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Raquel Reedy
Superintendent

Learning Zone Associate Superintendents
Zone 1- Dr. Gabriella Duran Blakey: Albuquerque HS, Manzano HS, CEC/ECA, College Career HS
Zone 2- Dr. Antonio Gonzales: Atrisco Heritage Academy HS, Grande HS, West Mesa HS
Zone 3- Yvonne Garcia: Cibola HS, Valley HS, Volcano Vista HS
Zone 4- Troy Hughes: Del Norte HS, Eldorado HS, La Cueva HS, eCademy, Freedom HS, New Futures HS, Nex+Gen Academy

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FROM THE SUPERINTENDENT:

Dear APS Students,

You have some big decisions to make in the coming weeks. Choosing your classes should not be taken lightly – these choices not only affect your high school experience, but also your future. The Albuquerque Public Schools Course Catalog is designed to help you make selections that will provide the skills, attitudes and characteristics needed for post-secondary education, careers and life in an ever-evolving global community.

Some classes are required to earn a New Mexico high school diploma. Others are needed or strongly recommended for college or military service or trade school. And, of course, we offer many elective courses to assist you in developing skills in areas of interest. As you envision your hopes and dreams, take the time to select classes that will challenge your strengths and develop the ability and aptitude to reach those dreams.

There are many people you can turn to help make these choices. In addition to your family, you can seek guidance from your counselor, teachers, principals, coaches and classmates as you prepare to make the most of your high school experience.

Make good choices and you will be successful. That is my wish for all of our students.

Sincerely,

FROM THE PRINCIPAL:

Dear Students and Parents:

Welcome to Del Norte High School. Del Norte opened its doors in 1964 and is proud of the long tradition of excellence it has established. As we move forward, we know you will contribute to this history of success and pride.

We have prepared this guide to help you plan your high school academic program. Included is information for you to use as you plan your 2018-19 school year. Over your four-year high school career, we hope to develop a relationship with you and your family. Remember that we are here to help you. If you have any questions, please call us or access our website at www.delnortehighschool.aps.edu for the most recent information and announcements.

The Right Way, The Knight Way,

Jo Sloan
The Right Way! The Knight Way!

5623 Montgomery Blvd. NE, Albuquerque, NM 87109
Secondary School Code: #320008

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

Principal
Jo Sloan

Assistant Principals
Angie Coutts
Deanne Smith

School Counselors
Estefania Bryant
Tyler Hartom
Heather Westbrook

Activities Director
Scott Goff

Allen Lindaey, College to Career
Debbie Medina, Crossroads

Athletic Director
Tom Herndon
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GENERAL INFORMATION

SCHOOL PROFILE

Del Norte High School is one of thirteen comprehensive high schools and 8 Schools of Choice in the Albuquerque Public School system with approximately 1,100 students in grades nine through twelve.

ENROLLMENT REQUIREMENTS

You must live in our attendance area to enroll for classes. Students who apply for and receive an approved enrollment form (transfer) to attend our school may also enroll for classes. The Open Enrollment Office can be reached at 855-9040.

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 regulation, 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 16-18.

STUDENTS FROM OUTSIDE APS

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

COURSE SELECTION/PRE-REGISTRATION PROCESS

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

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

Students should choose course selections carefully. Once schedules are built, they cannot be changed except to meet a graduation requirement. Students are encouraged to seek assistance and advice from their parents or guardians, teachers, and counselors. All students will submit their course requests through the spring pre-registration process. The students’ actual schedules will be determined by pre-
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.

Requests for level changes (AP/Honors class to regular or regular to AP/Honors) must be completed by the end of the first grading period. If a level change from an AP/Honors course to a regular course is being considered, the student will be asked to meet with the AP or honors teacher, another parent, and counselor to consider strategies for helping the student succeed in the course. A student may request a transfer to a regular class if space is available. If a student’s schedule is changed, the grades earned in his or her original class will be averaged with the grades earned in the new class.

SCHOOL SCHEDULE

Our 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 180 instructional days. Students enroll in seven (7) classes that meet during the week as shown below.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Hour</td>
<td>Zero Hour</td>
<td>Zero Hour</td>
<td>Zero Hour</td>
<td>Zero Hour</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7:25-8:13</td>
<td>7:25-8:17</td>
<td>7:25-8:17</td>
<td>7:25-8:17</td>
<td>7:25-8:17</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8:20-9:08</td>
<td>8:24-10:07</td>
<td>8:24-10:07</td>
<td>8:24-10:07</td>
<td>8:24-10:07</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9:47-10:30</td>
<td>9:15-10:03</td>
<td>10:17-12:00</td>
<td>10:17-12:00</td>
<td>10:17-12:00</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>11:27-12:10</td>
<td>11:10-11:58</td>
<td>10:17-12:00</td>
<td>10:17-12:00</td>
<td>10:17-12:00</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Lunch (Monday 12:05-12:35; Tues-Fri 12:05-12:35) 30 min.
GRADING POLICIES

Report cards with progress grades are issued every six (6) weeks. A semester consists of three (3) 6-week grading periods. Semester grades are posted on a student’s permanent record (transcript). The final examination may count for no more than 20% of the final semester grade. The grading scale is:

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Credit is granted for successful completion of each class at the end of the semester. 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/Institute of American Indian Arts) grades are included on the transcript and calculated into 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:

A. This process has started within the first 10 (ten) school days.

B. 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.

C. A minimum of two weeks is allowed for implementation of the support plan.

D. 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 six 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.**

- 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](http://www.aps.edu/students-parents/transcripts) or directly to [http://www.parchment.com/](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. The first four transcripts requested are free.

**TEXTBOOKS**

All textbooks are issued through the Textbook Room. A current student identification card (ID) is required for check out of textbooks. Textbooks, including textbooks used for dual credit work through UNM, CNM or IAIA coursework, are the property of the State of New Mexico and are loaned to students with the expectation that they will be used appropriately, treated with care, and returned in good condition. Charges will be assessed for lost or damaged books. All textbooks must be returned to the Textbook Room by the end of the last day of school, unless prior arrangements have been made with the textbook specialist. Students who do not return textbooks will be charged the replacement cost of the book. Students will be informed of the materials they have checked out and of any fines, fees, or other charges they have incurred.

**SCHOOL COUNSELING SERVICES**

*A Comprehensive School Counseling Program:*

APS Professional School Counselors, College and Career Readiness Counselors and Crossroads Counselors follow a comprehensive school-counseling program for ALL students based on best practice that:

- is driven by student data;
- Is student standards based in academic, career and personal/social development;
• Identifies the knowledge, attitude and skills that all students should acquire for success;
• Is delivered in a systematic fashion;
• Ensures equitable access to a rigorous education; and
• Promotes and enhances the learning process through direct and indirect services.

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 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 activities designed to meet students’ immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

**Indirect Student Services**
Indirect services include interactions with others (families, teachers, administrators, program planning, professional development, and community agencies) to help support students’ 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 e-mailing the counselor. Students can make appointments by visiting the offices of the Counseling Department at their school site. Students can make an appointment directly with the Crossroads Counselor. Drop-ins are welcome.

**LIBRARY MEDIA CENTER SERVICES**
The Library Media Center provides students with a quiet area for research, study, and reading. The Library Media Center is open from 7:30 AM – 3:00 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 not returned on time or 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 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 are available in the Library Media Center for student use. All computers access the Internet. Student use of computers must comply with the Computer Use Contract signed at the beginning of the year and the APS Acceptable Use Policy.
GRADUATION INFORMATION

GRADUATION REQUIREMENTS

2013 Graduates and Later - 25 Credit Plan (Entered High School in 2009 or Thereafter)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
</tr>
<tr>
<td>Laboratory Science (See science section)</td>
<td>3.0</td>
</tr>
<tr>
<td>Government</td>
<td>0.5</td>
</tr>
<tr>
<td>United States History &amp; Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>World History &amp; Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>Economics</td>
<td>0.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>New Mexico History</td>
<td>0.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives*</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>25.0</strong></td>
</tr>
</tbody>
</table>

*Students must take:

- 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 language other than English. (Most colleges and universities require 2-4 credits of a modern, classical, or native language.)

DUAL CREDIT (Courses taken at CNM, UNM, SIPI or IAIA)

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

The Dual Credit Program at Central New Mexico Community College (CNM) gives high school sophomores, juniors, and seniors the opportunity to earn college credit and at the same time high school credit. The University of New Mexico (UNM), Southwestern Indian Polytechnic Institute (SIPI) and the Institute of American Indian Arts (IAIA) offer the same dual enrollment advantages to qualified juniors and seniors.

Students must be officially enrolled in APS at least halftime 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, SIPI and IAIA 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 School Relations Department at (505) 224-4238 or visit the CNM website, Steps to Becoming a Dual Credit Student: https://www.cnm.edu/depts/outreach/dual-credit/dual-credit-register,
- Call UNM’s Admission Office at (505) 277-3430 or visit the UNM Dual Credit website at: http://www.unm.edu/~ucac/dual-credit/index.html
DISTANCE LEARNING

Blended 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. In December, there is early registration for seniors who want to take courses in the spring.

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 earn a qualifying AP score on the Advanced Placement examination may earn college credit for the courses (at the 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. Moving students in or out of Honors or AP classes will be considered only during the first six (6) weeks of first semester and the first ten (10) days of second semester.

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

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 industry sector. Completing a series of career cluster courses may result in industry-recognized certification or a post-secondary degree and add relevance to the high school curriculum.

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

THE NEXT STEP PLAN

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

SPECIAL EDUCATION PATHWAYS FOR GRADUATION

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

• Standard Pathway – students must meet the standard graduation requirements and pass the graduation assessments.

• Career Pathway – students must earn the total number of credits required for graduation, but the credits don’t have to be those courses specified by the Public Education Department for graduation. Students must take the graduation assessments and earn the cut scores determined in their IEPs. Students must also complete career goals determined in their IEPs.

• Ability Pathway – students must earn the total number of credits required for graduation, complete goals determined in the IEP, and complete the Alternate Graduation Assessment. The registrar works with the special education head teacher and transition specialist to verify eligibility.

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.

<table>
<thead>
<tr>
<th>To Be Classified</th>
<th>Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>&lt;6</td>
</tr>
<tr>
<td>10th Grade</td>
<td>6</td>
</tr>
<tr>
<td>11th Grade</td>
<td>13</td>
</tr>
<tr>
<td>12th Grade</td>
<td>19</td>
</tr>
<tr>
<td>Graduate</td>
<td>25</td>
</tr>
</tbody>
</table>

During the summer, the school reclassifies students (keeps them in the same grade) who have not earned enough credits to move to the next grade.
WAIVERS OF PE GRADUATION REQUIREMENT FOR MARCHING BAND AND J.R.O.T.C.

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

EARLY GRADUATES

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

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

CLASS RANKING

After grade point averages (GPAs) are calculated for all students, 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

Every high school student graduating in 2013 and beyond must demonstrate competency in 5 areas: Reading, Math, Writing, Science, and Social Studies. Primary demonstration of competency in these areas is shown by passing state standards-based assessments (PARCC & SBA) in Reading, Math, and Science; an End of Course Exam in Social Studies; and the state standards based assessment or an End of Course exam in Writing. If a student transferred to an APS high school from another state he/she may be able to use that state’s exit exam scores to meet these requirements.

Students who do not pass the Primary Demonstration of Competency in one or more of these five areas, and have made the required number of assessment attempts as determined by the NM Public Education Department, may demonstrate competency through an alternative pathway known as the Alternate Demonstration of Competency (ADC).

In order to receive a high school diploma, students must attain the appropriate number and type of credits and demonstrate competency, either through a primary method or alternative methods. Students who do not demonstrate competency may receive a certificate of completion. 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/parent-resources/parent-resources

9th & 10th Grade Assessments:

  • **PARCC:** Students in 9th and 10th grade will take the PARCC assessment in English Language Arts and in Math once a year. The PARCC is required by the state and the federal government, and is used for tracking student progress, teacher evaluation, and school grades. If your child has a significant cognitive disability, he/she will take the NCSC, which takes the place of PARCC.

  • **End of Course Exams (EOCs):** Your child will take an End of Course Exam once a year in Reading, Writing, Mathematics, Science, Social Studies, Career Technical Education, Business/IT, Visual Arts, Health, PE, Language, and Performing Arts. The EOCs take about 90 minutes. These EOCs are required by the state and are used for teacher evaluation.

  • **ACCESS:** If your child is learning English (based on Home Language survey), he/she will take the ACCESS test once a year, which takes about an hour. This assessment is required by the federal government and is used to determine your child’s progress in English.

11th Grade Assessments:

  • **PARCC:** Students in 11th grade will take the PARCC assessment in English Language Arts and in Math once a year. The PARCC is required by the state and the federal government, and is used for tracking student progress, teacher evaluation, and school grades. If your child has a significant cognitive disability, he/she will take the NCSC, which takes the place of PARCC.

  • **SBA:** Your student will take the SBA in Science once during his/her junior year; this takes about 3 hours total. The SBA is required by the state and the federal government, and is used for tracking student progress and for teacher evaluation. If your child has a significant cognitive disability, he/she will take the NMAPA, which takes the place of the SBA.

  • **End of Course Exams (EOCs):** Your child will take an End of Course Exam once a year in Reading, Writing, Mathematics, Science, Social Studies, Career Technical Education, Business/IT, Visual Arts, Health, PE, Language, and Performing Arts. EOCs take about 90 minutes. These EOCs are required by the state and are used for teacher evaluation.

  • **ACCESS:** If your child is learning English, he/she will take the ACCESS test once a year, which takes about an hour. This assessment is required by the federal government and is used to determine your child’s progress in English.

12th Grade Assessments:
• **PARCC/SBA Retakes:** Students who have not passed or do not have the right amount of test attempts in the ELA or math portions of PARCC or SBA, SBA in Science, Writing EOC, a Social Studies EOC, and/or assessments that serve as alternate demonstration of competencies or the alternate assessments, NMAPA/NCSC, may have to participate in retakes. The possible retakes include: PARCC in ELA or Math, SBA in Science,Spanish Language Arts, EOCs that serve as alternate demonstration of competencies, and NCSC/NMAPA retakes.

• **End of Course Exams (EOCs):** Your child will take an End of Course Exam once a year in Reading, Writing, Mathematics, Science, Social Studies, Career Technical Education, Business/IT, Visual Arts, Health, PE, Language, and Performing Arts. EOCs take about 90 minutes. These EOCs are required by the state and are used for teacher evaluation.

• **ACCESS:** If your child is learning English, he/she will take the ACCESS test once a year, which takes about an hour. This assessment is required by the federal government and is used to determine your child’s progress in English.

**Optional Assessments:**

These lists below are optional tests for all students but may serve as a student’s ADC if needed.

• **PSAT/NMSQT – 10th and 11th graders:** pre-test for the SAT and qualifying test for National Merit Scholarships, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program. 11th graders will participate in the PSAT to qualify as a National Merit Semi-Finalist.

• **SAT and Subject Tests – 11th and 12th graders:** college admission test accepted by universities, some may require Subject-Matter tests.

• **Advanced Placement (AP) Examinations** – may result in college credit and advanced placement in a college program, depending on the student scores and each college’s specific policy.

• **Accuplacer – 9th -12th graders:** Exams in reading, English, math and writing that determine course placement in the community college program.

• **IB or International Baccalaureate Exams:** for students participating in an IB program and taking the IB exams; these exams may serve as an ADC.

Our counselors recommend the following testing schedule for students:

• **Sophomores** take the Practice SAT (PSAT).

• Select **Juniors** take the PSAT for qualification for the National Merit Scholarship Program, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program.

• **Juniors** take the ACT and/or the SAT during spring semester.

• **Seniors** retake the ACT and/or the SAT in September or October if needed for a better representation of the student’s academic achievement.

**Other Assessments**

All students are expected to participate in Final Exams for each course. The final examination may count for no more than 20% of the final semester grade. Other assessments of scholastic aptitude and vocational interests are available through the counseling office.
SPECIAL EDUCATION IEP/504

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

COLLEGE INFORMATION

COLLEGE PREPARATORY PROGRAMS

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

Courses........................................................................................................... Credits

English: English or Honors/Advanced Placement........................................... 4

Math: Algebra I or Honors Algebra I, Geometry or Honors Geometry,
Algebra II or Honors Algebra II, a fourth credit of math................................. 4

Social Studies: US History and Geography or Advanced Placement US History,
World History and Geography or Advanced Placement World History,
Economics or Advanced Placement Microeconomics or Macroeconomics,
Government or Advanced Placement US Government and Politics,
New Mexico History............................................................................................ 3.5

Science: Biology, Chemistry, Physics, Advanced Placement Biology,
Advanced Placement Chemistry, Advanced Placement Physics
................................................................................................................................. minimum 3/preferred 4

Modern, Classical or Native Language:
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 postsecondary 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. To earn this scholarship, students must:

- Be a New Mexico high school graduate,
- Have a high school GPA as determined by the post-secondary institution,
- Be a New Mexico resident,
- 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 NM two-year college OR 15 credit hours for UNM or other NM four-year institutions.

Priority consideration for the scholarship is given based on application completion deadlines that vary by institution.

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 (not including 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 you must (at minimum):

- Be a New Mexico high school graduate– spring 1996 or later,
- Be a New Mexico resident,
- Have had full-time enrollment (minimum of 12 credit hours) during the semester immediately following graduation and
- Maintain a minimum qualifying GPA and be enrolled for a minimum of 12 hours each semester, excluding summer.

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 II and I 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 must 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 for assistance. For more information, visit the NCAA Eligibility Center website at https://web3.ncaa.org.ecwr3/.

ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES

CAREER ACADEMIES

Many APS high schools have established career academies. See the course offering section to determine if academies are available at your high school.

Introduction and Definitions
A career academy is a small learning community inclusive of all students. Each academy has a broad-based career theme with programs of study that meet graduation requirements and post-secondary education entry requirements. Academies offer integrated sequences of courses based on “National Career Clusters,” provide work-based experiences, and have strong community partnerships with businesses and post-secondary institutions. Students select an academy based on their potential career interests.

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 portfolio development, students explore 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 EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS

Our school has a broad range of extra-curricular and co-curricular activities as well as athletic programs. The intertwined structure of student government provides an umbrella for student organizations and activities, which complement the academic program. Clubs will be added and removed as student interests vary, and any student is free to organize a club and seek recognition by the student government. Groups include honorary societies, clubs associated with academic programs, performing groups, spirit groups, service clubs, recreational groups, and special interest clubs.

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

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

If a student does not meet and maintain these requirements, he or she will be ineligible for participation in extra-curricular activities, including athletic participation, for the following six-week grading period.
CORRESPONDENCE COURSES

Academic credit toward graduation may be granted from accredited correspondence schools. This opportunity requires prior approval by the counselor and the administrator in charge of curriculum. All coursework must be completed and grades received by April 20th of the senior year in order to be credited for May graduation.

SUMMER PROGRAMS

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

The emphasis of the summer intervention program in high school is to keep students on target for their original graduation date. Tuition is charged. However, students who qualify for the Free and Reduced Lunch Program are eligible for tuition and fee discounts. 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](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 within two weeks after the close of the regular school year. For face-to-face courses, there are two 4.5-hour periods daily, each period consisting of a three-week period during which one-half credit can be earned per course. Online courses are offered at eCADEMY with two 4.5-hour periods daily. Registration for summer school begins in May 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 home page, [www.aps.edu](http://www.aps.edu) (On the APS home page, in the red rectangle entitled “Students,” click on “Summer Programs” and follow the links.), or contact the Summer Program at (505) 855-9870.

APS MAGNET SCHOOLS

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

Career Enrichment Center (CEC)
807 Mountain Rd NE, Albuquerque, NM 87102 (505) 247-3658

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

Program Features: As an APS magnet school, CEC provides students with many opportunities, from beginning to advanced-level work, for in-depth career focused learning. Students can choose unique courses from a wide-range of career areas, many of which include hands-on experiences working in one of CEC’s specialized laboratories. Students may select courses in Medicine, Media Arts, Computer Science, Science, Engineering, Business, Languages, and Trades. CEC also offers internship opportunities and is the only APS high school that offers Chinese, Japanese, German, and Navajo language classes, Cosmetology, nationally accredited LPN Program, and a certifying basic EMT class. Additionally, CEC offers many CNM and UNM dual-credit courses, some of which are integrated into CEC course offerings. Please contact CEC for a list of these classes.
**Student Profile:** CEC’s programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. Meeting the needs of a diverse student body in college-readiness, career exploration, career preparation, internships, dual enrollment, and leadership development is an integral component of CEC’s curriculum and course offerings.

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

**College and Career High School (CCHS)**
5 Building, 525 Buena Vista Dr. SE, Albuquerque, NM 87106 (505) 224-4880

[http://collegecareerhigh.aps.edu](http://collegecareerhigh.aps.edu)

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 courses, which allow 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. CCHS students are required to take classes during the summer. There are no tuition or textbook fees for college classes.

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

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

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

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

**Enrollment Information:** Students who are interested in a challenging college preparatory rigor must apply for admission to ECA. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA. Residency documentation must be provided during the registration process. Due to space limitations, student enrollment is limited to 50 students per grade level for a maximum enrollment of 200. The school maintains a “waiting pool” if interest exceeds space and holds a public lottery in January for all applications received before the end of the calendar year. Students may apply for admission to ECA by contacting the school’s counselor or administrative staff. Applications may also be downloaded and filled out on the school website [cec@aps.edu](mailto:cee@aps.edu).

**eCADEMY High School and BlendED Learning Studio @ eCADEMY High School**

3300 Cutler NE, Albuquerque, NM 87110 (505) 247-4209

eCADEMY is an APS blended education program that allows students to retake courses previously failed at their home high schools and courses that can count as the students’ distance education courses mandated by the state of New Mexico.

**Concurrent Student Program Features:** All of the courses at eCADEMY High School are offered in an integrated, concurrent format, except for Physical Education. Students taking online classes are required to be on campus for labs, final exams and additional course work. Within the eCADEMY integration high schools, eCADEMY teachers are available on site for students needing additional help from a highly qualified eCADEMY teacher. Help is also available on eCADEMY’s main campus Monday through Thursday from 3 P.M. to 6 P.M. from a highly qualified eCADEMY teacher. Space is limited in all classes, with priority given to seniors.

**Concurrent Student Profile:** eCADEMY integration students are considered part-time and must be enrolled full-time at an APS high school. Over 2500 part-time concurrent students enroll in eCADEMY classes each semester. Underclassmen may take 1 class per semester and seniors may take up to 2 classes per semester with counselor and principal approval.
Enrollment Information: Students wishing to enroll in eCADEMY classes must register through their home school counselors. There is a non-refundable registration fee of $25 per semester.

BlendED Learning Studio @ eCADEMY High School

eCADEMY High School provides a full-time online learning program that incorporates a face-to-face component in which students attend two days a week in order to work on collaborative project-based learning (PBL). This program – BlendED Learning Studio – provides forward-thinking educational opportunities through a balance of personalized online delivery methods simultaneously with a challenging project-based environment, which connects curriculum to the real world with the best educational practices.

BlendED Learning Studio @ eCADEMY High School is a full-time high school for grades 9 through 12. Contact the school to get more information and to obtain an application.

School Features: All of the courses at BlendED Learning Studio are offered online except for Physical Education. Students attending BlendED Learning Studio are required to be on campus 2 days per week. In order to be successful, students must work 6 hours per week, per course. At BlendED Learning Studio, students are to attend two days a week in order to meet with teachers to discuss their online classes and progress, as well as to work collectively with one another on their real world, student-driven projects. While working on projects, certified teachers support students' learning, offering multiple lessons related to the project objectives while also connecting the learning to the online courses.

Student Profile: BlendED Learning Studio students are full-time students in grades 9 through 12. BlendED Learning Studio students have the same graduation requirements as all APS students and are required to take the same mandated tests. Enrollment Information: Students wishing to enroll in BlendED Learning Studio @ eCADEMY High School should contact the school for more information and get an application. There is no enrollment fee for full-time BlendED Learning Studio students.

Freedom High School

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

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

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

Student Profile: Freedom’s academic program provides educational services for students in grades 10-12 who have determined they may benefit from a personalized small school setting. Students come to Freedom having faced a variety of barriers to earning their high school diploma, but all have a determination to graduate. The program is semi–self-progress and allows students to recover credits, move forward, and in many cases graduate on time or early.
**Enrollment Information:** Students must be a sophomore, junior or senior to enroll at Freedom High. Students take a placement exam in reading and math to initiate the enrollment process and to determine if there is a need for support in these two areas. After taking the placement exam, students are expected to provide FHS with a current transcript and to call the school every school day to express their interest in attending FHS. Students who call consistently are invited to an orientation with the principal and/or counselor to learn about school policies, the educational program and to discuss whether FHS is a sound option. Interviews are then scheduled with the school advisor and the student and his or her parents/guardians. At the interview, the advisor develops a graduation plan and an initial schedule. Please call the school office for placement exam times or for other inquiries.

New Futures School  
5400 Cutler NE, Albuquerque, NM 87110  505-883-5680

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

**Program Features:** New Futures offers an online credit recovery program, a math-tutoring lab, after school tutoring and college and career counseling. A variety of elective classes are offered. Some of the elective classes focus on child development, parenting and health. These electives are designed to help pregnant and parenting teens have a healthier pregnancy and acquire good parenting skills.

**Student Profile:** 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 the Star childcare center.

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

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 505-243-239
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 years) and has gained recognition and respect from the world’s leading universities. The IB program is unique in that it provides liberal arts, interdisciplinary education leading to a diploma, which is recognized throughout the world.

**Program Features:** IB Diploma students pursue studies in English, a 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 task in the classroom, which are scored by their teachers, and then moderated by IB officials. 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.*
New Futures School

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

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

Program Features: New Futures offers an online credit recovery program, a math-tutoring lab, after school tutoring and college and career counseling. A variety of elective classes are offered. Some of the elective classes focus on child development, parenting and health. These electives are designed to help pregnant and parenting teens have a healthier pregnancy and acquire good parenting skills.

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

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

Transition Services

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

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

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, provides 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.
COURSE OFFERINGS

LANGUAGE ARTS

English as a Second Language (ESL)
Course Numbers:

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>ESL I</td>
<td>2055A</td>
<td>2055B</td>
<td>2055C</td>
<td>2055D</td>
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<tr>
<td>ESL II</td>
<td>2055E</td>
<td>2055F</td>
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<td>ESL III</td>
<td>2055J</td>
<td>2055K</td>
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<td>ESL IV</td>
<td>2055N</td>
<td>2055P</td>
<td>2055Q</td>
<td>2055R</td>
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</tbody>
</table>

English as a Second Language (ESL) Level
2055A (Eng 9)
2055B (Eng 10)
2055C (Eng 11)
2055D (Eng 12)

1 Credit/Year 9-12

This course assists with acculturation to formal American schooling, including observation and understanding of the school environment. ESL curriculum is designed to dovetail with curriculum in other content areas. It articulates the developmental English language needs of ELL students and includes special instructional and assessment considerations that must be given those students as they strive to meet content standards. This course fulfills the requirement for English 9-12. The teacher addresses the 9th-12th grade language arts standards in order for students to receive English 9-12 credit. In addition, the course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills and then moves to reading and writing. Basic structures of the English language are explained and students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various genres and informal styles.

English 9 Honors
25034 1 Credit/Year 9

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

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 genre and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous selections by a wide variety of authors. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research, and through the use of technology as a learning tool.
English 10
25041      1 Credit/ Year    10
Pre-requisite: Successful Completion of English 9 (or substitute)

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

English 10 Honors
25044      1 Credit/ Year    10
Pre-requisite: Successful Completion of English 9 or English 9 Honors

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

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

English 11
25051      1 Credit/ Year    11
Pre-requisite: Successful Completion of English 10

In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present), including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time periods and themes in American literature through selected genre across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes.

AP English Language and Composition 11
25058      1 Credit/ Year    11
Pre-requisite: Successful Completion of English 10 or English 10 Honors

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.

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 various time periods and themes in American literature through selected genre across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.
English 12
25061 1 Credit/ Year 12
Pre-requisite: Successful Completion of English 11 (or substitute)
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 groups by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected genre across time periods (e.g. mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of World History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool. The process, development, and completion of a senior research paper will be required.

AP English Literature and Composition 12
25064 1 Credit/Year 12
Pre-requisite: Successful Completion of English 11 or English 11 Honors
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.
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 thematic approach, the student surveys selections of world/British literature across time groups by themes. With a genre approach, the student surveys various time periods and themes in world literature through selected genre across time periods (e.g. mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). The student applies critical thinking skills through reading, speaking, viewing and listening.

Speech I-II
23031
23032 1 Credit/Year 9-12
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student has the opportunity to participate in scholastic journalism organizations, conferences, and competitions.
Speech I provides a variety of informal and formal speaking experiences for the student who is interested in learning how to confidently stand in front of an audience and deliver effective oral presentations for a variety of purposes. The student understands the unique elements of different types of speeches, such as informative, persuasive, impromptu, dramatic interpretation, and debate. The student also applies the process of speech writing, effective delivery techniques, and the concept of audience awareness. By the end of the course, the student is comfortable and confident speaking in front of group and also is able to convey ideas logically and effectively.

Journalism
24031 1 Credit/Year 9-12
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
This course or its equivalent is a prerequisite for Newspaper I-IV, Yearbook I-V, and/or Radio/TV/Digital Production I-IV. The student has the opportunity to participate in scholastic journalism organizations, conferences, and competitions.
in Journalism, the student explores and practices the fundamentals of various print and electronic media including newspapers, magazines, yearbooks, and radio/television/digital broadcasts. Areas of emphasis include: interviewing and reporting techniques, gathering and researching sources of information, history, law and ethics, First
Amendment rights and responsibilities, and media literacy. Special emphasis is placed on distinctive types of journalistic writing, style, and organization as compared to conventional English composition. The student writes, edits, and evaluates news, editorials, columns, features, sports, photo captions, advertising copy, and investigative reports with clear purpose, accuracy, and current technology used to create effective media. Photojournalism and design layout are also covered. The student contributes work for consideration to school and community productions (newspaper, yearbook, magazine and / or radio/TV/Digital) and produces individual and class projects for publication or broadcast.

**FILM CRITICISM**

20538 1 Credit/Year 11-12 (Does not satisfy NCAA requirements.)
Prerequisite: Successful completion of English 10 (or substitute).

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.

**CREATIVE WRITING I Elective**

24540 1 Credit/Year 11-12 (Does not satisfy NCAA requirements.)
Prerequisite: Successful completion of English 9.
Special Requirements: Elective. Description: In Creative Writing I, the student reads, analyzes, and discusses selected models of various American authors to gain a background for extensive original composition 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 prepared freelance work for submission to 57 publishers and contests. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print online literary magazines. The creative writing class assists in producing the school’s literary magazine. Students will be expected to share their work in a writer’s workshop setting. More than one half of the course work is devoted to composition.

**Newspaper I-IV**

24001
24002
24003
24004 1 Credit/Year 9-12
Pre-requisite: Successful Completion of Journalism is Strongly Recommended
This course satisfies the graduation requirement that a student must earn one (1) career, cluster, workplace readiness or language credit.

Newspaper I requires the student to spend time outside of class to work on the newspaper production process, including taking photographs, selling advertising, and meeting individual and staff deadlines. The student is encouraged to participate in scholastic journalism conferences and competitions as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.

In Newspaper I The student applies entry-level journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and “deadlining” with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/Advisor. The student generates authentic work by producing a series of newspapers for the school and community.
Yearbook I-IV
24036
24037
24038
24039  1 Credit/Year  10-12
Prerequisite: Successful Completion of Journalism is Strongly Recommended.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace
readiness or language credit.
Yearbook I requires the student to spend time outside of class to work on the yearbook production process,
including taking photographs, selling advertising, and meeting individual and staff deadlines. The student is
couraged to participate in scholastic journalism conferences and competitions as approved by the teacher. Per
Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.
In Yearbook I, the student applies entry-level journalistic skills introduced in Journalism/Mass Communications and
participates in specialized areas depending on interests and staffing needs. The student gains experience with
cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business
management, elements of design and photography, desktop publishing, time management, and “deadlining” with
guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor.
The student generates authentic work producing a yearbook for the school and community.

Read 180
31209  1 Credit/Year  9-12
Prerequisite: Demonstrated need for reading intervention. This course is designed to provide both individual and
small group instruction in order to meet each student’s needs in reading. Instruction is guided by ongoing
assessments. The student practices the essential reading elements fluency, vocabulary, word study, academic
language, text structure, and comprehension. The student uses several strategies to increase comprehension of
diverse texts such as summarizing, questioning, predicting and previewing, test structure, visualizing, and
inferring. The student has a variety of opportunities to learn, practice, and apply these reading behaviors and
strategies. To provide authentic opportunities to use and develop language, the student works collaboratively, in pairs
and in small groups, discussing text in order to build background knowledge and increase comprehension. The
reading process, reading application, and personal engagement with reading are major areas of focus.

Algebra I
33040  1 Credit/Year  9-12
Pre-requisite: 8th grade teacher recommendation
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.

Math Strategies/Algebra I Block (Does not satisfy NCAA requirements.)
310013 / 330403  1 Credit/Year  9
Pre-requisite: 8th grade teacher recommendation and placement based on standardized test results and grades.
The student takes Math Strategies concurrently with Algebra I.
This course is intended to provide additional support for students in Algebra I. Successful students will receive an
elective credit, not a math credit for this course.

Honors Algebra I
33080  1 Credit/Year  9-12
Pre-requisite: 8th grade teacher recommendation and/or Algebra I teacher recommendation. This course requires
the student to have access to a graphing calculator.
Algebra II Honors
36080  1 Credit/Year  9-12
Pre-requisite: Successful Completion of Algebra I and Geometry and Algebra 1 or Geometry Teacher Recommendation.
This course requires student access to a graphing calculator.
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, and exponential and logarithmic functions. Also, he/she pays more attention to the study of systems of equations including quadratic systems. Other areas of study are trigonometry and data analysis and probability. The student applies problem-solving techniques throughout the course as an integral part of the subject.
are trigonometry, data analysis and probability. The student applies problem-solving techniques throughout the course as an integral part of the subject. There are five main differences between regular and Honors (pre-AP) and that is (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, (4) the global connections that reach beyond the boundaries of what is taught in the classroom, and (5) additional commitment outside of class.

Financial Literacy (Not NCAA Approved)
38011  1 Credit/Year  12
Pre-requisite: Successful Completion of Algebra I and Geometry. Student must be concurrently enrollment in Algebra 2.
Financial Literacy as a math course satisfies the fourth-year math 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.

Pre-Calculus
38040 1 Credit/Year 11-12
Pre-requisite: Successful Completion of Algebra II
This course requires student access to a graphing calculator.
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, 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.

Honors Pre-Calculus
38050 1 Credit/Year 11-12
Pre-requisite: Successful Completion of Algebra II and Algebra II teacher recommendation.
This course requires student access to a graphing calculator.
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, 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. There are five main differences between regular and Honors (pre-AP) and that is (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, (4) the global connections that reach beyond the boundaries of what is taught in the classroom, and (5) additional commitment outside of class.

AP Honors Calculus AB
38080 1 Credit/Year 11-12
Pre-requisite: Successful Completion of Pre-Calculus or Algebra II Honors and teacher recommendation.
This Calculus course consists of a full high school academic year of work that is comparable to a college-level calculus course. Students should have demonstrated mastery of material from algebra, geometry, coordinate geometry, and trigonometry, with study in areas to include, but not limited to, advanced topics in algebra, trigonometry, analytic geometry and elementary functions that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise defined. The student is expected to seek college credit, college placement, or both from the college of his/her choice. The student is required to use a graphing calculator and must have access to the graphing calculator at school and at home. The student must agree to participate in at least one organized mathematics competition held in the district.
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 and extensive review of relevant topics.

### SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Year</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td><strong>Biology I</strong></td>
<td>1 Credit/Year</td>
<td>9-12</td>
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<tr>
<td>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.</td>
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| **Chemistry I**                            | 1 Credit/Year| 9-12        |
| Pre-requisite: It is strongly recommended that the student has successfully completed Algebra I prior to taking Chemistry I. |
| This course will meet college entrance requirements. This laboratory course is designed so the student studies chemistry and its applications, especially as applied to the impact on society. 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 practical (e.g., extensive laboratory activities, critical thinking and problem solving), science and society, and literacy are integrated throughout all science courses. |

| **Human Anatomy and Physiology**          | 1 Credit/Year| 11-12       |
| Prerequisites: Successful Completion of Biology and Chemistry. Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Students will work on many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, the course dives into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. High levels of achievement will be in effect. Students will be responsible for proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college. |

| **Physics I**                             | 1 Credit/Year| 9-12        |
| This laboratory course is designed as a study of the relationships between matter and energy. The student investigates topics of study that include, but are not restricted to the principles of motion, gravitation, heat, light, sound, electricity and magnetism, forces of nature, plate tectonics, and cosmology. As appropriate, these topics are examined at scales ranging from atomic to astronomical. The focus is on conceptual understanding and practical applications. Literacy strategies are integrated throughout the curriculum. |
AP Physics I
43171 1 Credit/Year 11-12
Pre-requisite: Successful completion of Geometry with a C or better and concurrent enrollment in Algebra II is STRONGLY recommended. No prior Physics course is required.
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 critical thinking and reasoning skills. 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the practices.

AP Physics II
43181 1 Credit/Year 11-12
Pre-requisite: Successful completion of AP Physics I or comparable introductory course. Students should have taken or be concurrently taking pre-calculus or an equivalent course.
AP Physics II is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetic; physical and geometric optics; and quantum, atomic and nuclear physics. Through inquiry-based learning, students will develop critical thinking and reasoning skills. 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the practices.

Psychology
53040 1 Credit/Year 10-12
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, the brain, body and behavior; personality and human growth; consciousness and altered states; and psychological disorders and treatment. Literacy strategies are integrated throughout the curriculum.

AP Psychology
53041 1 Credit/Year 10-12
Fee: $10 per year
Note: Sensitive topics may be discussed in this course. The AP psychology course introduces the student to the systematic and scientific study of the behavior and mental processes of the individual and other animals. The student is exposed to the psychological facts, principles and phenomena associated with each of the major fields in psychology (e.g., biological basis 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.

SOCIAL STUDIES

New Mexico History
10043 .5 Credit/Semester 9-12
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 has played 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.
**AP US History/Geography**  
11013 1 Credit/Year 11

Students are 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 and Geography AP is a comprehensive course which 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.

**US History/Geography**  
11011 1 Credit/Year 11

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

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.

**World History/Geography**  
12019 1 Credit/Year 10

World History encompasses the study of diverse regions, cultures, communities, societies, 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. Speaking, writing, and research strategies are integrated throughout the course.

**AP World History/Geography**  
12013 1 Credit/Year 10

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.

Advanced Placement World History emphasizes the evolution of global political processes in interaction with different types of human societies. The course builds on an understanding of cultural institutions and technological precedents that, along with geography, focuses primarily on the past thousand years of the global experience. This course highlights the nature of change and continuity in international frameworks, behaviors, and outcomes. The student uses critical-thinking skills to demonstrate understanding of major 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.

**AP US Government/Politics**  
13016  .5 Credit/ Semester 12

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.

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.

**Government (Online)**

**13011de**  .5 Credit/Semester  12  
Government is a required semester 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.

**Economics (Online)**

**15011de**  .5 Credit/ Semester  12  
Economics is a semester course with an emphasis on the allocation of scarce resources and the economic reasoning used by government agencies and by households, individuals, and governments in various economic roles. The student examines topics such as scarcity, opportunity costs, supply and demand, market structures, the role of government, money, the role of financial institutions, and international trade.

**AP Macro Economics**

**15015**  .5 Credits/ Semester  12  
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 Micro Macroeconomics AP exams. See Macro/Micro AP.
Economics AP provides the student with an in-depth understanding of the principles of economics, primarily macroeconomics. The intent of this 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. Macro 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, as well as data disaggregation and application.

**Foundations of Physical Education**

**90000**  1 Credit/ Year  9-12  
The student is required to have a suitable change of clothing and shoes. Foundations of Physical Education is a requirement for graduation and is a prerequisite for all elective physical education courses. The course focuses on physical education with an emphasis on human movement, physical activities, and physical fitness that contribute to a lifetime commitment to activity and fitness. Literacy strategies are integrated throughout the course.

**Team and Individual Sports I-III**

**90160**

**90161**

**90162**  1 Credit/ Year  10-12  
Fee: $15 + fees for field trips  
Pre-requisite: Successful Completion of Foundations of Physical Education  
The student is required to have a suitable change of clothing and shoes.
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.

**Weight Training I-III**

90421
90422
90423 1 Credit/Year 10-12

Fee: $15 per year

- **Pre-requisite:** Successful Completion of Foundations of Physical Education
- The student is required to have a suitable change of clothing and shoes. Lifting belts are recommended.
- Weight Training I is a basic weight training course. The student investigates strength training principles, routines, fundamental techniques and methods of lifting for the development of major muscle groups, and nutrition and diet information for health and fitness. Safety techniques and proper spotting are emphasized. Literacy strategies are integrated throughout the course.

**Aerobics and Body Conditioning I-II**

90446
90447 1 Credit/Year 10-12

Fee: $25 per year

- **Pre-requisit**: Foundations of Physical Education
- Aerobics I is an introductory course designed to develop an awareness of the importance of physical fitness and daily exercise. Proper techniques required for a safe and effective workout (including appropriate attire). The course focuses on participation in a variety of high and low impact activities (e.g., step, cardio boxing, water aerobics, body conditioning). Literacy is integrated throughout the course.

**Sports Medicine I-III (Not NCAA Approved)**

90700
90701
90702 1 Credit/Year 10-12

Fee: $25 per year

- **This course satisfies the graduation requirement that a student must earn one cluster workplace readiness or language credit.** This course may require outside observation hours at athletic events or practices.
- **Sports Medicine** 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.

**Interscholastic Athletics I-IV**

9241A-C
9242A-C
9243A-C
9244A-C 1 Credit/Year 9-12

- A- Football
- B- Boys’ Basketball
- C- Girls’ Basketball

- **Pre-requisite:** Foundations of Physical Education

- Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class.
Interscholastic Athletics I is designed for the student athlete who participates in a school-sponsored team sport or activity. The student explores the fundamental concepts and skills related to a specific sport or activity and gains introductory knowledge of the rules, safety issues, proper techniques in performing special skills, and building personal strength, endurance, and flexibility specific to the sport or activity.

Health 48010 .5 Credit/ Semester 9-12
In this course, the student studies all aspects of health and wellness through learning experiences that emphasize an increased awareness of the positive or negative impact of behaviors on health. 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 are integrated throughout the course.
Great Books I-II
063GB
063G2 1 Credit/Year 10-12
Pre-requisite: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).
Great Books I is an elective course in which the student examines a variety of literature and texts considered to be relevant within the history of human thought. The student studies and considers a broad spectrum of themes and perspectives across a variety of traditional texts while making connections between themselves, his/her peers, and society. Although there may be a wide variety of supplemental and anticipatory activities, Great Books I combines Great Books materials and the Shared Inquiry™ method. The Great Books curriculum develops thinking and language together through interactive learning; develops oral language and literacy through appropriately challenging learning; draws on literature from many genres, time periods, and cultures; emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse; provides for literacy in all forms of media; embeds shared instruction in meaningful learning; teaches the strategies necessary for acquiring academic knowledge and ensuring independence in learning; builds on the language, experiences, strategies, and interests that the student brings to school; and develops each student’s distinctive writing or speaking voice.

Contemporary Issues I-II
063GC
063GD 1 Credit/Year 9-12
Pre-requisite: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).
The Gifted Contemporary Issues I class is a Social Studies elective course designed to provide the student with an up-to-date view of the world around him/her. Emphasis is placed on an analysis of real-world issues, which have a direct impact on students’ lives. The student focuses on improving geographic knowledge, reading, writing, and vocabulary skills as a means for understanding important issues and communicating facts, his/her ideas, and opinions to others. The curriculum framework contained in this document specifies learner outcomes, suggested classroom illustrations, and suggested evaluation/assessment activities.

Academic Career Experience (ACE) I
0631G 1 Credit/Year 9-12
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Through work experiences as supported by portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course.

Guided Study I
063GH 1 Credit/Year 9-12
Pre-requisite: Identification as Gifted.
The student must currently be receiving services through an Individualized Education Plan (IEP).
The teacher recognizes that the characteristics of successful guided study students include the motivation, commitment, organizational skills, and academic skills necessary to work somewhat independently. The student designs a strong knowledge base in an area of individual interest; exercises independence in learning; develops basic research and study skills; develops skills specific to an area of individual interest; develops goal setting, decision-making skills; and practices time management and organizational skills.
Information technology or “I.T.” may be more familiar to the public, encompassing computer programming, database management, software design and technical support. Creative technologies are the tools and techniques used in a wide range of creative fields, such as graphic and web design, film and television production and editing, as well as jobs that are yet to emerge. These career areas represent one of the largest growth areas in terms of career paths and outlets for creative expression.

**Computer Applications I / Computer Applications for Business Technology**

65500 / 84301  
1 Credit/Year  
9-12

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

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

**Introduction to Computer Science**

66136  
1 Credit/Year  
9-12

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

Pre-requisite: Successful completion of Algebra and Geometry or currently enrolled in Geometry

Introduction to Computer Science introduces the fundamentals of computer science, writing programs to solve a variety of problems, and the ethical use of computer systems. The student learns about the software and hardware components of the computer and how these components interact to execute a computer program. Areas of study include, but are not limited to: computer architecture and function, types of programming languages, computer programming and algorithm development, ethical use of computing resources, study of non-traditional math topics, and career applications. The student can also receive preparation for an AP computer Science exam. Literacy strategies are integrated throughout the curriculum.

**Woods Technology I-III**

80135  
80136  
80145  
1 Credit/Year  
9-12

Materials Fee: $40

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

Woods Technology I 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.
FINE ARTS

Art I
70030  1 Credit/Year  9-12
Fee: $15 per semester
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The use of special materials for specific projects may require an additional fee.
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-III
71010 1 Credit/Year  10-12
Fee: $25 per semester
Pre-requisite: Successful completion of Art I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Drawing and Painting I is a studio course and requires the student to have an understanding of the basic design and visual art fundamentals acquired in Art I. The student works in various drawing and painting media (e.g., pencil, colored pencil, charcoal, conte crayon, gouache, oil painting, water color, acrylic, ink, dyes, inks). He/She studies the making of art and directs his/her awareness and growth through art history, aesthetics, and art criticism. The student prepares work for the market and uses this venue to pursue career goals.

Photography I-III
71530 1 Credit/Year  9-12
Fee: $15 per semester
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student may be asked to provide photographic paper, film, notebook, and camera. The course utilizes a 35 mm camera and some use of a digital camera. Current trends and practices vary from site to site. Photography I develops the student’s aesthetic awareness and introduces the student to technical concepts of black and white photography and the use of a darkroom. This includes developing, printing, enlarging, and composing as well as care of photographic equipment and darkroom safety. Literacy is integrated throughout the course. 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. Photography III is a continuation of Photography II with an emphasis placed on developing personal style using special effects.

Introduction to Digital Media
Digital Media II (2-D Animation)
53016  1 Credit/Year  9-12
Fee: $10 per semester
Introduction to Digital Media is a survey of technology and digital media. The student explores hardware and software technologies and researches current applications in the marketplace. Topics include but are not limited to, technical literacy, conventions and history, information systems awareness, career exploration, and presentation formats. Literacy strategies are integrated throughout the curriculum.
In Digital Media 2-D Animation, the student learns animation basics and history, how to digitize cell animation, how to use Adobe Photoshop for animation, and how to use Adobe Premier for editing. Other areas of emphasis are creating graphics, enhancing animation, publishing video, and career applications. Literacy strategies are integrated throughout the curriculum. Skills and knowledge in this course can be applied to the United States Department of Education Information Technology Career Cluster and its respective pathways and the New Mexico Arts and Entertainment and Communication and Information career clusters.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit/Years</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Digital Media II (2-D Animation)</td>
<td>1 Credit/year</td>
<td>$10 per semester</td>
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<tr>
<td>Digital Media III (3-D Animation)</td>
<td>1 Credit/year</td>
<td>$10 per semester</td>
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Prerequisite: Successful Completion of Digital Media II (2-D Animation)

In Digital Media-3D Animation, the student learns digital animation basics and history, video game applications, how to model objects using Lightwave Modeler, how to use Adobe Photoshop for texturing, how to animate, edit, and render scenes using Lightwave layout, and how to use Adobe Premiere to combine animation. Other areas of emphasis are creating and modeling graphics, enhancing animation, publishing video and career applications. Literacy strategies are integrated throughout the curriculum. Skills and knowledge acquired in this course can be applied to the United States Department of Education Information Technology career cluster and its respective pathways and the New Mexico Arts and Entertainment and Communication and Information career clusters.

Literacy strategies are integrated throughout the curriculum. Skills and knowledge acquired in this course can be applied to the United States Department of Education Information Technology career cluster and its respective pathways and the New Mexico Arts and Entertainment and Communication and Information career clusters.

References in parentheses following each performance standard refer to the New Mexico Social Studies Standards (SS), Fine Arts – Visual Arts Standards (FA), Career Readiness Standards (CR), Mathematics Standards (MA), National Visual Arts Standards (N), National Educational Technology Standards for Students (NETS), and Albuquerque Public Schools Language Arts Standards (APS – LA).

Drama I-IV

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.

Stagecraft I-IV
75015
75016
75017
75018 1 Credit/Year  9-12
The student may be required to pay a course fee for materials and supplies. Additionally, he/she may be required to pay for performance attire and some out of school activities.

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

The student is required to participate in regularly scheduled work/crew calls during and outside of the school day. Additional crew calls/running crew calls may be required outside of the school day.

Stagecraft I addresses the analysis, planning, and practical application of stagecrafts. Stagecraft I includes all aspects of theatre except acting. The student learns fundamental stage terms, learn basic shop scenery construction, basic scene painting techniques, basic stage lighting, work with basic sound equipment, learn basic costume terminology, and basic make-up techniques. He/She is required to perform various technical projects and learn techniques through problem solving and workshop procedure. Emphasis is placed 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.

Orchestra I-IV
73544
73545
73546
73547 1 Credit/Year  9-12
Pre-requisite: Audition and teacher approval
Fee: Up to, but not to exceed $100 per year
The student participates in regularly scheduled performances during and outside of the school day.

String Orchestra is a performance course for the student with experience in violin, viola, cello or string bass. String Orchestra 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 standards and traditions of an orchestra using graded music III through III+. The student performs with precision 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.

Jazz Band I-IV
73045
73046
73047
73048 1 Credit/Year  9-12
Pre-requisite: Audition and teacher approval
Fee: Up to, but not to exceed $100 per year
The student participates in regularly scheduled performances during and outside of the school day.

Jazz Band 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 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 standards and traditions of Jazz Band using graded music I through II+. The student performs with precision and technical accuracy, a varied repertoire of developmentally appropriate Jazz 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.

Symphonic Band I-IV
73009 1 Credit/ Year 9-12
Materials Fee: Up to, but not to exceed $200 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
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 fund raising activities.
Marching/Concert Band I is a performance course for the student to receive experience on standard woodwind, brass, or percussion instruments. Marching/Concert Band teaches the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of a Wind Band using graded music I- through II+. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Wind Ensemble I-IV (Zero Hour)
73043 7304A 7304B 7304C 1 Credit/ Year 9-12
Some entry fees, out of town travel and dress expenses are borne by the student.
Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. 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 fund raising activities.
Wind Ensemble I is an advanced performance course for students with experience on standard woodwind brass or percussion instruments. Wind Ensemble I teaches 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 Ensemble using graded music I- 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.

Concert Band
73037 7303A 7303B 7303C 1 Credit/ Year 9-12
Materials Fee: $40
No Prerequisite
Concert Band teaches the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of a Wind Band using graded music I- through II+. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/she participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.
Piano I-II
75558
75559  1 Credit/Year  9-12
Materials Fee: Up to, but not to exceed $50 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals. Successful Completion of Piano Laboratory I or Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.

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 course of study is determined by student conference with the teacher. Progress toward established goals is the student’s responsibility.

Guitar Beginning
75555  1 Credit/Year  9-12
Fee: Up to, but not to exceed $50 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals. This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. 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.

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.

Guitar Intermediate
75556  1 Credit/Year  10-12
Fee: Up to, but not to exceed $50 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.
Successful Completion of Beginning Guitar
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.

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.

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. Literacy is integrated throughout the course.

Advanced Guitar
75557  1 Credit/Year  11-12
Fee: Up to, but not to exceed $50 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.
Successful Completion of Intermediate Guitar and/or Audition.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.

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.

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. Literacy is integrated throughout the course.

Mariachi I
735A1 1 Credit/Year 9-12
Fee: Up to, but not to exceed $50 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals. This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. 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.

“Los Enamorados” or Latin Music Ensemble is designed for the study and performance of the popular Spanish music of South America, Mexico, the Southwestern United States, and Chicano population. Literacy is integrated throughout the course.

Guitar Literature
75554 1 Credit/Year 11-12
Fee: Up to, but not to exceed $50 per year
Successful Completion of Intermediate Guitar and Audition
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.

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.

Concert Choir I-IV
74048
7404A
7404B
7404C 1 Credit/Year 9-12
Fee: Up to, but not to exceed $100 per year for materials, accompanists, and costume expenses.
Audition required
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Additionally, the student may be required to pay for some entry fees, out of town travel, and some costume expenses.

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.

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, try, 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.
Mixed Choir I-IV
74051
7404C
7404D
7404E 1 Credit/Year 9-12

Fee: Up to, but not to exceed $100 per year for materials, accompanists, and costume expenses.

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

Additionally, the student may be required to pay for some entry fees, out of town travel, and costume expenses.

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.

These courses concentrate on learning good vocal techniques, improving sight reading, and developing the ability to sing musically, while exposing students to a wide variety of music literature and styles. This course is open to males and females. No audition is required for membership.

AFJROTC
AF JROTC Aerospace Ed I-IV
09501
09502
09503
09504 1 Credit/Year 9-12

Fee: $25 per year

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

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

The student must comply with the United States Air Force grooming standards and uniform requirements. Failure to do so may be cause for course failure. The student should be physically qualified to participate in the program that involves military drill and field trips to various locations around the city and the state. Other co-curricular and co-curricular activities are optional. Uniforms and shoes are provided at no cost to the student.

AF JROTC Education I focuses on two components: Aerospace Science: Frontiers of Aviation History and Leadership Education I: Introduction to AF JROTC. In the Aerospace Science component the student examines the historical development of flight and the role of the military in history. In the Leadership Education component the student examines a variety of topics including study habits, time management, wear of the uniform, Air Force customs and courtesies, and basic drill skills.

Military Skills I-IV
09901
09902
09903
09904 1 Credit/Year 9-12

Fee: $25 per year

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

Each JROTC program will meet the standards applicable to its service.

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

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

All students must comply with grooming standards and uniform requirements. Failure to do so may be cause for failure/enrollment.

The student must be capable of participating in a program of physical fitness and military drill within personal limitations. The student may be concurrently enrolled in a second JROTC course (e.g., Military Skills, LET I, II, III, IV). It is highly recommended that he/she not take more than two JROTC courses within a school year.

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

Materials Fee: $5

Spanish for Bilinguals I
61030 1 Credit/Year 9-12
No Prerequisite

Language acquisition is a developmental process. Over time, learners develop the ability to write and speak in a meaningful and appropriate manner. Span introduces students to the basic skills of 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 personal applications.

Materials Fee: $5

Spanish for Bilinguals II
61031 1 Credit/Year 9-12

Prerequisites: Successful Completion of Spanish for Bilinguals I

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 continue 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 III**  
61012BL  1 Credit/Year  9-12  
Prerequisites: Successful Completion of Spanish for Bilinguals II  
Materials Fee: $5  
Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Spanish III reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture and language. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.

**Spanish Language Arts I**  1 Credit/Year  9-12  
61027 Prerequisites: None  
Materials Fee: $5  
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**  1 Credit/Year  9-12  
61028 Prerequisites: Spanish Language Arts I  
Materials Fee: $5  
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.
Native American Studies I
51504 1 Credit/Year 9-12
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 pre-history 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.

Native American Studies II
51505 1 Credit/Year 9-12
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 research-oriented concept-based course designed to address important and prevalent issues like education, health, politics, and economic development confronting Native Americans in the past and today. The student applies reading, writing, speaking, and technology skills through more extensive research projects.

Navajo I
61110 1 Credit/Year 9-12
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.
Language acquisition is a developmental process. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Navajo I introduces students to the basic skills of listening and speaking and to the basic structures of Navajo taught within the cultural context. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral, written, communication skills to personal, academic, and cultural activities.

Navajo II
61111 1 Credit/Year 10-12
Prerequisites: Successful Completion of Navajo I
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. Navajo II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Navajo 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.

Navajo 1-NAVJ 101 IAIA (***Dual Credit) Fall Only
Registration with IAIA 1 High School Credit and 3 College Credits/ Semester 10-12
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.
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.
Navajo II continues the focus on the advanced levels of language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Navajo culture and language. Areas of study include expression (conversational), 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.

SHIWI’MA BENA: WE/ZUNI LANGUAGE I and II
Would you like to learn a language spoken by Zuni elders, grandparents, parents, and tribal leaders? This class teaches students to speak, read and write Zuni in the following ways:

- This class will allow students to study Zuni culture, traditions, and language.
- Successful completion of both classes will qualify students for the district and state bilingual seals.

Zuni I
64411  1 Credit/Year  9-12
Students taking Zuni II must have a passing grade in Zuni I. Students must be an enrolled member of the Pueblo of Zuni and must have a 506 and a CIB document on file with the district.

Zuni I introduce students to the basic skills – listening and speaking – and to the basic structures of Zuni taught within the cultural context. Areas of study include expression, comprehension, language and culture, language functions, connections and personal applications. Emphasis is placed on; Listening, speaking, communication and cultural activities.

Zuni II
64421  1 Credit/Year  10-12
Prerequisite: Students taking Zuni II must have a passing grade in Zuni I. Students must be an enrolled member of the Pueblo of Zuni and must have a 506 and a CIB document on file with the district.

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. Zuni II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Zuni culture and language. Areas of study include expression, comprehension, language and culture, language functions, connections and personal applications. Emphasis is placed on; listening, speaking, communication and cultural activities.

Tribal Language-Zuni 1 IAIA (**Dual Credit) Fall Semester  1 High School Credit and 3 College Credits
Zuni I introduce students to the basic skills – listening and speaking – and to the basic structures of Zuni taught within the cultural context. Areas of study include expression, comprehension, language and culture, language functions, connections and personal applications. Emphasis is placed on; listening, speaking, communication and cultural activities.

Tribal Language-Zuni 2 IAIA (**Dual Credit) Spring Semester  1 High School Credit and 3 College Credits
Prerequisite Tribal Language-Zuni 1
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. Zuni II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Zuni 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.
**Dual Enrollment credit is not guaranteed and it is specifically for 10th-12th grade students.** Students MUST meet the pre-requisites for any specific course AND complete the registration process through the dual credit institution. DNHS counselor will assist students in enrolling in the IAIA course in the first few days of class, but it is the student’s ultimate responsibility to be sure that they are registered for the IAIA course and adhere to any deadlines for dropping or adding a class through the dual credit institution. The dual credit course will be dropped by the institution (IAIA) if there are less than seven students registered for the course.

**Native American Leadership**
51520 1 Credit/Year 9-12
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.

An advanced Native American Studies (NAS) course designed for students who take an additional interest in the Native American Studies program. This course is designed to give a thorough and in depth look at contemporary and traditional forms of Native American leadership and government. It allows students to build upon and apply the knowledge learned in previous NAS classes by asserting and demonstrating leadership, motivational, and skills-building techniques. Expectations are high as students are required to head school and community project planning committees, present information to a variety of audiences using various mediums and technologies (e.g., video, power point, poster boards), and communicate and engage with local Native American organizations.
Defensive Driving
53020 .5 Credit/Semester 9-12
Pre-requisite: Students must be 15 years of age or turn 15 years of age by the last official day of this semester course.
This course may be taught before and/or after the school day.
Defensive Driving is designed for students who have not yet applied for a New Mexico driver’s license. The course is classroom experience only and provides students with the knowledge to become safe drivers on America’s roadways. The student examines the topics of legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver’s capability (including alcohol and other drugs). Successful completion of the course qualifies the student for a certificate required by the state for all first-time applicants for a New Mexico driver’s license.

Ethnic Studies (General Elective Credit)
51211 1 Credit/Year 11-12
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.

AVID I-IV
55509
55510
55511
55512 1 Credit/Year 9-12
Pre-requisites: GPA of 2.0 to 3.5
This course satisfies the graduation requirement that a student earn one (1) career cluster, workplace readiness or language credit.
The student must maintain 2.0 or higher GPA throughout the school year. He/She must be able to complete four-year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID I student may carry a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes and must complete all homework assignments and commit to up to two hours of homework every night. The student must be enrolled in an Algebra I course or higher. There is an expectation that the student enroll in Honors/AP courses during his/her 10th grade year and beyond.
The AVID I course program is a basic course designed to increase school wide learning and performance for students in grades 9 through 12. 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.
Student Leadership I-IV
92301  1 Credit/Year  9-12
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.

The student must maintain a GPA as determined by the school, district, and New Mexico Activities Association (NMAA) regulations. The student is expected to participate in school related activities outside regular school hours.

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.

Academic Career Experience (ACE) I-III
53060
53061
53062  1 Credit/Year  9-12
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.

Through work experiences as supported by portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course.

CNM College Success
CSE 1101  .5 Credit/Semester  11-12
This course introduces student to academic and personal skills essential for college success. Topics include techniques for time management, learning strategies, test preparation, decision-making, critical thinking, college textbook reading and applied research. Student learn to create success by applying proven principles for active learning, self motivation, self-management, self-awareness and interdependence.
**GRADUATION TRACKER**

Write in the titles of courses or check off courses that you have completed (passed) to see where you are on your path to graduation. Put a star next to any Honors, AP, online or Dual Credit classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>.5 credit Fall</th>
<th>.5 credit Spring</th>
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<tbody>
<tr>
<td>English 9</td>
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<tr>
<td>English 10</td>
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<tr>
<td>English 11</td>
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<tr>
<td>English 12</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Health/ NM History</td>
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<td>☐</td>
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<tr>
<td>World History</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>US History</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Government/ Economics</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<td>Physics</td>
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<tr>
<td>PE</td>
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<td>Algebra I</td>
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<tr>
<td>Geometry</td>
<td>☐</td>
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<tr>
<td>3rd Year Algebra II</td>
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<tr>
<td>4th Year Math</td>
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<tr>
<td>Elective 1</td>
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<td>Elective 2</td>
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<td>Elective 7</td>
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<td>Elective 8</td>
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<td>Elective 9</td>
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<td>Total Credits Required-25</td>
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<tr>
<td>Credits I have earned to date</td>
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COURSES THAT I PLAN TO PRE-REGISTER FOR:

<table>
<thead>
<tr>
<th>IF I AM PRE-REGISTERING FOR 9TH GRADE:</th>
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<tbody>
<tr>
<td>English</td>
<td>English 9 (Honors or Reg.)</td>
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<tr>
<td>Social Studies</td>
<td>Health / NM History</td>
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<tr>
<td>Math</td>
<td>Algebra I</td>
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<tr>
<td>Science</td>
<td>Biology</td>
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<td>PE</td>
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<td>Elective</td>
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<thead>
<tr>
<th>IF I AM PRE-REGISTERING FOR 10TH GRADE:</th>
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<tbody>
<tr>
<td>English</td>
<td>English 10 (Honors or Reg.)</td>
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<tr>
<td>Social Studies</td>
<td>World History (AP or Reg.)</td>
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<td>Math</td>
<td>Chemistry</td>
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<td>Science</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>English 11 (AP or Reg.)</td>
<td></td>
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<tr>
<td>Social Studies</td>
<td>US History (AP or Reg.)</td>
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<tr>
<td>Math</td>
<td>Physics</td>
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<td>Science</td>
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<tr>
<th>IF I AM PRE-REGISTERING FOR 12TH GRADE:</th>
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<tbody>
<tr>
<td>English</td>
<td>English 12 (AP or Reg.)</td>
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<tr>
<td>Social Studies</td>
<td>Government/ Economics (AP or Reg.)</td>
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<tr>
<td>Math</td>
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<td>Elective</td>
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<td>Elective</td>
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</tbody>
</table>
Courses that I need to retake to recover credit:

<table>
<thead>
<tr>
<th>Course and semester</th>
<th>When I plan to retake it</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Summer School</td>
<td>☐ eCademy</td>
<td>☐ Retake at DNHS</td>
</tr>
<tr>
<td>☐ Summer School</td>
<td>☐ eCademy</td>
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<tr>
<td>☐ Summer School</td>
<td>☐ eCademy</td>
<td>☐ Retake at DNHS</td>
</tr>
</tbody>
</table>

Sports and activities that I plan to be involved in this year:
Remember: Everyone, in every job, needs to be able to write and speak clearly, listen carefully, understand what is written and spoken, and use math effectively.

Your classes at Del Norte give you those skills!
TIPS FOR MAKING YOUR TIME AT DEL NORTE A SUCCESS:

BE PRESENT IN BODY AND MIND-
• You can’t learn if you aren’t in class. Be on time and in class every day.
• Be an active participant in your learning- sit near the front of class, ask questions, participate in discussions.

LEARN HOW TO LEARN-
• Learn how to take good notes...and then use them to study.
• Learn how to proofread, correct and rewrite your written work.
• Practice, practice, practice. Many skills have to be repeated in order to be mastered.
• Listen carefully and ask questions.

DON’T GIVE UP-
• Learning new things and accepting new challenges can be frustrating. Perseverance is the key to success.
• Remember that the things worth having (including a good education) usually require hard work on your part.

KEEP YOUR OPTIONS OPEN-
• High school is a great time to try new things and discover new talents and interests.
• Learn a second language. Uncover hidden artistic or musical talent. Try out for a sport. Join a club or student government.

CHALLENGE YOURSELF-
• Ask yourself “What would I do if I wasn’t afraid of failing”? Then commit to making it happen.
• Take an AP class. Enroll for dual credit at CNM. Start a club.

ASK FOR HELP-
• Talk to teachers about assignments you don’t understand.
• Go to after school tutoring.
• Visit your counselor to talk about issues affecting your learning.
• Find an adult that you relate well to who can mentor you through your high school career.

BE RESPONSIBLE-
• Keep up with class assignments.
• Be on time to class.
• Play by the school rules.

BE NICE!