with the contemporary law-related public issues and provides the student with the ability to identify, analyze, and evaluate ways to resolve legal disputes. The student is provided the opportunity to gain knowledge of the legal system and everyday legal problems. Field trips to court proceedings occur as opportunities arise and appropriate guest speakers are planned. Reading, writing, listening, speaking, and research strategies are integrated throughout the course. This course is a prerequisite for Mock Trial.

Mock Trial I

16021 GRADE 9-12, Course Credit: 1.0 Elective

Description: Mock Trial I focuses on the fundamentals of the American legal system using the materials provided by the Center for Civic Values and members of the New Mexico Bar Association. The student examines criminal and civil law as it applies to a courtroom and daily life. The student investigates the fundamentals of communication, human relations, group dynamics and self-awareness skills necessary for being involved in a series of mock trial scrimmages and competitions.

Mock Trial II

16022 GRADE 10-12, Course Credit: 1.0

Prerequisite: Mock Trial I Elective

Description: In Mock Trial II the student builds on the knowledge and skills learned in Mock Trial I. The student continues general preparation of the study and application of law. He/She participates in Mock Trial scrimmages and the competitions demonstrating skills in communication, human relations, group dynamics, and self-awareness.

Mock Trial III

16023 GRADE 11-12, Course Credit: 1.0

Prerequisite: Mock Trial II Elective

Description: In Mock Trial III, the student builds on the knowledge and skills learned in Mock Trial I and II. The student demonstrates his/her knowledge of the fundamentals of the American legal system and participates in Mock Trial competitions as well as assumes a leadership role demonstrating and teaching the skills he/she has learned in the two previous courses. The student continues to hone his/her skills in the areas of communication, human relationships, group dynamics and self-awareness.

Mock Trial IV

16024 GRADE 12, Course Credit: 1.0

Prerequisite: Mock Trial III Elective

Description: In Mock Trial IV the student continues to master the skills learned in the previous Mock Trial courses. The student prepares for and is involved in a series of mock trials. He/She assumes a leadership role within the Mock Trial Program by assisting students in the other Mock Trial courses in gaining the knowledge necessary to competently compete in the Mock Trial program.

Rock and Roll: A History and Appreciation

11028 Grades 9-12, Credit 1.0: Elective

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

Reel History I

16025 GRADE 10 – 12, Credit 1.0: Elective

Description: Reel History is a comparative study between film and United States history. Exploration of fact and fiction is made through the use of various film genres in an attempt to understand popular culture and its role in the history of the United States. The student discovers how truths and misconceptions have impacted popular culture. Critical thinking skills are used in identification and evaluation of course material. Cause and effect and interpretations of various political and social messages as well as comparisons of different media are measured. Formulation of questions and the use of primary and secondary material are used to contrive well thought conclusions regarding subject material. The student recognizes the relationships between Social Studies and global changes, applying a base of Social Studies knowledge to recognize allusions to important places, persons, and events in media. The student examines questions as to why and how things have changed, using this information to

predict what may happen in the future. Areas of study include, but are not restricted to, historical relevance, major film players, analysis and interpretation, expression of ideas, appreciation of film as an art form, and media literacy. Due to the ratings of some films, parental approval will be required in order to view some of the films shown during the course of the year. A \$5.00 fee will also be collected from each student.

Sociology

16041 GRADE 10-12, Course Credit: 1.0

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

Psychology

53040 GRADES 9-12 Length/Credit: Year/1.0

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

Social Psychology

16030 GRADES 10-12 Course Credit: 1.0

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

AP Art History

72053 GRADES 9-12 Course Credit: 1.0

Description: Advanced Placement Art History provides an understanding and knowledgeable appreciation for architecture, sculpture, painting, and other art forms within their historical and geographical context considering such issues as patronage, gender, and the functions and effects of works of art. The course emphasizes the role the visual arts play in our understanding of the social, political, technological, and philosophical history of humankind and interactions with different types of human societies. The student learns to analyze works of art from many world traditions and articulate what he/she sees in writing. The course promotes an understanding of the elements of art, fundamental art historical terminology, and technical processes used in the production of art. This course highlights the nature of change and continuity in international frameworks, their causes and consequences. The student uses critical thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in art history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class.

PHYSICAL EDUCATION ELECTIVE COURSES

Physical Education Department Chair: Gary Montoya - montoya_gb@aps.edu - 505-345-9021 Ext. 54263

Interscholastic Athletic II

9242A-G GRADES 10-12, Course Credit: 1.0

Prerequisite: Interscholastic Athletics I and Instructor's Approval

Lab Fees: \$20.00 per year.

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

Interscholastic Athletic III

9243A-G GRADES 11-12, Course Credit: 1.0

Prerequisite: Interscholastic Athletics II and Instructor's Approval

Lab Fees: \$20.00 per year.

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

Interscholastic Athletic IV

924A-G GRADES 12, Course Credit: 1.0

Prerequisite: Interscholastic Athletics III and Instructor's Approval

Lab Fees: \$20.00 per year.

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

Health Education II: Level Up Your Life through Health & Fitness

48013/480B2 (480B2 Bilingual) Grades 10-12, Course Credit: 1.0

Prerequisites: Successful completion of Health I

Lab Fees: \$20.00 covers CPR certification, personal equipment training (e.g., mouth barrier, gloves), and possible field trips

Are you ready to level up your life? Welcome to "Health and Fitness: The Ultimate Wellness Challenge" - your ticket to becoming the best version of yourself! This comprehensive course aims to equip students with essential knowledge and skills for optimal health and fitness. Through a multifaceted approach, participants will explore: Nutrition fundamentals, Stress management techniques, Abuse prevention strategies, Disease prevention methods, Interpersonal Communication skills, Emergency first aid skills and fitness activity experiences. The course emphasizes the development of lifelong wellness habits, preparing students to maintain a healthy lifestyle beyond

the classroom. Skills and knowledge acquired in this course can be applied to the Health Science and the Human Services Career Clusters and their respective pathways and New Mexico Health and Biosciences Career Clusters.

Weight Training II-III

90422, 90423 Grades 10-12, Course Credit 1.0

Prerequisite: Successful completion of Weight Training I &/or II

Notes: The student is required to have a suitable change of clothing and shoes. Lifting belts are recommended. A lab fee may be charged.

Weight Training II-IV is designed for the student who is earnest about strength development. The student continues to investigate physical fitness, health maintenance, power lifting, and Olympic-style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. Emphasis is placed on steroid and other supplement use and abuse. In addition, the student develops an individualized weight-lifting program and demonstrates and participates in fitness testing techniques. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course can be applied to the Health Science, Human Services Career Clusters, and Education and Training, and their respective pathways, and the New Mexico Arts and Entertainment and Health and Biosciences career clusters.

Team and Individual Sports II-III

90161, 90162 Grades 10-12, Course Credit 1.0

Prerequisite: Successful completion of Team and Individual Sports I &/or II

Notes: The student is required to have a suitable change of clothing and shoes (T-shirt or sweatshirt, socks, and athletic shoes). The student may pay a course fee for materials, supplies, and equipment maintenance.

In Team and Individual Sports II-III, the student develops, clarifies, and applies his/her philosophy of the techniques, skills and strategies of the course, and continues to prepare in the aiding, teaching and coaching of sports to young children. The student, while employing leadership skills and techniques, develops and refines a more in depth strategy phase of at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate frisbee, racquetball, volleyball, rugby, and softball. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course apply to the education and training career cluster, teaching/training pathway which includes sports administration and sports management, sports officiating. T & I knowledge and skills are also supportive of the Health Sciences cluster, specifically supporting the therapeutic services and diagnostics services pathways.

Yoga/Pilates II-IV

90451, 90453, 90454 Grades 10-12, Course Credit 1.0

Prerequisite: Successful completion of Yoga/Pilates I

Notes: The student may be required to provide his/her own individual mat and proper athletic gear. The student is required to have a suitable change of clothing and shoes. The student is required to consult a doctor before starting a health program if there are any health concerns.

Yoga/Pilates II-IV builds on the skills acquired in Yoga/Pilates I &II. The goal is achievement of healthy behaviors that endure throughout life. The Student works at a pace that fits in with his/her established personal goals. The focus of this class on motor learning strategies, body awareness, stress reduction, breath work, balance, functional movement. The student gains muscular strength, endurance, coordination, and flexibility. Areas of study include, but not limited to, movement forms, movement concepts and principles, physically active lifestyle, physical fitness, personal and social behaviors, cultural awareness, career options, and personal enjoyment. Reading, writing, speaking, and research strategies are integrated throughout this course.

VHS Career Pathways/Career and Technical Education

Career and Technical Education Department Chair: Serri Grube - grube@aps.edu - 505-345-9021 Ext. 54100

Career Cluster: Manufacturing

Pathway: Manufacturing Production Process Development

Program Name: Welding

Program of Study:

- Welding 1
- Welding 2
- Precision Metalwork (Welding 3)
- Welding Internship/ACE Metalwork (Welding 4)

Career Cluster: Architecture and Construction

Pathway: Design/Pre-Construction

Program Name: CAD Architecture

Program of Study: Design and Software

- CAD Arch I
- CAD Arch II
- CAD Arch III
- CAD Arch IV

Program Name: Carpentry

Program of Study:

- NCCER Core Curriculum-Intro (Carpentry 1)
- Carpentry 2
- Carpentry 3
- Carpentry Internship (Carpentry 4)

Career Cluster: STEM

Pathway: Engineering and Technology

Program Name: Engineering

Program of Study:

- Introduction to Engineering Design (Engineering 1)
- Principles of Engineering (Engineering 2)
- Engineering Design/Development (Engineering 3)
- ACE I Drafting/Engineering Internship (Engineering 4)

Career Cluster: Information Technology

Pathway: Programming and Software Development

Program Name: Computer Science

Program of Study:

- Computer Science/Programming
- Programming
- Advanced Programming
- AP Computer Science

Career Cluster: Law, Public Safety, Corrections, and Security

Pathway: Security and Protective Services

Program Name: Military Science

- AROTC 1
- AROTC 2
- AROTC 3
- AROTC 4

Business Management

- Introduction to Business
- Business Management
- Business Work Experience
- Dual Credit or Business Internship

Pro Start (Culinary Arts)

- ProStart I (Culinary 1)
- ProStart II (Culinary 2)
- ACE ProStart Internship 1 (Culinary 3)
- ACE ProStart Internship 2 (Culinary 4)

Introduction to Business

84320 GRADES 9-12, Course Credit: 1.0

Lab fees: \$20.00 per year

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

**Working scheduled shifts in the school based enterprise (snack bar) during lunch and/or mornings in DECA is a highly recommended component of this course.*

Business Management (Economics credit)

84321 GRADES 10-12 Course Credit: 1.0

Prerequisite: Successful Completion of Introduction to Business

Lab fees: \$20.00 per year

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

Research. **Working scheduled shifts in the school based enterprise (snack bar) during lunch and/or mornings in DECA is a highly recommended component of this course.*

Business Lab I

84313 GRADES 10-12, Course Credit: 1.0

Lab fees: \$20.00 per year

Description: In Business Lab I the student is introduced to marketing skills in a hands-on school-based enterprises (SBE) environment. The student develops and practices skills necessary for employment in a controlled learning situation. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness. **Working scheduled shifts in the school based enterprise (snack bar) during lunch and/or mornings in DECA is a highly recommended component of this course.*

Business Lab II

84314 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Business Lab I

Lab fees: \$20.00 per year

Description: In Business Lab II the student has the opportunity to demonstrate employability skills in a hands-on school-based enterprise (SBE) environment. The student practices supervising peers in a controlled learning situation. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness. **Working scheduled shifts in the school based enterprise (snack bar) during lunch and/or mornings in DECA is a highly recommended component of this course.*

Business Lab III

86121 GRADES 12, Course Credit: 1.0

Prerequisite: Successful Completion of Business Management

Lab fees: \$20.00 per year

Description: Business Lab III is the capstone course for marketing lab students. The student schedules and manages peers in a controlled learning environment and applies managerial principles in daily retail activities. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness. **Working scheduled shifts in the school based enterprise (snack bar) during lunch and/or mornings in DECA is a highly recommended component of this course.*

Business Work Experience/Entrepreneurship

84305 GRADE 12, Course Credit: 1.0

Prerequisite: Successful Completion of Business Lab II

Lab fees: \$20.00 per year

Description: Business Work Experience is a course for the student who is curious about owning a successful company and being his/her own boss. These are only a few of the reasons to explore the possibility of becoming an entrepreneur. The course takes the student on the journey through the entire process of starting one's own business. The student selects a product or service to sell, determines who the customers are, learns how to promote the company, obtains financing, and more. The student also learns how to put together and complete a business plan by the end of the course.

Marketing Lab Advanced (III)

84314 GRADE 12, Course Credit 1.0

Prerequisite: Successful completion of Introduction to Business & Business Management

Lab Fees: \$20.00 per year

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

Computer Graphics I

71570 GRADE: 9-12, Course Credit: 1.0

Lab fees: \$25.00 per year

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

Computer Graphics II

71572 GRADE 10-12, Course Credit: 1.0

Prerequisite: Successful completion of Computer Graphics I

Lab fees: \$20.00 per year

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

Computer Graphics III

71574 GRADE 11-12, Course Credit: 1.0

Prerequisite: Successful completion of Computer Graphics I

Lab fees: \$20.00 per year

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

ProStart I (Culinary Arts I)

83011 GRADES 9-12, Course Credit: 1.0

Lab fees: \$25.00 per semester

Description: ProStart I is a preliminary course that develops skills in foods. Safety and sanitation, use of equipment, basic food preparation skills, nutrition, meal planning, and careers in food service areas are emphasized. Basic skills are demonstrated during laboratory experiences. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

ProStart II (Culinary Arts II)

83012 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful completion of ProStart I

Lab fees: \$25.00 per semester

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

ProStart Internship 1/2 (Culinary Arts Internship)

83013/83014 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of ProStart II (For Internship 2: Successful completion of Internship 1)

Lab fees: \$25.00 per semester

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

Introduction to Engineering Design (Engineering Design 1)

80331 GRADES 9-12, Course Credit: 1.0

Lab fees: \$20.00 per year

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

Principles of Engineering (Engineering Design 2)

80332 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Introduction to Engineering Design

Lab fees: \$20.00 per year

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

Engineering Design/Development (Engineering Design 3)

80346 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Principles of Engineering

Description: In Engineering Design/Development the student pursues advanced directed study in an area of Engineering graphics and design, building on the skills developed in Introduction to Engineering Design and Principles of Engineering. The student produces a project(s) which demonstrates knowledge of Engineering content guided by the Instructor. He/She has the ability to work independently, to form goals, become familiar with careers and develop work habits of professionals. Literacy is integrated throughout the course.

ACE I Drafting/Engineering Internship (Engineering Design 4)

80351 GRADES 12 Course Credit: 1.0

Prerequisite: Successful Completion of Engineering Design/Development

Description: In Engineering Internship, a student pursues advanced individual study in an area of Engineering graphics and design through an Industry work-site experience or through an independent and instructor guided project. The student assumes responsibility for identifying, pursuing, and culminating an activity that expands knowledge about some phase of the Engineering industry. He/She researches career fields and employability requirements that fit the skills developed in this course. Literacy is integrated throughout the course.

CAD Arch I (Architecture Design 1)

80333 GRADES 9-12, Course Credit: 1.0

Lab Fees: \$20.00 per year

Description: In CAD Architecture I, the student develops drafting and design techniques to study the basic principles of residential building design and construction with an emphasis on measurement, basic CAD commands, and employability skills. The student produces hand drawn and/or computer generated designs and projects. Career interests are explored.

CAD Arch II (Architecture Design 2)

80334 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Architecture Design 1

Lab Fees: \$20.00 per year

Description: In CAD Arch II, the student develops a set of house plans using computers in drawing and problem-solving activities. The student incorporates advanced software into his/her projects and integrates general employability skills with architectural coursework.

CAD Arch III (Architecture Design 3)

80347 GRADES 11-12 Course Credit: 1.0

Prerequisite: Successful Completion of Architecture Design 2

Description: In CAD Arch III, the student pursues advanced directed study in an area of Architectural graphics and design, building on the skills developed in CAD Arch I and II. The student produces a project(s) which demonstrates knowledge of Architecture content guided by the Instructor. He/She has the ability to work independently, to form goals, become familiar with careers and develop work habits of professionals. Literacy is integrated throughout the course.

CAD Arch IV (Architecture Design 4)

80349 GRADES 12 Course Credit: 1.0

Prerequisite: Successful Completion of Architecture Design 3

Description: In CAD Arch IV, a student pursues advanced individual study in an area of Architectural graphics and design through an Industry work-site experience or through an independent and instructor guided project. The student assumes responsibility for identifying, pursuing, and culminating an activity that expands knowledge about some phase of the Architecture industry. He/She researches career fields and employability requirements that fit the skills developed in this course. Literacy is integrated throughout the course.

NCCER Core Curriculum-Introduction (Carpentry 1)

80135 GRADES 9-12 Course Credit: 1.0

Lab Fees: \$20.00 per semester

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

Carpentry 2

80136 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of NCCER Core Curriculum - Introduction (Carpentry 1)

Lab Fees: \$20.00 per semester

Description: Carpentry 2 continues to expose the student to more advanced phases of woodworking. The focus is on safety, design, planning, measurement, power tools, assembly and hardware, preparation and finishing materials, and employability skills. The student works in a self-paced environment working on a major project.

Carpentry 3

80145 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Carpentry 2

Lab Fees: \$20.00 per semester

Description: In Carpentry 3, advanced individual study is pursued in an area of metal working or advanced manufacturing/woodworking. The student assumes responsibility for identifying, pursuing, and culminating an activity that expands knowledge about some phase of industry. An individual plan is required to be approved by instructor, parent/guardian, student, and school administrator.

Carpentry Internship (Carpentry 4)

80149 GRADE 12 Course Credit 1.0

Prerequisite: Successful Completion of Carpentry 3

Lab Fees: \$20.00 per semester

Description: Carpentry Internship advances the student's skills in working with different types of wood. The student specializes in handmade furniture with a focus on custom production.

Areas of study include safety, joinery, design, planning, procedures and materials selection, usage and maintenance of hand and power tools, measurement, layout, cutting, glue-up, and assembly, finishing, and employability skills. The student becomes more proficient with hand tools, saws, mortise/tenon joints, dado joints, dowel joints, and biscuit joints as well as further exploration of construction technologies and employment.

Welding 1

80131 GRADES 9-12, Course Credit: 1.0

Lab Fees: \$20.00 per semester

Description: In Welding 1 the student learns processing, properties, forming, fastening, and finishing of metals. Areas of study are safety, material identification and application, measurement, career pathways and employment skills. The student develops knowledge and job skills in metals technology by completing classroom assignments, laboratory exercises, and projects design, planning, and layout, hand and power tools, metal processing machines, assembly, and projects. Fundamentals of welding and metal joinery will be covered in the second semester to prepare students for Welding 2.

Welding 2

80132 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Welding 1

Lab Fees: \$20.00 per semester

Description: In Welding 2 the student continues to build the skills developed in Welding 1. The student studies machine tools and welding processes that are used in the trades and develops skills in machining and welding. Areas of study are safety, material identification and application measurement, design, planning and layout, hand and power tools, metal processing machines, assembly, and career pathways and employment skills.

Precision Metal Working (Welding 3)

80142 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion Welding 2

Lab Fees: \$20.00 per semester

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

ACE Metalwork Internship (Welding 4)

86200 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Precision Metal Working (Welding 3)

Lab Fees: \$20.00 per semester

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

Computer Science/Programming

66142 GRADES 9-12, Course Credit: 1.0

Description: With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science K-12 experience. In CSE, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. Computer Science/Programming helps students create a strong foundation to advance to Programming, Advanced Programming, and beyond.

Programming

66136 GRADES 10-12, Course Credit: 1.0

Preferred: Successful completion of the Computer Science/Programming course;

Description: Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Computer Science/Programming. Projects and problems include app development, visualization of data, cyber security, and simulation.

Advanced Programming

85011 GRADES 11-12, Course Credit: 1.0 (offered every other year)

Description: This course focuses on further developing computational thinking skills through the medium of java programming. Special projects related to computer science beyond coding are included. This course aligns with the AP CS A Course. This course is sequenced after Programming

AP Computer Science (or a different AP Course), or CNM/UNM Dual Credit Computer Science Course

65511 (AP CS A) 66150 (AP CS Principles) GRADES 9-12 Course Credit: 1.0 (offered every other year)

Prerequisite: Successful completion of the Programming course

Description: This course introduces the tools and concepts of cyber security and encourages students to create solutions that allow people to share computing resources while protecting privacy. Students solve problems by understanding and closing computer and network vulnerabilities. This course raises students' knowledge of, and commitment to, ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber infrastructure that moves and processes information safely.

ARMY JROTC ELECTIVE COURSES



AJROTC Department Chair: CSM(R) Debra Meyers – debra.meyers@aps.edu – 505.345.9021 Ext. 54207

Army Junior ROTC – the most exciting and honorable course you can experience in high school! Unlike other classes, Army Junior ROTC provides both classroom lecture and a high-speed hands-on approach to learning. Instead of only studying theories and concepts, you also quickly apply what you've learned. This makes the class fun, exciting, and challenging. The Army JROTC program is open to all 9th-12th grade students who desire to learn honor, dignity, respect, self-reliance and the self-discipline found in great leaders. JROTC provides cadets with tools that will enhance their leadership and communication skills, self-confidence, and perseverance to cope with the stress of

everyday issues. The objectives of the JROTC program are designed to teach cadets the value of citizenship, leadership, service to community, personal responsibility, healthy living through physical activity, and a sense of accomplishment, while instilling in them self-esteem, teamwork, self-discipline, and respect for constituted authority. The program is a stimulus for promoting graduation from high school, serving the community and it provides instruction and rewarding opportunities that will benefit the cadet, community, and nation. In addition to classroom activities, cadets can participate in the following extra-curricular JROTC activities: competitive events (drill, color guard, marksmanship, archery, physical fitness/sports, cyber and academic), adventure training, JROTC Cadet Leadership Challenge camp, STEM, and a formal function (military ball & Awards ceremony). There are no costs to join the JROTC program because the US Army and/or the school pays for all competitions, uniforms, materials, supplies, and equipment. Those students who participate in JROTC do not incur any obligation to the Army (or any other military service), however, cadets completing two to four years of JROTC may be awarded an advanced promotion upon enlistment into a military service. Cadets who also successfully complete two semesters of JROTC I will be granted an equivalency credit for Physical Education.

Army JROTC LET I, II, III, IV

Course Number: 09601, 09602, 09603, 09604

Course Type: Regular Grade Level(s): 9-12

Prerequisites: LET I pre-req. for LET II, LET II for Let III, LET III for Let IV

Length/Credit: Year/1.0

Fee: N/A

***Important Notes:** The student must comply with Army grooming standards and uniform wear requirements. Failure to do so will be cause for failure/disenrollment.

Special Requirements: The student must be physically qualified to participate in a program that involves military drill, physical fitness and field trips to various locations around the city and state.

***The intent is NOT to cover every standard listed in this framework in one year, but to cover them over a four-year period.**

Description: Army JROTC LET I (09601) is a co-ed ROTC program for first year cadets that introduces the concept of citizenship, the elements of leadership and the value of attaining life goals in a structured interactive environment. The curriculum includes lessons in leadership, communication skills, health and wellness, physical fitness, first-aid, military history and government. The JROTC program also focuses on military customs, courtesies, drill, ceremonies, rank structure, post-secondary education and career exploration. Literacy strategies are integrated throughout the curriculum.

Description: Army JROTC LET II (09602) is a co-ed Junior ROTC program for second year cadets designed to build on the first-year experience by allowing cadets to be assigned leadership roles within the unit. Cadets develop critical thinking skills, practice the fundamentals of leadership and learn the military decision making process while taking on ever increasing roles of responsibility within the company. The cadet receives further emphasis in citizenship responsibility and receives training in safety, marksmanship, terrain analysis and map reading. The cadet continues instruction in physical fitness with emphasis on improving physical fitness test scores. All general information contained in Army JROTC I above also applies to Army JROTC II/III/IV.

Description: Army JROTC LET III (09603) is a co-ed Junior ROTC program for third year cadets that continues the development of leadership/management ability through techniques used in developing teamwork and the influences of individual and group behavior. The emphasis of this course is the practical exercise of problem solving and the management process. The cadet gains an understanding of unit leadership, and improves their leadership skills by taking on positions of leadership (under supervision), within the company and battalion and analyzes the reasons for their varying degrees of success throughout the school year. The cadet is given instruction on rifle marksmanship and safety with emphasis on coaching. To develop confidence, communication skills are practiced through the presentation of oral instruction in the classroom. Physical exercise and conditioning are continued with

the cadet who is encouraged to improve their physical fitness scores. Literacy strategies are integrated throughout the curriculum.

Description: Army JROTC LET IV (09604) is a co-ed Junior ROTC program for fourth year cadets designed to give the cadet practical experience in command and leadership. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal interaction, managerial, and organizational skills. Students will practice counseling techniques, and will be evaluated on their leadership and staff performance over the school year. The cadet demonstrates a general understanding of staff actions and responsibility and has an opportunity to apply knowledge gained by participating as a battalion staff member and leading the development of the program. The cadets will conduct inspections and drills and will prepare for and present formal classroom instruction. The student receives additional instruction in American military history and studies the role of the Army in support of national objectives. Literacy strategies are integrated throughout the curriculum.

Military Skills (MS) I, II, III

Course Number: 09901, 09902, 09993, 09904

Course Type: Regular

Grade Level(s): 9 -12

Prerequisites: LET I for MS I, LET II and MS I for MS II, LET III and MS II for MS III

Length/Credit: Year/1.0

Fee: N/A

Description: Military Skills I (09901) introduce the cadet to fundamental skills necessary to compete against other cadets of the same or different services in competitions (e.g. drill, marksmanship, color guard, and physical fitness) and/or public performances throughout the year. The student gains communication and leadership skills. Areas of emphasis include, but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.

Description: Military Skills II (09902) builds on the skills necessary to compete against other cadets of the same or different services in competitions (e.g. drill, marksmanship, color guard, physical fitness) and/or public performances throughout the year. The cadet enhances communication and leadership skills by assuming entry level leadership positions. Areas of emphasis include but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.

Description: Military Skills III (09903) the cadet applies command level skills necessary to compete against the cadets of the same or different services in competitions (e.g. drill, marksmanship, color guard, physical fitness) and/or public performances throughout the year. The cadet enhances leadership skills and techniques by instructing and supervising Level I and II cadets.

FINE ARTS: VISUAL AND PERFORMANCE ELECTIVE COURSES

Fine Arts Department Chair: Vivian Chavez - chavez_vi@aps.edu - 505-345-9021 Ext. 54205

Digital Film Production I

71581 GRADES 9-12, Course Credit: 1.0

Lab fees: \$10.00 per year

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

Digital Film Production II

71582 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Digital Film Production I and/or Teacher Approval

Lab Fees: \$10.00 per year

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

Digital Film Production III

71583 GRADES 11-12 Course Credit 1.0

Prerequisite: Successful Completion of Digital Film Production II and/or Teacher Approval

Lab fees \$10.00 per year

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

Digital Film Production IV

71584 Grade 12 Course Credit 1.0

Prerequisite: Successful Completion of Digital Film Production II and/or Teacher Approval

Lab fees \$10.00 per year

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

Photography I

71530 GRADES 9-12, Course Credit: 1.0

Lab fee: \$30.00 per semester.

Students are required to have access to a 35 mm SLR Camera

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

Photography II

71532 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Photography I

Lab fee: \$30.00 per semester

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

Photography III

71534 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Photography II

Lab fee: \$30.00 per semester

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

Photography IV

71536 GRADES 12, Course Credit: 1.0

Prerequisite: Successful Completion of Photography III

Lab fee: \$30.00 per semester.

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

Art I

70030 GRADES 9-1, Course Credit: 1.0

Art I is a prerequisite for Drawing and Painting I

Lab fees: \$15.00 per semester

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

Drawing and Painting I

71010 GRADES 10-12, Course Credit: 1.0

Prerequisite: Art I

Lab fees: \$25.00 per semester

Description: Drawing and Painting I is a studio course and requires the student to have an understanding of the basic design and visual art fundamentals acquired in Art I. Art I is a prerequisite for Painting & Drawing I. You must take Art I before you can take Painting & Drawing I. The student works in various drawing and painting media (e.g., pencil, colored pencil, charcoal, conte crayon, gouache, oil painting, water color, acrylic, pastels, dyes, inks). He/She studies the making of art and directs his/her awareness and growth through art history, aesthetics, and art criticism.

Drawing and Painting II

71012 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Drawing and Painting I

Lab fees: \$25.00 per semester.

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

Drawing and Painting III

71014 GRADE 12, Course Credit: 1.0

Prerequisite: Successful Completion of Drawing and Painting II

Lab Fees: \$25.00 per semester

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

Ceramics I

70511 GRADES 9-12 Course Credit: 1.0

Lab fees: \$25.00 per semester

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

Ceramics II

70512 GRADES 10-12 Course Credit: 1.0

Prerequisite: Successful Completion of Ceramics I

Lab fees: \$25.00 per semester

Description: In Ceramics II the student demonstrates progress in the acquired skills. He/She individually demonstrates problem-solving and decision-making skills when applying the principles of design. Emphasis is on

underlying concepts and/or ideas on the student's work based on informed choices and personal aesthetics. Literacy is integrated throughout the course.

Ceramics III

70513 GRADES 11-12 Course Credit: 1.0

Prerequisite: Successful Completion of Ceramics II

Lab fees: \$25.00 per semester

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

Ceramics IV

70514 GRADE 12, Course Credit: 1.0

Prerequisite: Successful Completion of Ceramics III

Lab fees: \$25.00 per semester

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

Drama I

75019 GRADES 9-12, Course Credit: 1.0

Description: Drama I is a full-year, performance based course that serves as an introduction to theater arts. The student studies basic principles and techniques in acting, theater history, musical theater, staging, voice and diction, pantomime, improvisation, choral reading, readers' theater, storytelling, and oral interpretation. He/She is also introduced to stage makeup, stage lighting, and technical production techniques. The student will learn the relationship of drama to literature and other art forms. He/She receives an overview of careers in theater and related fields. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Drama II

75020 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Drama I with a 'C' or Better and/or an Audition. Permission of instructor required.

**May need to purchase scripts.*

Description: Drama II is a full-year, performance based course that serves as an intermediate acting and introduction to directing theater arts class. This course refines introductory acting skills and introduces basic directing skills. There is emphasis on potential career development in theatre and related professions. The student continues to study principles and techniques in acting, musical theater, staging, voice and diction, pantomime, improvisation, and oral interpretation. He/She continues to explore stage makeup, stage lighting, and technical production techniques. The student participates and takes a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Drama III

75030 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Drama II with a 'C' or Better and/or Audition. Permission of instructor required.

**May need to purchase scripts.*

Description: Drama III is a full-year, performance based course that serves as an advanced acting and directing theater arts class. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theatre and related professions. The student studies acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions. The student continues to study principles and techniques in acting, musical theater, staging, voice and diction, and oral interpretation. The student also studies directing techniques of organization, style, genre/period, productions schedules, script and character analysis, production values, and rehearsal techniques. The student participates and is expected to take a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Theatre Production (Drama level 4)

75025 GRADE 12, Course Credit: 1.0

Prerequisite: Drama I, II and III with a 'C' minimum and/or Drama I-II and Stagecraft I. Permission of instructor is required.

**May need to purchase scripts.*

Description: Theater Production I is a full-year, performance arts course involving advanced acting, playwriting, directing and technical theatre. Study and evaluation of dramatic literature, critique and observation as well as stage management, theatre business, and law and management is required. The student participates in regularly scheduled performances, rehearsals, work calls during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Stagecraft I

75015 GRADES 9-12, Course Credit: 1.0

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

Stagecraft II

75016 GRADES 10-12, Course Credit: 1.0

Prerequisite: Stagecraft I Permission of instructor required

Description: Stagecraft II is a more in-depth analysis, planning, and practical application of stagecrafts. Stagecraft II includes all aspects of theatre except acting. The student is required to perform various technical projects and learn techniques through actual design and production of specific plays. The student is expected to take a leadership role as a crew chief, committee head, and to supervise crews for various productions. He/She applies fundamental stage terms, maintains and upkeeps stock scenery, uses advanced painting techniques, maintains stage lighting and sound equipment, and applies costume and make-up techniques to specific performances. Emphasis is placed on shop safety, the proper handling of tools and materials and backstage etiquette. The student also learns the application of technical skills and their relationship to theatrical and other trade careers. Literacy is integrated throughout the course.

Stagecraft III

75017 GRADES 11-12, Course Credit: 1.0

Prerequisite: Stagecraft II Permission of instructor required

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

Stagecraft IV

75018 GRADES 12, Course Credit: 1.0

Prerequisite: Stagecraft III Permission of instructor required

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

Advanced Stagecraft Production

75026 GRADE 12, Course Credit: 1.0

Prerequisite: Stagecraft I, II, and III with a 'C' minimum. Permission of instructor is required.

Lab fee \$20.00

Description: Theater Production I is a full-year, performance arts course involving advanced acting, playwriting, directing and technical theatre. Study and evaluation of dramatic literature, critique and observation as well as stage management, theatre business, and law and management is required. The student participates in regularly scheduled performances, rehearsals, work calls during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Mixed Choir I

74051 GRADES 9-12, Course Credit: 1.0

Lab Fees: not to exceed \$100.00

Description: The student enrolled in the Mixed Choir I develops musicianship and basic performance skills through ensemble and solo singing. Mixed Choir I is open to all students, without audition, and previous experience is not required. Activities in this class are designed to give the singer basic experience in diverse styles of beginning choral literature. The difficulty and range of the music is tailored for novice singers. Instruction is designed so that the student is enabled to connect, examine, imagine, define, extend, refine, and integrate music study into other subject areas. Mixed choir provides instruction in basic vocal development, performing, listening and analyzing music, in addition to focusing on the specific text being sung. Though not required, He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. Public performances serve as a culmination of daily rehearsal and music goals. Literacy is integrated throughout the course. As a co-curricular class the student is required to attend all rehearsals and performances, which include afternoons, evenings 65 and weekends that support and extend learning in the classroom. All students will have the opportunity to be part of the production teams for concerts which include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks.

Mixed Choir II

7405C GRADES 10-12, Course Credit: 1.0

Prerequisite: Mixed Choir I

Lab Fees: not to exceed \$100.00

Description: Mixed Choir II is a continuation of Mixed Choir I, and therefore, a student must have either taken Mixed Choir I previously or passed an audition to be admitted to register for the Level 2 class. Level 2 students will be working to meet more advanced Standards for Music than Level 1, even if the scheduling requires that Level I and Level II students are in the same classroom. As a co curricular class the student is required to attend all rehearsals and performances, which include afternoons, evenings and weekends that support and extend learning in the classroom. All students will have the opportunity to be part of the production teams for concerts which include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. The Level II students will have the opportunity to participate in District and State events such as District Honor Choir, All-State Music Festival, and District Solo and Ensemble Festival.

Mixed Choir III

7405D GRADES 11-12, Course Credit: 1.0

Prerequisite: Mixed Choir II

Lab Fees: not to exceed \$100.00

Description: Having completed Mixed Choir II, the student enrolled in the Mixed Choir III course continues to develop musicianship and basic performance skills through ensemble and solo singing. Activities in this class are designed to give the singer basic experience in diverse styles of intermediate choral literature. This course is offered to any male or female or transgender desiring the opportunity to sing in a choir with instructor approval. The difficulty and range of the music is tailored for intermediate singers. Emphasis is placed on sight-reading, critical listening skills and vocal technique. Instruction is designed so that the student is enabled to connect, examine, imagine, define, extend, refine, and integrate music study into other subject areas. Mixed choir III provides instruction in vocal development, performing, listening and analyzing music, in addition to focusing on the specific text being sung. Students develop the ability to recognize and convey the composer's intent in order to convey that intent to the audience. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. Public performances serve as a culmination of daily rehearsal and music goals. All students will have the opportunity to be part of the production teams for concerts which include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks. Literacy is integrated throughout the course. The Level III students will have the opportunity to participate in District and State events such as District Honor Choir, AllState Music Festival, and District Solo and Ensemble Festival.

Mixed Choir IV

7405E GRADES 12, Course Credit: 1.0

Prerequisite: Mixed Choir III

Lab Fees: not to exceed \$100.00

Description: Having completed Mixed Choir III, The student enrolled in the Mixed Choir IV develops musicianship and performance skills through ensemble and solo singing. Activities in this class are designed to give the singer experience in diverse styles of beginning choral literature. The difficulty and range of the music is tailored for singers. Instruction is designed so that the student is enabled to connect, examine, imagine, define, extend, refine, and integrate music study into other subject areas. Students in Mixed Choir IV are expected to assume leadership roles such as section leader, or an officer for the choir, or student director or choreographer or librarian for the organization. Mixed choir provides instruction in vocal development, performing, listening and analyzing music, in addition to focusing on the specific text being sung. He/She is encouraged to take private voice lessons to facilitate

his/her vocal improvement. Public performances serve as a culmination of daily rehearsal and music goals. All students will have the opportunity to be part of the production teams for concerts which include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks. The Level IV students will have the opportunity to participate in District and State events such as District Honor Choir, All-State Music Festival, and District Solo and Ensemble Festival.

Concert Choir I

74048 GRADES 9-12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$100.00

Description: Students will complete an audition and be placed in Concert Choir by the director, based on choral singing experience and the results of the audition. The student enrolled in the Concert Choir develops musicianship and specific performance skills through ensemble and solo singing. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Choir I provides instruction in fundamental vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer's intent to the audience. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of basic choral technique. All students will have the opportunity to be part of the production teams for concerts which include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks. The Concert Choir I students will have the opportunity to participate in District and State events such as District Honor Choir, All-State Music Festival, and District Solo and Ensemble Festival.

Concert Choir II

7404A GRADES 10-12, Course Credit: 1.0

Prerequisite: Completion of Concert Choir I and/or Audition

Lab Fees: not to exceed \$100.00

Description: The student enrolled in the Concert Choir II develops musicianship and specific performance skills through ensemble and solo singing. This course is offered to any male or female who has previous experience, desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed to give diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Concert Choir provides instruction in vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer's intent to the audience. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of choral technique. The choir repertoire is of the highest caliber. All students will have the opportunity to be part of the production teams for concerts which include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks. The Concert Choir I students will have the opportunity to participate in District and State events such as District Honor Choir, AllState Music Festival, and District Solo and Ensemble Festival.

Concert Choir III

7404B GRADES 11-12, Course Credit: 1.0

Prerequisite: Completion of Concert Choir II and/or Audition

Lab Fees: not to exceed \$100.00

Description: The student enrolled in the Concert Choir III continues to develop musicianship and specific performance skills through advanced ensemble and solo singing. The difficulty and range of the music is tailored for singers who have prior choral experience. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Concert Choir III provides instruction in advanced vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer's intent to the audience. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of choral technique. The choir repertoire is of the highest caliber. All students will have the opportunity to be part of the production teams for concerts which include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks. The Concert Choir I students will have the opportunity to participate in District and State events such as District Honor Choir, All-State Music Festival, and District Solo and Ensemble Festival.

Concert Choir IV

7404C GRADES 12, Course Credit: 1.0

Prerequisite: Completion of Concert Choir III and/or Audition

Lab Fees: not to exceed \$100.00

Description: The student enrolled in Concert Choir IV continues to develop musicianship and specific performance skills through advanced ensemble and solo singing, and begins to develop leadership skills in directing and working with small group ensembles. The difficulty and range of the music is tailored for the singer who has advanced choral experience. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Concert Choir IV provides instruction in advanced vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student has the ability to understand and convey the composer's intent to the audience. He/She takes private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of advanced choral technique. The choir repertoire is of the highest caliber. All students will have the opportunity to be part of the production teams for concerts that include setting and breaking down the stage for concerts, helping with public relations, advertising and admissions, or other needed tasks. The Concert Choir IV students will have the opportunity to participate in District and State events such as District Honor Choir, All-State Music Festival, and District Solo and Ensemble Festival.

Piano I

75558 GRADES 9-12, Course Credit: 1.0

Lab Fees: not to exceed \$50.00

Description: Piano One is an introductory course open to all students 9-12. Focus of this course is beginning level piano skills, focusing on basic technique, basic music theory, music literacy, and performance etiquette. A practical understanding of Major scales and chords used in piano playing will be central to the technique and literature explored by students. A course of study is determined by a student conference with the teacher. Progress toward established goals is the student's responsibility. Piano I students will be invited to participate in at least one concert during the year, that may be in person or virtual.

Piano II

75559 GRADES 9-12, Course Credit: 1.0

Prerequisite: Successful Completion of Piano I or Audition

Lab Fees: not to exceed \$50.00

Description: Piano II is an intermediate level course open to all students 9-12. Focus of this course is a continued development of piano skills, focusing on technique, music theory, music literacy, and performance etiquette. A practical understanding of Major scales and developing chord progressions used in piano playing will be central to the technique and literature explored by students. A course of study is determined by a student conference with the teacher. Progress toward established goals is the student's responsibility. Piano II students will be invited to participate in at least one concert during the year, that may be in person or virtual.

Piano III

75560 GRADES 9-12, Course Credit: 1.0

Prerequisite: Successful Completion of Piano II or Audition

Lab Fees: not to exceed \$50.00

Description: Piano Three is an early advanced level course open to all students grades 9-12. Focus of this course is a continued development of piano skills, focusing on advanced technique, music theory, music literacy, and performance etiquette. A practical understanding of natural Minor scales and developing chord progressions used in piano playing will be central to the technique and literature explored by students. Additionally, this course begins focusing students on standard Classical solo repertoire and performance practices of the different musical periods. A course of study is determined by a student conference with the teacher. Progress toward established goals is the student's responsibility.

Piano III students will be invited to participate in at least two concerts during the year, that may be in person or virtual.

Piano IV

75561 GRADES 9-12, Course Credit: 1.0

Prerequisite: Successful Completion of Piano III or Audition

Lab Fees: not to exceed \$50.00

Description: Piano IV is an advanced level course open to all students grades 9-12. A practical understanding of all forms of the Minor scales and chord progressions in all inversions, including 7th chords used in piano playing will be central to the technique and literature explored by students. Focus of this course is on advanced standard Classical solo piano repertoire and performance practices of the different musical periods, including the opportunity to work on contemporary music of the student's choice. Continued study of advanced technique, music

theory, music literacy, and performance etiquette is also studied. Advanced players expand their current skills and further their experience with literature appropriate for their level. A course of study is determined by a student conference with the teacher. Progress toward established goals is the student's responsibility. Students have the opportunity to play for each other in the class as well as play duets, and/or accompany other musicians. Progress toward established goals is the student's responsibility. Piano IV students will be invited to participate in at least two concerts during the year, that may be in person or virtual.

Orchestra I

73544 GRADES 9-12, Course Credit: 1.0

Lab Fees: not to exceed \$100.00

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

Orchestra II

7354G GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Orchestra I

Lab Fees: not to exceed \$100.00

Description: Orchestra II is a performance course for the student with moderate experience on the violin, viola, cello or string bass. Orchestra II teaches the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of an orchestra using graded music II through IV. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Orchestra III

7354H GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Orchestra II

Lab Fees: not to exceed \$100.00

Description: Orchestra III is a performance course for the student with considerable experience on the violin, viola, cello or string bass. Orchestra III teaches the more advanced techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of an orchestra using graded music III through IV. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Orchestra IV

7354J GRADE 12, Course Credit: 1.0

Prerequisite: Successful completion of Orchestra III

Lab Fees: not to exceed \$100.00

Description: Orchestra IV is a performance course for the student with extensive experience on the violin, viola, cello or string bass. Orchestra IV teaches the advanced techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of an orchestra using graded music III through V. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Guitar I Beginning

75555 GRADES 9-12, Course Credit: 1.0

Lab Fees: not to exceed \$50.00

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

Guitar II Intermediate

75556 GRADES 10-12, or 9th Grade who had Guitar in Middle School Course, Credit: 1.0

Prerequisite: Successful Completion of Beginning Guitar

Lab Fees: not to exceed \$50.00

Description: In Intermediate Guitar the student expands upon the fundamentals of guitar playing and basic music theory. He/She learns technical skills through a variety of different styles of music and utilizes a variety of chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. The student has the opportunity to participate in school and community performances. Students at this level are also eligible to participate in the Honor Guitar District Ensemble and audition for All-State Guitar Orchestra. Literacy is integrated throughout the course.

Advanced III Guitar

75557 GRADES 11-12, or 10th grade by audition, Course Credit: 1.0

Prerequisite: Successful Completion of Intermediate Guitar and/or Audition

Lab Fees: not to exceed \$50.00

Description: In Advanced Guitar the student develops higher level playing skills and an in-depth knowledge of music theory. The student expands his/her technical ability through a variety of different styles of music and utilizes complex chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. He/She participates in school and community performances. Students at this level are also eligible to participate in the Honor Guitar District Ensemble and audition for All-State Guitar Orchestra. Literacy is integrated throughout the course.

Guitar Literature

75554 Grades 11-12 Course Credit: 1.0

Prerequisites: Successful Completion of Intermediate Guitar and Audition

Important Notes: This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Additionally, he/she may be required to provide his/her own instrument for the course. As a co-curricular class the student attends all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom.

Description: In Guitar Literature the student develops mastery of areas covered in previous guitar courses, including playing technique, and elements of music theory. The student learns technical skills through a variety of different styles of music, complex chord forms, scales and arpeggios, compositional and/or improvisational techniques, standard music notation, guitar tablature and both solo and ensemble guitar literature. Literacy is integrated throughout the Course.

Marching Band I

7303F GRADES 9-12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

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

Marching Band II

7303G GRADES 10-12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

Description: Marching Band II is designed to perform marching band techniques with appropriate music. Students in Marching Band II will refine and demonstrate an intermediate level of marching and outdoor music performance techniques. Students will develop musical and technical skills necessary to perform music with correct style and accuracy, apply individual discipline in a performance setting, and demonstrate group cooperation. Students will be required to memorize music and marching formations as required in various settings.

Marching Band III

7303H GRADES 11-12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

Description: Marching Band III is designed to present marching band techniques with appropriate music. Students in Marching Band III will demonstrate advanced levels of marching and performance techniques and will be expected to assume limited leadership and instructional roles. Students will refine musical and technical skills necessary to perform music with correct style and accuracy, apply individual discipline in a performance setting, and advance group cooperation. Students will be required to memorize music and marching formations as required in various settings.

Marching Band IV

7303J GRADE 12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

Description: Marching Band IV is designed to present marching band techniques with appropriate music. Students in Marching Band IV will demonstrate mastered levels of marching and performance techniques and will be expected to assume extensive leadership and instructional roles. Students will continue to refine musical and technical skills necessary to perform music with correct style and accuracy, apply individual discipline in a performance setting, and facilitate group cooperation. Students will be required to memorize music and marching formations as required in various settings.

Symphonic Band I

7304E GRADES 9-12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

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

Symphonic Band II

7304F GRADES 10-12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

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

Symphonic Band III

7304G GRADES 10-12, Course Credit: 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

Description: In Symphonic Band III the student continues to receive experience on standard woodwind brass, or percussion instruments. Symphonic Band III teaches the techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using music levels III through III+. The student provides instruments and

accessories although some school instruments may be available for student use. The student practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Symphonic Band IV

7304H GRADES 11-12, Course Credit 1.0

Prerequisite: Audition

Lab Fees: not to exceed \$200.00

Description: The student enrolled in Symphonic Band IV continues to develop musicianship and specific performance skills through advanced ensemble and experience on standard woodwind brass, or percussion instruments. Symphonic Band IV continues to teach the advanced techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using music levels III+ through IV-. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Mariachi I, II, III, IV

Course Number: 73521, 73522, 73523, 73524, GRADES: 9-12, Course Credit 1.0

Audition Fee: Up to, but not to exceed \$100 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.

Important Notes: At least one year of previous music study.

Description: Mariachi is an ensemble designed for the study and performance of popular Latin music. The popular music of South America, Mexico, the Southwestern United States, and Latin population is included in this course offering.

Jazz Band I

7304K GRADES 9-12, Course Credit: 1.0

Prerequisite: Concurrent Enrollment in other school Band course (Concert, Wind, Symphonic)

Lab Fees: not to exceed \$100.00

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

Jazz Band II

7304L GRADES 10-12, Course Credit: 1.0

Prerequisite: Concurrent Enrollment in other school Band course (Concert, Wind, Symphonic)

Lab Fees: not to exceed \$100.00

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

Jazz Band III

7304M GRADES 11-12, Course Credit 1.0

Prerequisite: Concurrent Enrollment in other school Band course (Concert, Wind, Symphonic)

Lab Fees: not to exceed \$100.00

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

Jazz Band IV

7304N GRADE 12, Course Credit: 1.0

Prerequisite: Concurrent Enrollment in other school Band course (Concert, Wind, Symphonic)

Lab Fees: not to exceed \$100.00

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

MODERN, CLASSICAL, AND NATIVE LANGUAGES (MCNL) ELECTIVE COURSES

MCNL Department Chair: Maria Elena Orozco - orozco_ma@aps.edu - 505-345-9021 Ext. 54178

Spanish I

61010 GRADES: 9-12, Course Credit:1.0

Prerequisites: None

Fee: \$5 per year

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

Spanish II

61011 GRADES: 9-12, Course Credit: 1.0

Prerequisites: Successful Completion of Spanish I

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

Spanish for Bilinguals I

61030 GRADES 9-12, Course Credit: 1.0

Description: Language acquisition is a developmental process. Over time these learners develop the ability to write and speak in a meaningful and appropriate manner. Spanish for Bilinguals I expands and enriches the student's skills of listening, speaking, reading, and writing in Spanish. Areas of study include, but are not limited to, expression, comprehension, language and culture, language functions, connections, and personal applications. Emphasis is placed on oral and written skills performed in Spanish.

Spanish for Bilinguals II

61031 GRADES 9-12, Course Credit: 1.0

Prerequisite: Spanish for Bilinguals I

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

Description: Language acquisition is a developmental

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

Spanish for Bilinguals III

61012BL GRADES 9-12, Course Credit: 1.0

Prerequisite: Spanish for Bilinguals II

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

Spanish for Bilinguals IV

61013BL GRADES 9-12, Course Credit 1.0

Prerequisite: Successful Completion of Spanish III with a C or Better or Equivalent

Language Assessment

Description: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Spanish IV reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture, language, literary genres, and value to career opportunities. Areas of study include expression, comprehension, language and culture, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.

Spanish Language Arts I

61027 GRADES 9-12, Course Credit: 1.0

Prerequisite: Placement Test Course OR teacher recommendation

Description: The Spanish Language Arts course is designed for students who possess literacy skills in Spanish. Competencies to be acquired are communication, cultures, connections, comparisons, and communities with emphasis on speaking, writing, listening, reading, language functions, and personal applications.

Spanish Language Arts II

61028 GRADES 9-12, Course Credit:1.0

Prerequisite: Successful Completion of Spanish Language Arts I or teacher recommendation

Description: Spanish Language Arts II is designed for students to enhance their literacy skills in Spanish. Areas of increased competency are communication, cultures, connections, comparisons, and communities.

AP Spanish Language & Culture

61026 GRADES 9-12, Course Credit: 1.0

Prerequisite: Fluency in Spanish listening, speaking, reading and writing

Description: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. AP Spanish Language reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture, language, literary genres, and value to career opportunities. Areas of study include expression, comprehension, language and culture, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.

Mexican Folkdance, Culture, and Music I

61040 GRADES 9-12, Course Credit: 1.0

Lab Fee: \$10.00 per year

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

Mexican Folk Dance, Culture, and Music II

61041 GRADES 10-12, Course Credit: 1.0

Prerequisite: Successful Completion of Mexican Folk Dance, Culture and Music I Lab

Fee: \$10.00 per year

Description: Mexican Folk Dance, Culture, and Music II provides the student with the opportunity to develop the essential skills and technical demands unique to Mexican dance. The student develops creative abilities through improvisation, choreography, costume design and selection, and performance. The student is an active participant in the performing arts group that educates the community about Mexican dance and culture through dance and music.

Mexican Folk Dance, Culture, and Music III

61042 GRADES 11-12, Course Credit: 1.0

Prerequisite: Successful Completion of Mexican Folk Dance, Culture, and Music II Lab

Fee: \$10.00 per year

Description: Mexican Folk Dance, Culture, and Music III provides the student with the opportunity to develop showmanship qualities and leadership roles when planning and participating in performances. The student demonstrates the knowledge and integration of essential dance performance, the skills and technical demands unique to dance, the expertise to select dance music, and the understanding of the roles ethnicity, gender, socio-economic class, gender, and physical condition play in Mexican dance.

Mexican Folk Dance, Culture, and Music IV

61043 GRADE 12, Course Credit: 1.0

Prerequisite: Successful Completion of Mexican Folk Dance, Culture, and Music III Lab

Fee: \$10.00 per year

Description: Mexican Folk Dance, Culture and Music IV provides the student with the opportunity and guidance to take on a leadership role in dance performance. The student is a role model and teacher in dance performance for students enrolled in Mexican Folk Dance, Culture, and Music I, II, III. The student is responsible for all aspects of the planning and implementation of dance performances.

New Mexico State Seal of Bilingualism-Biliteracy

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

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

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

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

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

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

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

GENERAL ELECTIVES

IGNITE (Inspiring, Growth, Navigation, Innovation, Teamwork & Experiences)

80459 GRADE 9, Course Credit: 0.5

IGNITE is a dynamic freshman course designed to spark your potential as you begin your high school journey. Through hands-on activities, personal reflections, and collaborative projects, you will develop essential life and communication skills that prepare you for success in school, in your careers, and beyond. This class focuses on **Inspiring** confidence, fostering **Growth**, **Navigating** goals, encouraging **Innovation**, developing **Teamwork** skills, and creating real-world **Experiences**. By the end of the course, you will be ready to take charge of your future with purpose and passion. **Note: Valley High School requirement: This course is paired with Personal Financial Literacy and is taken in alternating semesters during the same class period.**

AVID I

55509 GRADE 9, Course Credit: 1.0, GPA of 2.0 to 3.5

Prerequisite: Student application and/or interview, parent signature, and acceptance by school site team.

Description: The AVID I course program is a basic course designed to increase school wide learning and performance for students in grades 9 through 11. The AVID I student is introduced to a program that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID I is to ensure that the student, and most especially the least served

student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges, and becomes an educated and responsible participant and leader in a democratic society. The AVID I class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading, along with tutorials and test and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID I teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID I classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

AVID II

55510 GRADE 10, Course Credit: 1.0, GPA of 2.0 to 3.5

Prerequisite: Student application and/or interview, parent signature, and acceptance by school site team.

Description: In the AVID II course, the student continues to study a program designed to increase school wide learning and performance for students in grades 7 through 12. The AVID II student is involved in a program that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the PSAT and/or the PLAN, and becomes an educated and responsible participant and leader in a democratic society. The AVID II class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

AVID III

55511 GRADE 11, Course Credit: 1.0

Prerequisite: AVID I or II, GPA of 2.0 to 3.5 Student application and/or interview, parent signature, and acceptance by school site team.

Description: The 11th grade AVID course is designed for student completion in the AVID elective during his/her junior and senior years. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the ACT and/or the SAT, and becomes an educated and responsible participant and leader in a democratic society. Emphasis is placed on three units: Four Essential Skills (ES), Analyzing a Prompt or Academic Task (ES 1), Selective and Purpose Driven Reading (ES 2), Focused Note-Taking (ES 3), and Integrating Sources into Texts (ES 4). The 11th grade AVID student utilizes these units to help him/her complete a required research paper. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

AVID IV

55512 GRADE 12, Course Credit: 1.0

Prerequisite: AVID I or II, or AVID III GPA of 2.0 to 3.5 Student application and/or interview, parent signature, and acceptance by school site team.

Description: The 12th grade AVID course is designed for student completion in the AVID elective during his/her junior and senior years. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the ACT and/or the SAT, and becomes an educated and responsible participant and leader in a democratic society. Emphasis is placed on the student finalizing his/her choice of college applications, making financial aid arrangements, taking college admission tests, tutorials and test and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID classroom.

YEARBOOK I, II, III, IV

24036, 24037, 24038, 24039 GRADES 10-12, Course Credit: 1.0

This course meets requirements for practical arts credit. After school time is required for students.

Description: Yearbook applies the skills of pre-planning, scheduling, copywriting, cropping, headline writing, layout, photography, art and graphics, theme selection, distribution, and business management to produce the school yearbook. Much of the work is done outside the class. The course is designed for long-term group projects using the computer as a tool. Students will do the photography and web design for the yearbook.

Student Leadership I

92301 GRADES 9-12, Course Credit: 1.0

Description: 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

92302 GRADES 10-12, Course Credit: 1.0

Prerequisites: Student Leadership I

Description: Student Leadership II provides 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

92303 GRADES 11-12, Course Credit: 1.0

Prerequisites: Student Leadership I and II

Description: 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

92304 GRADE 12, Course Credit: 1.0

Prerequisites: Student Leadership I, II, and III

Description: 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 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.

Service Learning (Best Buddies)

53012 GRADE 12, Course Credit: 1.0

Description: Service Learning is designed to provide the student with opportunities to use academic lessons in a real-world context. This course develops skills and abilities in problem solving, decision making, critical analysis, collaboration, and team building. The goal is for the student to design one or more service projects that engage him/her in action research and that identifies a community need. Through this process, he/she enhances his/her social, personal, and career development and gains a sense of civic responsibility and understanding of diversity and mutual respect among all participants. Areas of study include, but are not limited to, preparation and planning, research, action, celebration, and evaluation. Literacy strategies are integrated throughout the course.

Community Service

53010 GRADES 11-12, Course Credit: 1.0

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

Defensive Driving

53020 GRADES 9-12, Course Credit: 0.5

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.

Academic Career Experience (ACE) I

53060 GRADES 10-12, Course Credit: 0.5

Description: Through work experiences as supported by a portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course can be applied to all of the career clusters and their respective pathways.

Academic Career Experience (ACE) II

53063 GRADES 10-12, Course Credit: 0.5

Prerequisite: Successful completion of ACE I

Description: The student develops career decision-making and employability skills to gain an understanding of workplace cultures and expectations. The student develops an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelationships; work with a variety of technologies; acquire and use information; organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course can be applied to all of the career clusters and their respective pathways.

Academic Career Experience (ACE) III

53066 GRADES 10-12, Course Credit: 0.5

Prerequisite: Successful completion of ACE II

Description: The student develops career decision-making and employability skills to gain an understanding of workplace cultures and expectations. The student develops an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelationships; work with a variety of technologies; acquire and use information; organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio. Literacy strategies are integrated throughout the course. Skills and knowledge acquired in this course can be applied to all of the career clusters and their respective pathways.

Student Aide

53006 GRADES 10-12, Course Credit: 1.0

Prerequisite: Signed Student Aide Application Request Form and in good academic standing.

ESports I-III

5011/12, 5021/22, 5031/32 GRADES 9-12, Course Credit: 1.0

Description: Students participating in this course will learn about all aspects of esports as an industry and the many opportunities for participation in colleges and careers. This innovative course is founded on the concept promoted by John Dewey about experiential learning. Students will be immersed in experiences where they will develop skills used in the esports industry and apply them for real world authentic purposes. In the process, they will maintain an electronic portfolio (ePortfolio) containing artifacts and documented experiences that they can use for applications to college and career opportunities.

SPECIAL EDUCATION

Special Education Department Chair: Martha Hennings - martha.hennings@aps.edu - 505-345-9021 Ext. 54289

All students must have an IEP to enroll in the following classes. Students requiring minimum through maximum support hours will be placed in the appropriate group setting through the IEP process. See the other department listings for department specific information. Course descriptions of electives are listed on the grade-level registration course card.

English Four (4) credits required for graduation

English 9 - 0624a GRADE 9 Course Credit: 1.0

English 10 - 0624b GRADE 10, Course Credit: 1.0

English 11 - 0624c GRADE 11, Course Credit: 1.0

English 12 - 0624d GRADE 12, Course Credit: 1.0

Math Four (4) credits required for graduation

Algebra 1 - 062c1 GRADE 9, Course Credit: 1.0

Geometry - 0623c GRADE 10, Course Credit: 1.0 , *Prerequisites: Algebra 1*

Algebra II - 062c2 GRADE 11-12, Course Credit: 1.0 , *Prerequisites: Algebra I and Geometry*

Financial Literacy - 062d2 GRADE 11-12, Course Credit: 1.0, *Prerequisites: Algebra I and Geometry*

Science - All students must take three (3) lab science courses.

The Albuquerque Public Schools have come up with several options, which allow students to earn science credit. These options are outlined in the Science section of this course-offering guide. Students are encouraged to take four (4) years of lab science. Students are also required to complete one semester of Health Education.

Biology I - 062md GRADE 9, Course Credit: 1.0 Lab Science Credit

Chemistry - 062mm GRADE 10, Course Credit: 1.0 Lab Science Credit

Physics - 062mt GRADE 11, Course Credit: 1.0 Lab Science Credit

Health - 0622a GRADE 9, Course Credit: .5, one semester (taken with NM History course credit: .5)

Social Studies Four (4) credits required for graduation

New Mexico History - 061rg GRADE 9, Course Credit: .5, one semester (taken with Health course credit: .5)

World History-Geography - 061rd GRADE 10, Course Credit: 1.0

United States History-Geography - 061kc GRADE 11, Course Credit: 1.0

United States Government - 0621a GRADE 12, Course Credit: .5, one semester

Economics - 062fa GRADE 12, Course Credit: .5, one semester (taken with US Govt. course credit: .5)

Cross-Categorical Programs– IEP Specified Elective Credits Functional Academics I-IV

Math Strategies I 0626-1, 2, 3, 4 **GRADES 9, 10, 11, 12, Course Credit: 1.0**

Literacy Strategies I 0623-1, 2, 3, 4 **GRADES 9, 10, 11, 12, Course Credit: 1.0**

Gifted Academics– IEP Specified

Guided Study I

063gh GRADE 9, Course Credit:1.0

Prerequisites– Gifted IEP

Description: successful guided study students include the motivation, commitment, organizational skills, and academic skills necessary to work somewhat independently. As necessary, the teacher assists motivated and committed students in strengthening their organizational and academic skills so they can work independently, meets daily in the class setting to provide needed instruction, adequately judge student progress, and make appropriate modifications on student progress, and provides supports for parents/guardians, and other responsible adults who are consulted and/or work with guided study students. The student designs a Guided Study program so he/she explores and acquires a strong knowledge base in an area of individual interest; exercises independence in learning; develops basic research skills and study skills; develops skills specific to an area of individual interest; develops a variety of presentation and communication skills; develops critical thinking and problem solving skills; explores career fields of individual interest; develops goal setting and decision making skills; and practices time management and organizational skills.

Guided Study II

063gd GRADE 10 Course Credit:1.0

Prerequisites– Guided Study I, Gifted IEP

Description: successful guided study students include the motivation, commitment, organizational skills, and academic skills necessary to work somewhat independently. As necessary, the teacher assists motivated and committed students in strengthening their organizational and academic skills so they can work independently, meets daily in the class setting to provide needed instruction, adequately judge student progress, and make appropriate modifications on student progress, and provides supports for parents/guardians, and other responsible adults who are consulted and/or work with guided study students. The student designs a Guided Study program so he/she explores and acquires a strong knowledge base in an area of individual interest; exercises independence in learning; develops basic research skills and study skills; develops skills specific to an area of individual interest; develops a variety of presentation and communication skills; develops critical thinking and problem solving skills; explores career fields of individual interest; develops goal setting and decision making skills; and practices time management and organizational skills. District Intensive Global Support Program I (IGS I)– IEP Specified This is a district program and determination for student participation has very specific guidelines that will be reviewed at the time of the IEP.

Social Emotional Support 1 Functional Academics I-IV

Math Strategies 0616–a, b, c, d **GRADES 9, 10, 11, 12, Course Credit: 1.0**

Literacy Strategies 061-32, 33, 34, 35 **GRADES 9, 10, 11, 12, Course Credit: 1.0**

Social Emotional Support 2 Functional Academics I-IV

Math Strategies 0606–a, b, c, d **GRADES 9, 10, 11, 12, Course Credit:1.0**

Literacy Strategies 0601-0, 2, 3, 4 **GRADES 9, 10, 11, 12, Course Credit: 1.0**

Intensive Global Support Functional Academics I-IV

Functional Academics 064f-a, b, c, d GRADES 9,10,11,12, Course Credit: 1.0

Maybe taken for credit for more than 1 year- Functional reading curriculum- Functional writing curriculum- Develop portfolio- Functional math curriculum

Life Skills I-IV

061AB, 0601AC, 061AD, 061AE, GRADES 9,10,11,12 Course Credit: 1.0

Class emphasis:- Improve personal and interpersonal skills- Develop a positive self-concept and capacity to identify with others socially and occupationally.- Develop skills to live effectively both at home and at work- Develop basic skills and work habits necessary for successful job entry.

Cross Categorical Academic Career Education (ACE)/Work Study(WS)

0625-1, 2, 3 GRADES 10,11,12 Course Credit: 1.0

Explore various career clusters- Develop awareness of community resources that will aid in locating a job- Practical job experience (at non-profit sites)- Develop awareness of entry-level job skills- Improve work skills- Develop and maintain appropriate work behaviors- Develop self-advocacy skills in the workplace

Adapted PE-IEP Specified Adapted PE1-2

065pe Course Credit: 1.0 (Physical Education Credit)

Description: This course is specifically for students who need specialized PE instruction due to their special needs.

2026–2027

A Viking-themed illustration. In the foreground, a person wearing a horned metal helmet and a red cape with a fur collar is seen from behind, looking out over a city. The person is holding a wooden shield. In the background, a city with various buildings is visible, followed by mountains under a sunset sky. Two hot air balloons are floating in the sky. A large red and white striped flag is partially visible on the right side.

**VALLEY
HIGH SCHOOL
COURSE CATALOG**