Mission: At Albuquerque High School, we empower all students to achieve academic excellence, promote pride in ourselves, and encourage positive community involvement.

Vision: Albuquerque High School is a premier example of an academic institution that produces and instills a sense of drive, growth, responsibility, and community within each student.
Albuquerque Public Schools
6400 Uptown Boulevard NE
Albuquerque, NM 87110
(505) 880-3700
or (mailing address)
P. O Box 25704
Albuquerque, NM 87125-0704

Raquel Reedy
Superintendent

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

Board of Education
Dr. David E. Peercy, President
Lorenzo L. Garcia, Vice President
Yolanda Montoya-Cordova, Member
Peggy Muller-Aragón, Member
Barbara Peterson, Member
Candelaria Patterson, Member
Elizabeth Armijo, Member

Illustration cover by:
Alex Lanthier, grade 11
FROM THE SUPERINTENDENT:

Dear APS Students,

I always got a little nervous when I looked at my school’s course catalogue so many years ago. Not much has changed. 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 course selections that will provide you with the skills and characteristics needed for post-secondary education, careers and life.

Pay very close attention to your graduation requirements. Some classes are necessary to earn a New Mexico high school diploma. Check and double-check the classes you are taking and plan to take that meet graduation requirements. In essence, outline a four-year plan that you follow in order to walk the graduation line with your peers. Make sure your counselor is aware of your course selection. Other classes are needed or strongly recommended for college or military service or trade school. In addition, of course, we offer many elective courses to assist you in developing skills in areas of interest. Stop and think of your hopes and dreams and 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 for help to 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,

[Signature]
FROM THE PRINCIPAL:

Welcome to Albuquerque High School!

As the bar is raised for New Mexico State Graduation Requirements and college and career skills, Albuquerque High School is adjusting to meet the needs of our students of today and tomorrow. Students of Albuquerque High School will be prepared to meet the 21st Century demands and will be ready to serve their community.

Academically and equitably, all students are encouraged to take at least one AP Course. AP Courses are offered in English, French, Mathematics, Government, World History, and Studio Art. Bulldog Pride is found in the AP Calculus course, as it has produced the best exam scores in the city for over five years.

Dual Enrollment classes are offered on campus in partnership with UNM and CNM. Join the increasing number of students who feed or transfer to Bulldog City to take advantage of these lucrative opportunities. APS will pay for up to ten college credits and provide textbooks to APS high school students for the college courses, free of charge. Another opportunity lies within the DECA marketing program of courses to expand career readiness, while completing up to six Dual Enrollment courses to become competitive through internship.

Distance learning and on-line courses are available for credit recovery and as an opportunity to enrich 21st Century learning. This is another opportunity for college level credits.

As a Bulldog, students have a boundless opportunity for enrichment. Our AVID classes provide students with skills that augment critical thinking, organization, and college oriented experiences designed to increase school wide success by preparing students for rigorous courses. The AHS Bilingual Program has been nationally recognized and leads the way in APS by offering AP Courses and graduating students in the pathway of the Bilingual Seal.

The Bulldog Staff stands ready and committed to support your path! The Bulldog Student body is encouraged and impresses development of a personal drive, growth, and responsibility.

Thank you for choosing the premiere academic institution of APS!

Sincerely,

Mr. Ryan Homistek
ALBUQUERQUE HIGH SCHOOL
“Rigor, Relevance, Relationship, Responsibility”

800 Odelia Rd. NE
Albuquerque, NM 87102
Phone : (505) 843-6400    Fax : (505) 848-9832
http://albuquerquehigh.aps.edu

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

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Ryan.homistek@aps.edu

Assistant Principals
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Anna Laura Rodriguez- 9th grade, Bilingual Programs & Title I
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Director of Special Education
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Test Coordinator
Bernadette Cordoba- Martinez  Ext. 20168  Cordoba_a@aps.edu
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GENERAL INFORMATION

SCHOOL PROFILE

Albuquerque High School is a comprehensive public high school with approximately 1,800 students in grades nine through twelve. The AHS student body mirrors the multi-ethnic demographics that make up our state and encompasses a variety of educational and socio-economic backgrounds. Our largest feeder area near UNM is home to professors and other professionals; other feeder areas closer to downtown attract a more mobile population that includes skilled laborers and recent immigrants. Because the school is the oldest school in the district, it enjoys a strong heritage of tradition and community support. In 1974, the school moved into a new campus, which is centrally located just outside the downtown area. It is situated on the same campus as the district's Career Enrichment Center, which offers advanced courses in science, modern language, and computer technology, as well as skills training in selected areas. Albuquerque High School is also the closest comprehensive high school to CNM and UNM, offering students the opportunity to easily attend these campuses for dual credit.

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 need to contact school and bring transfer form to be able to enroll for classes. Contact the Student Services Open Enrollment Office at 855-9040 to get more information and apply for a transfer.

Underclassmen (9th, 10th, and 11th graders) are required to enroll in seven classes per semester. Seniors (12th graders) must enroll in a minimum of four (4) classes per semester and are encouraged to enroll in seven (7). Students must be enrolled in four classes, per New Mexico Activities Association regulations, to participate in athletics or activities.

All students, full time or part time, are required to take all standardized tests. More information regarding testing requirements can be found on pages 15-17.

ENROLLMENT REQUIREMENTS

You must live in our attendance area to enroll for classes. Students from outside our attendance area who apply for and receive an approved enrollment form (transfer) to attend our school need to contact our school and bring the transfer form to be able to enroll for classes. Contact the Student Services Open Enrollment Office at 855-9050 to get more information and apply for a transfer.

Underclassmen (9th, 10th, and 11th graders) are required to enroll in seven classes per semester. Seniors (12th graders) must enroll in a minimum of four (4) classes per semester and are encouraged to enroll in seven (7). Students must be enrolled in four classes, per New Mexico Activities Association regulations, to participate in athletics or activities.

All students, full time or part time, are required to take all standardized tests. More information regarding testing requirements can be found on pages 19-21.
**STUDENTS FROM OUTSIDE OF APS**

Students entering from school situations other than APS must provide official documentation (an official transcript) of grades and credit earned. Students entering a new class after the first ten days of school may receive an “N” (no credit) grade for that class. Regardless of when students enter a new class, they are expected to make up 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 with a wide range of 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 prerequisite requirements, sufficient student interest through course requests and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the 2019-2020 school year will be available in August at a “back-to-school” registration event. Information on August registration will be provided through a summer mailer or on the school’s website.

**SCHEDULE CORRECTIONS**

All students are expected to continue and complete the courses they select. Adequate schedule planning for students, teachers, and classroom space can be completed only when school officials can consider students’ schedule requests to be final and binding. There will be instances 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 date will result 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.
Schedule Change Requests 2019-2020

Schedule changes will **ONLY** be made for the following reasons:

- You do not have a schedule
- There is a class period(s) missing from your schedule
- You have a repeat course on your schedule
- You passed a class in summer school that is on your schedule

Schedule changes **WILL NOT** be made for the following reasons:

- Request to change a teacher(s)
- Request to drop an elective and add another elective
- Request to switch an “Off Campus Period” to another period

**SCHEDULE CORRECTIONS**

All students are expected to continue and complete the courses they select. All course requests will be considered 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 “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 into a regular course is being considered, the student will be asked to meet with the AP or Honors teacher, his or her parent, and the counselor to consider strategies for helping the student succeed in the class. If the student is still struggling after implementing the strategies, the student may request a transfer to a regular class if space is available. If a student’s schedule is changes, the grades earned in his or her original class will be averaged with the grades earned in the new class.
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. Insert your schedule if it differs due to a scheduled advisory.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
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<tr>
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<td>5</td>
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<td>5</td>
</tr>
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<td>10:17-12:00</td>
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<td>6</td>
</tr>
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<td>10:11-11:58</td>
<td>Lunch (Monday 12:05-12:35; Tues-Fri 12:05-12:35) 30 min.</td>
<td>12:42-1:30</td>
<td>Lunch (Monday 12:05-12:35; Tues-Fri 12:05-12:35) 30 min.</td>
<td>12:42-1:30</td>
</tr>
<tr>
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<td>7</td>
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<td>7</td>
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<tr>
<td>7</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

**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:

**PERCENTAGE  LETTER GRADE**

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

Credits are granted for successful completion of each class at the end of the semester 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 or SIPI) grades are included on the transcript and calculated in the GPA. It is a state requirement that dual credit grades be posted on the high school transcript.
WITHDRAWAL FROM AP/HONORS 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 or go directly to http://www.parchment.com/ to create a profile.

Official transcripts will be sent electronically, securely and confidentially to the colleges, universities or organizations you designate. Students can track the status of their request online and immediately see if it is "Pending," "Sent" or "Delivered." Official transcripts are primarily for college applications and the military. Currently enrolled students can print unofficial transcripts from Parchment for personal use. Unofficial transcripts can be used for job applications and as useful information in educational planning.
TEXTBOOKS
All general textbooks are issued through the Book Room. A current student identification card (ID) is required for check out of textbooks. Dual Credit textbooks are issued and returned through the APS Textbook Center for Dual Credit at 912 Oak Street SE, Building M, Room 142. 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 general textbooks must be returned to the Book Room by the end of the last day of school, unless prior arrangements have been made with the Administration. Students who do not return textbooks will be charged the replacement cost of the book. Students will be informed of the materials they have checked out and of any fines, fees, or other charges they have incurred. Students will be expected to pay their fines and fees prior to the registration process.

SCHOOL COUNSELING SERVICES
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.

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 7:25am – 2:25pm. 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 Student Technology Acceptable Use Policy.

**GRADUATION INFORMATION**

**GRADUATION REQUIREMENTS**
2013 Graduates and later - 25 Credit Plan (entered high school in 2009 or thereafter)

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<thead>
<tr>
<th>Course</th>
<th>Credits Required</th>
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<tbody>
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<td>Mathematics</td>
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<tr>
<td>Laboratory Science (See science section)</td>
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<td>United States History &amp; Geography</td>
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<td>World History &amp; Geography</td>
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<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 online course
- one unit of a career cluster course or workplace readiness course, or a language other than English. (Most colleges and universities recommend 2-4 credits of the same 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 half-time to qualify for dual credit enrollment.** APS pays for required textbooks (which MUST be returned to the high school bookroom upon completion of the course).

**NOT ALL CNM, UNM, 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](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](http://www.unm.edu/~ucac/dual-credit/index.html)
- Call IAIA’s Academic Outreach Office at (505) 424-2341 or visit the IAIA Dual Credit website at: [http://www.iaia.edu/academics/ssc/dual-credit-program/](http://www.iaia.edu/academics/ssc/dual-credit-program/)

**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 (credit varies among colleges). Advanced Placement examinations are administered in May of each year.

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

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

**CAREER CLUSTER AND WORKPLACE READINESS COURSES**
A career cluster course, a workplace readiness course, or a modern, classical, or native language course meets one of the high school graduation requirements.

A career cluster course is an identified career-technical education course. These courses are part of an aligned, sequential series of classes within a related grouping of occupations in a given 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). The registrar will change diploma type to appropriate pathways determined by the Head Teacher and Transition Specialist.

- **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 do not have to be courses specified by the Public Education Department for graduation. Students must take the graduation assessments and earn the cut scores determined in personal IEPs. Students must also complete career goals determined in the IEP.
- **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.

**GRADE LEVEL CLASSIFICATION**
Students must earn a set number of credits to become 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>
</tbody>
</table>
Every semester, the district reclassifies or promotes students 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 (a copy is printed on page 89 for your convenience) 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 after the first day of their sophomore year and before the first day 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 diplomas at that time. Diplomas are not issued mid-year.

**CLASS RANKING**

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

**DIPLOMAS**

Your registration 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 five content areas: Reading, Math, Writing, Science, and Social Studies. Primary demonstration of competency in these areas is shown by passing state standards-based assessments. Students who do not pass these assessments then have the opportunity to attempt state-specified alternatives.

State testing requirements can vary from one graduating class (cohort) year to another, including the test itself and alternatives for demonstrating competency. Demonstrating competency, along with earning the required course credits, are requirements to receive a high school diploma. Students and parents can see the most up-to-date requirements at the New Mexico Public Education Department website [https://webnew.ped.state.nm.us/](https://webnew.ped.state.nm.us/) or may visit the APS Assessment website at: [http://www.aps.edu/assessment/parent-resources/parent-resources](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:**
The exams listed below are optional tests for all students but are important and recommended for a variety of individual student needs.

- **PSAT/NMSQT – 10th and 11th graders:** pre-test for the SAT and qualifying test for National Merit Scholarships and other national recognition scholarships. 11th graders will have the option to participate in the PSAT to qualify as a National Merit Semi-Finalists.
- **ACT – 11th and 12th graders:** college admission test generally accepted at all colleges and universities.
- **SAT and Subject Tests – 11th and 12th graders:** college admission test generally accepted at all colleges and universities.
- **Advanced Placement (AP) Examinations** – may result in college credit and advanced placement in a college program, depending on students’ scores and college specific policy.
- **Accuplacer – 9th -12th graders:** Exams in reading, English, math and writing that determine course placement in community college programs and for dual credit course placement.
- **IB or International Baccalaureate Exams:** for students participating in an IB program and taking the IB exams.

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 and other significant scholarship opportunities.
- Juniors take the ACT and/or the SAT during the fall or 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.

**Course Final Exams**
All students are expected to participate in Final Exams for each course. The final examination may count for no more than 20% of the final semester grade. 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.

**Mandatory English Language Proficiency Assessments**
ELL means English language learner. The term is synonymous with English learner (EL) which is used by the federal government in the Every Student Succeeds Act (ESSA).

School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening, and speaking that is aligned to State ELP standards.

The assessments listed below are required for the identification of ELs and monitoring of progress towards English proficiency.
- **WIDA Screener Online** - The WIDA Screener Online, or New Mexico English Proficiency Assessment Placement Test (NMELPA-PT), is used for grades 1-12 as part of the state’s EL identification process. For EL students with disabilities who require a paper-based assessment per their IEP or 504 Plan, a WIDA Screener paper vision is available.

- **ACCESS for ELLs 2.0** - ACCESS for ELLs 2.0 is a language proficiency assessment adopted by the state of New Mexico to monitor the level of English language proficiency of ELs. ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten- through 12th-grade students who have been identified as ELs. It is given annually to monitor students' progress in acquiring academic English.

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**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: English or Honors/Advanced Placement</td>
<td>4</td>
</tr>
<tr>
<td>Math: Algebra I or Honors Algebra I, Geometry or Honors Geometry, Algebra II or Honors Algebra II, a fourth credit of math</td>
<td>4</td>
</tr>
<tr>
<td>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</td>
<td>3.5</td>
</tr>
<tr>
<td>Science: Biology, Chemistry, Physics, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics</td>
<td>3/ preferred 4</td>
</tr>
<tr>
<td>Modern, Classical or Native Language:</td>
<td>4</td>
</tr>
</tbody>
</table>

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).

First Academic Semester Scholarship (Not covered by Legislative Lottery Scholarship) New Mexico post-secondary institutions have different criteria for accessing this scholarship money (different admission deadlines for receiving these awards, semesters in which these awards can be used, exams that must be taken prior to receiving the awards, financial aid applications that must be completed prior to receiving the awards, etc.). Students should check with the post-secondary institution to which they are applying for scholarship criteria. More information can be found at: http://www.hed.state.nm.us/students/lotteryscholarship.aspx or by calling the New Mexico Higher Education Department, Financial Aid Division at 1-800-279-9777.

The New Mexico Lottery Scholarship will pay a portion of tuition (up to an undergraduate degree) for students who meet the eligibility requirements listed below:

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

The Lottery Scholarship is a flat award based on the type of institution the student attends (Research; Comprehensive; or Community College). NMHED will notify institutions of the award for the upcoming academic year by June 1.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA

National Collegiate Athletic Association (NCAA) requirements apply to students who plan to participate in athletics at the college level. The NCAA was established in 1906 and serves as the athletics governing body for more than 1,300 colleges, universities, conferences and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions: Division I, Division II, and Division III. One of the differences among the three divisions is that colleges and universities in Division I and II may offer athletic scholarships, while Division III colleges and universities may not. NCAA guidelines specify which high school courses qualify as NCAA core courses and what college entrance scores and grade-point averages are required to participate in college athletics. Not all Math, online, virtual, software-based credit recovery, independent study and correspondence courses meet NCAA guidelines in order to qualify as NCAA core credit. Students are responsible for adherence to NCAA course guidelines. Athletes should consult with the Athletic Director or school counselor for assistance. For more information, visit the NCAA Eligibility Center website at https://web3.ncaa.org/ecwr3
BILINGUAL SEAL
Many APS High Schools offer students the opportunity to acquire a district and NM state bilingual seal in such languages as Spanish, Native American languages (i.e. Navajo and Zuni) and foreign languages (i.e. French and German). These seals of bilingualism and biliteracy serve as formal recognitions of students who have studied and attained a high level of proficiency in English and another language by high school graduation. These formal recognitions are noted on the student’s transcripts and diplomas. The emphasis of our programs is to:

- Encourage the study of language
- Identify graduates with language and biliteracy skills
- Prepare students for twenty-first century skills
- Recognize and value the native and foreign language instruction in our schools and
- Affirm the value of diversity in a multicultural and multilingual society.

Based on student interest and available resources, students may have several opportunities to study in the bilingual arena, such as working towards the APS Spanish Bilingual Seal, APS Native American Bilingual Seal, or Foreign Language Pathways for the State Bilingual Seal. State and APS Bilingual Seals have differing requirements. Consult your guidance counselor to discuss what opportunities are available in APS and at your school site.

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, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health and finances are also addressed. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. In addition to working the required hours, students are required to produce a portfolio to receive credit. Work experience programs are available through the Career and Technical Education Programs, Special Education Programs (inclusive of the Gifted Program) and as an option for students in the Regular Program.
PARTICIPATION IN 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 (NMAA) which specifies that students meet and maintain the following requirements:

- **Students must be enrolled in a minimum of four classes 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 have any Fs for the semester grading period immediately preceding participation.

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.

Students attending a School of Choice are only allowed to participate in athletics and NMAA-sanctioned competitions with the high school in their attendance area.

For detailed requirements regarding participation in extra-curricular activities, see the school’s Athletic Director, Activities Director, or visit www.nmact.org.

SUMMER PROGRAMS

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

The emphasis of the summer intervention program in high school is to keep students on target for their original graduation date. Tuition is charged per .5 credit course. However, students who qualify for the Free and Reduced Lunch Program are eligible for tuition discounts. A Free and Reduced Lunch Program (FRLP) application must be completed during the school year. Please visit [http://www.aps.edu/food-and-nutrition-services](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 a one-half credit can be earned per course. Online courses are offered through eCADEMY. Online courses are virtual (not in a traditional classroom) although there is computer lab support as needed. Registration for summer school begins in April by district high school counselors and continues through June at the Alice and Bruce King Educational Complex (APS City Center).

Please visit [www.aps.edu/summer-programs](http://www.aps.edu/summer-programs) for more information. You may also email the summer school office at HSSummerprogram@aps.edu.
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. Classes are free and transportation to and from CEC to all of the APS comprehensive schools is provided.

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, Zuni, and Navajo language classes, Cosmetology, Pre-Med, Vet Med, Police Service Aid, Nursing Assistant, a 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 offering, i.e. Autos, French, Spanish, and Computer Science. Please contact CEC for a list of these classes or view current catalog course options at cec.aps.edu.

Student Profile: CEC’s programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout Albuquerque. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. 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 (Nursing, EMT, and Pre-Med) require letters of recommendation. Applications for the fall semester may be submitted as early as December. 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 CEC will present information about course offerings and will assist students in the application process. Students must apply through CEC’s website: cec.aps.edu. Pre-requisites and recommendations for specific courses can also be found on the website.

College and Career High School (CCHS)
S Building, 525 Buena Vista Dr. SE, Albuquerque, NM 87106 (505) 224-4880
http://cchs.aps.edu

College and Career High School (CCHS) is an APS magnet school on the CNM campus. Students at CCHS are dual-enrolled in APS and CNM, which allows students to complete their high school diploma while also earning a two-year college degree, a college certificate, or credits towards a bachelor's degree. The goal at CCHS is dual graduation.
Program Features: This early college high school offers a college readiness, rigorous curriculum that allows students to get a head start on their college and career path. After the 9th grade year, students build their schedule of high school and college classes each semester much like college students build their schedules. The school day for a CCHS student will look like a college student’s school day, with classes taking place at various times of the day or evening. CCHS does not follow the traditional APS calendar, and CCHS students are required to take classes during the summer. There are no tuition or textbook fees for college classes.

Student Profile: College & Career High School students in the 9th grade academy take their core freshman classes and prepare for college success. 9th grade academy students take all courses in the main school building. CCHS sophomore, junior, and senior students must be enrolled in APS and CNM classes. With the help of the CNM Academic Coach, students explore their interests in programs of study and enroll in CNM classes. These CNM classes fulfill credit requirements for high school graduation and also for the college program of study they have selected. Because dual credit courses concurrently earn college credit and high school credit, it is possible to complete both APS and CNM requirements simultaneously.

Enrollment Information: College & Career High School provides access and opportunity to all students. They will be placed at the grade level which corresponds to previous high school credits earned at the time of admission. Students must take the ACCUPLACER to assess their skills in reading, sentence skills, and math to determine which college-level dual credit classes they are prepared to take. CNM has established the minimum scores needed to enroll in classes. Students who need to improve their ACCUPLACER scores have access to various supportive programs, such as skills boot camps and tutoring. However, as a magnet school, CCHS does not offer specialized classes or services offered at comprehensive high schools.

Early College Academy (ECA)
807 Mountain Rd. NE, Albuquerque, NM 87102 (505) 247-3658
The Early College Academy (ECA) 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’s 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 students’ neighborhood high schools. Students can still participate in activities and/or sports at their neighborhood school while attending ECA.
Enrollment Information: Students who are interested in a challenging curriculum with a rigorous work load and small class sizes should apply for admission to ECA. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA. Residency documentation must be provided during the 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 list” if interest exceeds space and holds a public lottery in February for all applications received before the end of January 2019. 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.

**eCADEMY High School and BlendED @ eCADEMY High School**

5300 Cutler NE, Albuquerque, NM 87110 (505) 247-4209  
6440 Western Trail, Albuquerque, NM 87120 (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 eCADEMY labs, final exams and additional course work. At each high school, eCADEMY teachers are available on site for students needing additional help 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 3000 part-time concurrent students enroll in eCADEMY classes each semester.

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. If a student is enrolled in an eCADEMY lab at their home high school there is no fee.

**BlendED @ 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 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 also offers an independent and an adult program. These programs consist of courses done exclusively online with no mandatory attendance required.

**BlendED @ 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 core courses are offered online except for Physical Education. Students attending BlendED are required to be on campus 2 days per week to earn their elective credits. In order to be successful, students must work 5 hours per week, per online course. At BlendED, students are to attend two days a week to work collectively with one another on their real world, student-driven projects. While working on projects, certified teachers support students’ learning
by offering multiple lessons related to the project objectives, while also connecting the learning to their online courses. Independent and adult learners meet with their coordinators and teachers on an as needed basis.

**Student Profile:** BlendED students are full-time students in grades 9 through 12+. BlendED 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 @ eCADEMY High School should contact the school for more information and get an application. There is no enrollment fee for full-time BlendED face to face students. There is a $50 fee per semester for independent and adult learners.

**Engineering the Future Magnet Program at Valley High School**

Engineering the Future is a magnet program open to all 9th grade students in Albuquerque in 2019-20. Engineering the Future students enjoy a small school learning experience with the benefits of the programs, activities, and opportunities of a comprehensive high school. Students utilize the design process in all core classes, have a cohort of innovative peers, and participate in inquiry-based learning. Engineering the Future students take four years of Computer Science and three years of Engineering with Project Lead the Way (PLTW) trained teachers. Students have the opportunity to take Advanced Placement (AP) classes and can earn the AP+ PLTW national student recognition, a qualification that demonstrates to colleges and employers that the student is interested in advanced work and careers in technical fields. Industry partners include Sandia National Labs, UNM Innovation, and Air Force Research Laboratory. Graduates of Engineering the Future will be well prepared for careers and higher education. Applications will open on January 1st. Please email verploegh_f@aps.edu for more information

**Freedom High School**

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

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

**Program Features:** Freedom High utilizes an advisement system where students have a daily advisory class with 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 allows students to recover credits, move forward, and in many cases, graduate on time or early.

**Enrollment Information:** Students must be sophomores, juniors or seniors to enroll at Freedom High. A minimum of 6.5 credits are required for enrollment. Students take a placement exam in reading and math to initiate the enrollment process and to determine if there is a need for support in these two areas. After taking the placement exam, students are expected to provide FHS with a current transcript and to call the school every school day to express their interest in attending FHS. Students who call consistently are invited to an orientation with the principal and/or counselor to learn about school policies, the educational program and to discuss whether FHS is a sound option. Interviews are then scheduled with an advisor, the student and 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.
Placement exams are scheduled at 1:00 on Tuesday afternoons during the school year, as well as during the months of June and August. Please call the school for other inquiries.

**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

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

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

**Sandia International Baccalaureate Diploma Program**

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

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

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

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

IB Preparatory Program: To succeed in IB, students must be dedicated learners. To facilitate this, we encourage students to enroll in our IB Preparatory Program during the freshman and sophomore years. Students who have completed that program successfully will advance to the Diploma Program in their junior year. To apply for the IB Preparatory Program students will submit a transcript and three teacher recommendations.
*Students living outside the Sandia attendance area may be granted a transfer to Sandia based on their admittance to the IB program. Any student who receives such a transfer and fails to enroll in the IB Program will not be allowed to enroll at Sandia High School.

SPECIAL PROGRAMS

New Futures School
5400 Cutler NE, Albuquerque, NM  87110 (505) 883-5680
Classes at New Futures lead to a high school diploma. Course offerings are standardized as prescribed by the Albuquerque Public Schools. Students are expected to meet all standards and benchmarks in the core curriculum content.

Program Features: New Futures offers an online credit recovery program, 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 5-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 provide a safe and healthy environment where students have the opportunity for education, personal growth, and development of life skills; thus,
building positive bridges to the community.

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

What Is AVID?

AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. These are students who are capable of completing a college-prep curriculum but may be falling short of their potential. The core component is the AVID elective, which supports students as they tackle the most rigorous classes. AVID’s teaching strategies, curriculum, and trainings are used not only in the AVID elective class, but by subject-area teachers school-wide.

AVID STUDENTS

AVID students are enrolled in a school’s toughest classes, such as Advanced Placement, and attend an academic elective class - called AVID - taught within the school day by a trained AVID teacher. The three main components of the program are academic instruction, tutorial support, and motivational activities. Their self-images improve and they become academically successful leaders and role models for other students. They are proud to be in the program.
Parents
Parents encourage their students to achieve academically, participate on an advisory board and in AVID parent and site team meetings, and maintain regular contact with the AVID coordinator. Many parents and students participate in AVID Family Workshops.

Results
AVID students are more likely to take AP classes, complete their college eligibility requirements, and get into four-year colleges than students who don’t take AVID. Almost all AVID students who participate for at least three years are accepted to college, with roughly three quarters getting into four-year universities. AVID also helps ensure that students, once accepted to college, possess the higher-level skills they need for college success.

Curriculum
The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. AVID is based on writing as a tool of learning, the inquiry method, collaborative grouping, and academic reading. Many AVID students complete high school algebra while in middle school. We know that students who take high school algebra while in middle school enter high school with an advantage with regard to credits and academics.

Interested in Joining AVID?
Ms. Randi Banach at 843-6400 ext. 20137 / randi.banach@aps.edu
Find out how you can become a part of the AVID family!
An AVID application is located at the back of this catalog.
**Bilingual Program Mission Statement**

Through Bilingual, Dual Language and English Language Learning Programs, in collaboration with the AHS community, we will use innovative instructional strategies and data to increase student achievement and promote a bi-literate, multicultural community.

**Dual Language**

Students who seek to become proficient in both Spanish and English are a part of the Dual Language program. Students in Dual Language take part of their classes in English and part of their classes in Spanish. Dual Language students can earn a Bilingual seal and/or honor cord.

**English as a Second Language (ESL)**

The ESL Program uses the WIDA (World-Class Instructional Design and Assessment) Consortium. The mission of WIDA is to promote educational equity and academic achievement for linguistically and culturally diverse students through the development and dissemination of curricular, instructional, and assessment products and resources. The ACCESS for ELLs Test is the primary assessment tool used by WIDA for placement of students. Albuquerque High School uses this assessment for the proper English placement of ESL students. For more information on the WIDA Consortium, please go to the following link: http://www.wida.us/index.aspx

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**Programa Bilingüe**

**Declaración de objetivos del programa bilingüe**

Mediante los programas bilingües y de aprendizaje de inglés, en colaboración con la comunidad de AHS, utilizaremos datos y estrategias educativas innovadoras para aumentar los logros de los estudiantes y fomentar una comunidad multicultural y que sepa leer y escribir en dos idiomas.

**Programa bilingüe**

Los alumnos que deseen alcanzar el nivel de dominio tanto en inglés como en español son parte del programa bilingüe. Dichos estudiantes toman parte de sus clases en inglés y parte en español y pueden conseguir el sello de bilingüismo y/o un cordón de honor.

**Inglés como segunda lengua (ESL, por sus siglas en inglés)**

El Programa de ESL emplea el consorcio de WIDA (Evaluación y diseño educativo de calidad mundial). El objetivo de WIDA es fomentar la igualdad educativa y los logros académicos para los estudiantes que provienen de un entorno cultural o lingüístico distinto mediante el desarrollo y la difusión de productos y recursos educativos, académicos y de evaluación. La prueba ACCESS para los estudiantes que están aprendiendo inglés (ELL, por sus siglas en inglés) es la primera herramienta de evaluación empleada por WIDA para la asignación de los estudiantes. La Escuela Secundaria Albuquerque utiliza esta evaluación para la asignación de los estudiantes de inglés como segunda lengua en su nivel de inglés correspondiente. Para información adicional sobre el consorcio de WIDA, pueden visitar el siguiente enlace: http://www.wida.us/index.aspx
**Cursos del programa de enriquecimiento dual 2019-2020**

<table>
<thead>
<tr>
<th>Grado</th>
<th>Arte del Lenguaje Español</th>
<th>Arte del Lenguaje Inglés</th>
<th>Contenido en Español</th>
<th>Contenido en Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>9º Grado</td>
<td><strong>Artes del Lenguaje 9</strong>  (Pre-AP Artes de Lenguaje 9)</td>
<td><strong>Inglés 9</strong></td>
<td><strong>Biología</strong></td>
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<td><strong>Inglés 9 de Honor</strong></td>
<td><strong>Biología Analítica</strong></td>
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<td><strong>Inglés como segundo idioma I-IV</strong></td>
<td><strong>Álgebra</strong></td>
<td><strong>Historia de NM</strong></td>
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<td><strong>Álgebra honores</strong></td>
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<td><strong>Artes del Lenguaje 10</strong> (Pre-AP Artes de Lenguaje 10)</td>
<td><strong>Inglés 10</strong></td>
<td><strong>Historia Mundial</strong></td>
<td><strong>Historia del Mundo</strong></td>
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<td><strong>Inglés 10 de Honor</strong></td>
<td><strong>AP Historia Mundial</strong></td>
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<td><strong>Química</strong></td>
<td><strong>Química</strong></td>
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<td>11º Grado</td>
<td><strong>AP Lenguaje y Cultura en Español</strong></td>
<td><strong>Inglés 11</strong></td>
<td><strong>AP Historia E.E. U.U.</strong></td>
<td><strong>Historia de EEUU</strong></td>
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<td><strong>AP Lenguaje y composición en Inglés</strong></td>
<td><strong>Historia E.E. U.U.</strong></td>
<td><strong>AP Historia de EEUU</strong></td>
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<td><strong>Física</strong></td>
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<td>12º Grado</td>
<td><strong>AP Literature y Cultura en Español</strong></td>
<td><strong>Inglés 12</strong></td>
<td><strong>Economía, 1 semestre</strong></td>
<td><strong>Gobierno, 1 semestre</strong></td>
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<td><strong>AP Literatura y composición en Inglés</strong></td>
<td><strong>Gobierno, 1 semestre</strong></td>
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<td></td>
<td><strong>Inglés como segundo idioma I-IV</strong></td>
<td><strong>Anatomía y Fisiología</strong></td>
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- Los estudiantes de Inglés como segundo idioma con una puntuación de ACCESS de 5 o más pueden participar en una clase de Inglés con un profesor certificado de TESOL; los estudiantes pueden tomar hasta 3 créditos de contenido en español, incluyendo lenguaje y literatura española.
- Los estudiantes de Inglés como segundo idioma con una puntuación de ACCESS de menos de 5, participarán en una clase de Inglés como segundo idioma con un profesor certificado de TESOL.
- El Programa de Enriquecimiento Dual espera una instrucción balanceada en Inglés y Español durante los cuatro años de preparatoria. Los estudiantes no deben de tener más de tres clases en español en cada año escolar incluyendo la clase de lenguaje.
ESL students with an ACCESS score of 5 or higher can be placed in an English Language Arts class with a TESOL certified teacher; students may take no more than 3 content credits in Spanish, including Spanish Language Arts.

ESL students with an ACCESS score of 5 or lower must be placed in an English as a Second Language class with a TESOL certified teacher; students may take no more than 2 content classes in Spanish, including Spanish Language Arts.

The AHS Dual Language program expects balanced instruction with Spanish and English throughout all four years of high school. Students should have no more than three content classes in Spanish each year, including SLA.

Graduating Classes of 2017-2020:

**APS District Seal Requirements:**
- Spanish IV or higher (AP Spanish Language and Culture)
- English Language Arts/ESL 9-12
- Minimum 4 core content credits taught in Spanish
- Minimum 4 core content credits taught in English
- Portfolio presentation

**New Mexico State Seal of Bilingualism and Biliteracy Requirements:**
- 4 Spanish Language Arts credits or content credits in Spanish, with a C or better.

Graduating class of 2021 and beyond:

**APS District Seal and State Seal Requirements:**
- Earn a 2.0 average in 4 core content classes in Spanish and English
- Earn a 2.0 average in 4 Language Arts classes in Spanish and English
- Portfolio presentation

- ESL students with an ACCESS score of 5 or higher can be placed in an English Language Arts class with a TESOL certified teacher; students may take no more than 3 content credits in Spanish, including Spanish Language Arts.
- ESL students with an ACCESS score of 5 or lower must be placed in an English as a Second Language class with a TESOL certified teacher; students may take no more than 2 content classes in Spanish, including Spanish Language Arts.
- The AHS Dual Language program expects balanced instruction with Spanish and English throughout all four years of high school. Students should have no more than three content classes in Spanish each year, including SLA.

**AP Spanish Scores Accepted at the University of New Mexico** (according to UNM office of admissions AP/IB/CLEP, Fall 2016):

<table>
<thead>
<tr>
<th>AP Spanish Language and Culture Exam</th>
<th>Score Earned</th>
<th>Course(s) Replaced</th>
<th>Total Credits Earned</th>
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<tr>
<td></td>
<td>3</td>
<td>Spanish 101, 102</td>
<td>6</td>
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<td>Spanish 101, 102, 201, 202, 302</td>
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<thead>
<tr>
<th>AP Spanish Literature and Culture Exam</th>
<th>Score Earned</th>
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<tr>
<td></td>
<td>4</td>
<td>Spanish 302</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Spanish 302, 307</td>
<td>6</td>
</tr>
</tbody>
</table>

A major in Spanish at UNM requires a total of 26 credits (9 classes, in addition to UNM’s core classes). To minor in Spanish at UNM requires a total of 18 credits. In addition to earning the credits listed above for the AP Spanish Language and Literature exams, only 4 additional Spanish classes are required for a minor: Spanish 301, Spanish 308 (or higher), and 2 additional Spanish elective classes (300 level or above).
Bilingual Enrichment Program at Albuquerque High School

Offerings in Spanish

- Dual Language Enrichment Program
  - Must have SLA and two content classes per year.
  - State and APS Bilingual Seal Candidates.
  - Spanish Language Arts 9th
  - Spanish Language Arts 10th
  - AP Spanish Language and Culture
  - AP Spanish literature and Culture
  - Biology, Algebra, Honors Algebra
  - World History, AP World History, Geometry, Honors Geometry, Chemistry
  - US History, AP US History, Physics
  - Economy, Government, Physiology and Anatomy

- Spanish For Bilinguals
  - For students with limited reading and writing skills, but fluent Spanish speakers.
  - State Bilingual Seal Candidates.
  - Spanish for Bil. 9th
  - Spanish for Bil. 10th
  - Spanish for Bil. 11th
  - Spanish for Bil. 12th
  - Student will not take Spanish content courses

- Spanish as a Second Language
  - Spanish as a foreign Language.
  - State Bilingual Seal Candidates.
  - Spanish I 9th Grade
  - Spanish II 10th Grade
  - Spanish III 11th Grade
  - AP Spanish Language and Culture
  - Student will not take Spanish content courses
Programa Bilingüe de Enriquecimiento de la Preparatoria Albuquerque

Clases ofrecidas en Español

Programa de Enriquecimiento de Lenguaje Dual
Debe tomar Artes del Lenguaje y dos clases de contenido cada año. Candidatos al Sello Bilingüe Estatal y al Sello Bilingüe de APS.

- Artes del Lenguaje Español 9no
- Artes del Lenguaje Español 10mo
- AP Lengua Española y su Cultura
- AP Literatura Española y su Cultura
- Historia Mundial, Historia Mundial AP, Geometría, Geometría de Honores, Química
- Historia de EU, Historia de EU AP, Física
- Economía, Gobierno, Anatomía y Fisiología
- Biología, Algebra, Algebra de Honores

Español para Bilingües
Clase de nivelación en Español para estudiantes bilingües. Candidatos al Sello Bilingüe Estatal.

- Español para Bil. 9no
- Español para Bil. 10mo
- Español para Bil. 11vo
- Español para Bil. 12vo
- Estos estudiantes no tomarán clases de contenido en Español

Español Como Segunda Lengua
Español como lengua extranjera. Candidatos al Sello Bilingüe Estatal.

- Español I 9no Grado
- Español II 10mo Grado
- Español III 11vo Grado
- AP Lengua Española y su Cultura
The Senior Exit Portfolio process gives seniors the opportunity to create a digital collection of their success and progress academically and socially during their time at Albuquerque High School. Students will be asked to provide examples of their work, reflections on their learning, and other artifacts that speak to their time in high school. It is expected that the students will commit time and energy to the completion of this portfolio over the school year. At the end of this process, the students will be asked to invite family and friends to watch them as they present.

- **Framework Question:** How has being a member of Albuquerque High's diverse community for four years helped you make connections academically and personally that impact your future plans?

To Answer the Framework Question: (use the rubric in this packet as a guide for the following)
  - First use information about your academic core content fields (English, History, Math, and Science).
  - Proceed by adding information about other areas of interest for you as a student at Albuquerque High. These areas can include electives, clubs, community service, athletics, etc.

Because the seniors presenting a portfolio take on the responsibility documenting their academic progress and successes during high school, many teachers reward these students for taking on this task by accepting all or part of the portfolio for a grade. Some examples of this include:
  - Asking seniors to include an assignment from a class in the portfolio, and then asking them to give a reflection on it.
  - Asking them to present their course of study reflection in a particular discipline to their classmates.
  - Accepting a senior’s portfolio grade as his/her second semester final exam grade.
  - Factoring in the portfolio grade as part of a senior’s second semester final exam grade.
COURSE OFFERINGS

Career & Technical Education

Business Focus: DECA, a co-curricular organization, is a very important part of the Business Communication and Technology classes. Skill and leadership development prepare the student for the easy transition from school to career. Competitive events help the student to demonstrate business skills on a local, state, and national level. Travel to national conferences is also a valuable learning experience. Dues are required.

Business Communication and Technology I
Course Number: 84303
Grade Level(s): 9-12
Prerequisites: None
Length/Credit: Year/1.0
Course Type: Regular
Fee: $20 per year
NCAA: No

Course Description: Business Communication and Technology I focuses on computer technology in the business world. In addition to exploring information technologies, the student gains knowledge of basic management functions in both business and personal life, master’s communications skills, investigates leadership skills, researches career opportunities and identifies workplace expectations.

Business Communication and Technology II
Course Number: 84304
Grade Level(s): 10-12
Prerequisites: Business Communication and Technology I
Length/Credit: Year/1.0
Course Type: Regular
Fee: $20 per year
NCAA: No

Course Description: Business Communication and Technology II focuses on the integration of information technology, communication skills, leadership skills, and workplace skills in the business world and/or post-secondary education arena. In addition, the student examines career paths available after graduation.

Fundamentals of Marketing
Course Number: 84309
Grade Level(s): 9-12
Prerequisites: None
Length/Credit: Year/1.0
Course Type: Regular
Fee: $20 per year
NCAA: No

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

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

Advanced Marketing/FIN1010 Dual Credit
Course Number: 84315
Grade Level(s): 10-12
Prerequisites: Fundamentals of Marketing
Length/Credit: Year/1.0
Course Type: Regular
Fee: $20 per year
NCAA: No

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

Important Notes: Successful completion of Fundamentals of Marketing and Advanced Marketing fulfills the Economics graduation requirement. DECA, an association of marketing students, is an integral part of this program.
Business Management /BA1101 Introduction to Business Dual Credit  
Course Number: 84310  
Grade Level(s): 11-12  
Prerequisites: Fundamentals of Marketing and Advanced Marketing  
Length/Credit: Year .5/.5 Gov.  
Course Type: Regular  
Fee: $20 per year  
NCAA: No  

Course Description: Business Management is an instructional program that prepares individuals to undertake management of an existing enterprise, which includes franchise operations. Emphasis is given to management, social responsibilities, legal requirements, and risks involved in the conduct of a private enterprise. The formal study of management is an increasingly critical area of importance in business with emphasis in analyzing, synthesizing and evaluating data to make decisions for the business. Areas of study are career readiness, general management, human resources development, economics, and legal issues and ethics.  
Important Notes: DECA, an association of marketing students, is an integral part of this program. Dual credit for Introduction to Business. Fulfills dual credit and government graduation requirements for graduation.

Marketing Lab I/II/III  
Course Number: 84312/3/4  
Grade Level(s): 10-12  
Prerequisites: None  
Length/Credit: Year/1.0  
Course Type: Regular  
Fee: $20 per year  
NCAA: No  

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

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

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

Academic Career Experience (ACE) I/II/III  
Course Number: 53060/3/6  
Grade Level(s): 9-12  
Prerequisites: Per teacher approval  
Length/Credit: Year/1.0 for 180 hours of work per semester  
Course Type: Regular  
Fee: None  
NCAA: No  

Course Description: 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.

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

Course Description: In ACE III, the student continues to develop career decision-making and employability skills to further expand and gain an in depth understanding of workplace cultures and expectations. The student demonstrates an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelationships; work with a variety of technologies; acquire and use information; organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio. Literacy strategies are integrated throughout the course.
Join the AHS DECA Marketing Program

Counts For graduation requirement for:

GOVERNMENT & ECONOMICS

Earn up to 6 college credits With DUAL COLLEGE CREDIT ENROLLMENT

To take advantage of this opportunity register for one or more of the following DECA classes:

*FUNDAMENTALS OF Marketing, (first year of program)

•ADVANCED Marketing & Economics)/ FIN 1010 DUAL CREDIT

*Business & Government / BA 1101 Intro to Business DUAL CREDIT

*ACE Internship (2 credits per year)............ Check at the bottom of your registration card

But wait!!! There’s mooooooorreeeee!!!!!

➤ Earn up to 3 Academic Letters for competition and participation
➤ $$$DECA Scholarships$$$
➤ Opportunities to earn $$$$$ and get elective credit for working or get paid for job shadowing
➤ Travel, Friends, Fun
### Culinary Arts I/II

**Grade Level(s):** 9-12  
**Prerequisites:** Cul. Arts I pre req. for Cul. Arts II  
**Length/Credit:** Year/1.0

**Course Description:** Culinary Arts I is a basic course that develops skills in foods. Safety and sanitation, use of equipment, basic food preparation skills, nutrition, meal patterns, and careers in food service areas are emphasized. Basic skills are demonstrated during laboratory experiences. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Culinary Arts II expands upon the basic skills learned in Culinary Arts I. Areas of study include, but are not limited to, safety and sanitation, use of equipment, international cuisine, nutrition, meal patterns, and careers in food service areas. Increasingly complex food preparation techniques are developed. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.  
**Important Notes:** Students may be required to participate in fund raising activities to cover field trip and competition expenses.

### Food Services I/II

**Grade Level(s):** 11-12  
**Prerequisites:** Cul. Arts I & II pre-req. for Food Svc I, etc.  
**Length/Credit:** Year 1.0

**Course Description:** Food Services I teach the skills of basic gourmet food preparation and catering. The student learns and practices skills related to safety and sanitation on the worksite, customer relations, the preparation and serving of foods for customer consumption, and the use of food service equipment in a commercial kitchen. Career opportunities in the Food Services field are explored. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Skills are assessed through participation in culinary events throughout the year.  
**Important Notes:** Additional hours are required outside traditional class time for field experience. Uniform and membership dues are required. Students may be required to participate in fund raising activities to cover field trip and competition expenses.  
**Course Description:** A student enrolled in Food Service II works in a culinary arts lab or shadows in jobs related to food service or hospitality (e.g., restaurants, hospitals, motels). The student learns specific occupational skills related to food services as well as specific job, hospitality, and interpersonal relationship skills. The student examines the many occupations and careers in the food services area. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Business and career readiness skills are demonstrated and perfected through catering or culinary-related businesses or lab experience.  
**Important Notes:** Uniform and membership dues are required. Students may be required to participate in fund raising activities to cover field trip and competition expenses.

### CAD Architecture I/II/III/IV

**Grade Level(s):** 9-12  
**Prerequisites:** CAD I pre-req for II, II pre-req for III, III pre-req IV  
**Length/Credit:** Year/1.0

**Course Description:** In CAD Architecture I, the student develops drafting techniques to study the basic principles of residential building design and construction with an emphasis on measurement, basic CAD commands, and employability skills. The student produces hand drawn and/or computer-generated designs and projects. Career interests are explored.  
**Course Description:** In CAD Architecture II, the student develops a set of house plans using computers in drawing and problem-solving activities. The student incorporates advanced commands into his/her projects and integrates general employability skills with architectural coursework.  
**Course Description:** In CAD Architecture III – Directed Studies the student pursues advanced directed study in an area of Architectural graphics, building on the skills developed in CAD Architecture I and II. The student produces a project(s) which demonstrates knowledge of Architecture content guided by the Instructor. He/She has the ability to work independently, to form goals, become familiar with careers and develop work habits of professionals. Literacy is integrated throughout the course.  
**Important Notes:** The student requires approval by instructor, parent/guardian, student, and school administrator before he/she pursues the study.  
**Course Description:** In CAD Architecture IV – Independent Studies, a student pursues advanced individual study in an area of Architectural graphics through an Industry work-site experience or through an independent and instructor guided project. The student assumes responsibility for identifying, pursuing, and culminating an activity that expands knowledge about some phase of the Architecture industry. He/She researches career fields and employability requirements that fit the skills developed in this course. Literacy is integrated throughout the course.  
**Important Notes:** The student requires approval by instructor, parent/guardian, student, and school administrator before he/she pursues the study.
Course Description: Woods Technology I introduce 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.

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

Course Description: Woods Technology III enhances the student’s skills in cabinet making and trains him/her to perform to industry standards. The focus is on safety design, planning, technical reading, listening, and reviewing, assembly and hardware, preparation, materials and employability skills.

Course Description: Woods Technology IV advances the student’s skills in working with different types of wood. The student specializes in hand-made furniture with a focus on Southwest furniture and custom production. Areas of study are safety, joinery, design, planning, procedures and materials selection, usage and maintenance of hand and power tools, measurement, layout, cutting, glue up, and assembly, finishing, and employability skills. The student becomes more proficient with hand tools, saws, mortise/tendon joints, dado joints, dowel joints, and biscuit joints.
Fine Arts

Classes in Fine Arts have required fees that are used to pay for expensive art materials for projects that become the property of the student. APS standardized visual arts fees among all district schools. Student grades are not determined by the payment of these fees.

Visual Arts

Art I
Course Number: 70030
Course Type: Regular
Fee: $15 per semester
NCAA: No

Grade Level(s): 9-12
Prerequisites: None
Length/Credit: Year/1.0

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

Important Notes: The use of special materials for specific projects may require an additional fee. Teacher strongly requests that students bring an 8x10 or 9x12 spiral bound sketchbook.

Ceramics I/II/III
Course Number: 70511/2/3
Course Type: Regular
Fee: $25 per semester
NCAA: No

Grade Level(s): 9-12
Prerequisites: Ceramics I pre-req for II, II pre-req for III
Length/Credit: Year/1.0

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

Important Notes: The use of special materials for specific projects may require an additional fee.

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

Important Notes: The use of special materials for specific projects may require an additional fee.

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

Important Notes: The use of special materials for specific projects may require an additional fee.

Drawing and Painting I/II/III
Course Number: 71010/2/4
Course Type: Regular
Fee: $25 per semester
NCAA: No

Grade Level(s): 10-12
Prerequisites: Art I
Length/Credit: Year/1.0

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

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

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

<table>
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<tr>
<th>Grade Level(s): 10-12</th>
<th>Length/Credit: Year/1.0</th>
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<tbody>
<tr>
<td><strong>Course Description:</strong> The AP Studio Art Drawing course is a rigorous college level course designed for students who are seriously interested in the practical experience of art. AP Studio Art Drawing is not based on a written exam; instead, students submit a portfolio for evaluation at the end of the school year. The student fully investigates the Breadth, Concentration and Quality components of AP Studio courses. Literacy is integrated throughout the course.</td>
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<td><strong>Important Notes:</strong> The course reflects skills required in the area of Drawing Portfolio as designed by the AP Curriculum. Student success in AP requires the following: student commitment, teacher expertise, and administrative support. <strong>Important Notes:</strong> 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.</td>
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### AP Art History

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<th>Grade Level(s): 11-12</th>
<th>Length/Credit: Year/1.0</th>
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<tbody>
<tr>
<td><strong>Course Description:</strong> Advanced Placement Art History provides an understanding and knowledgeable appreciation for architecture, sculpture, painting, and other art forms within their historical and geographical context considering such issues as patronage, gender, and the functions and effects of works of art. The course emphasizes the role the visual arts play in our understanding of the social, political, technological, and philosophical history of humankind and interactions with different types of human societies. The student learns to analyze works of art from many world traditions and articulate what he/she sees in writing. The course promotes an understanding of the elements of art, fundamental art historical terminology, and technical processes used in the production of art. This course highlights the nature of change and continuity in international frameworks, their causes and consequences. The student uses critical thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in art history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. <strong>Important Notes:</strong> 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.</td>
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### Computer Graphics I/II/III

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<tr>
<th>Grade Level(s): 9-12</th>
<th>Prerequisites: Com Graph I pre-req. for II, II pre-req. for III</th>
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<tr>
<td><strong>Course Description:</strong> Computer Graphics I offer the student a new medium with which to create art. The student learns the basics of visual design elements and principles, learns to use the computer as a visual design medium, and develops skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of art work. The student receives training in an industry standard bitmap graphics program (e.g., Adobe PhotoShop) in addition to a vector-based (e.g., Illustrator, AppleWorks, FreeHand) graphics program. The production of computer art is applied to various other content areas and acquired skills are related to careers in art and other fields that now require computer graphics capabilities. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. <strong>Course Description:</strong> Computer Graphics II offers the student an opportunity to explore computer graphics applications with a bent toward mastery of advanced technical skills and concepts. The student continues to apply the basics of visual design elements and principles, to use the computer as a visual design medium, and to enhance his/her skill, confidence, and sensitivity in applying advanced knowledge of art media and techniques to the creation of graphic products. He/She receives training in an industry standard bitmap graphics program (e.g., Adobe PhotoShop) in addition to a vector-based (e.g., Illustrator, AppleWorks, FreeHand) graphics program. Advanced skills are learned through a variety of applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. <strong>Course Description:</strong> Computer Graphics III offers the student an opportunity to further study computer graphics applications with emphasis on mastery of advanced technical skills and concepts. The student continues to apply visual design elements and principles, to use the computer as a visual design medium, and to gain proficiency, confidence, and sensitivity in applying advanced knowledge of art media and techniques to the creation of graphic products. Advanced skills are learned through a variety of applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. Emphasis is placed on creating an individualized body of work which represents a personal exploration of viewpoints. <strong>Notes:</strong> Teacher strongly recommends students bring their own USB drive to class.</td>
<td>Fee: $25 per year</td>
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<tr>
<td><strong>Course Type:</strong> Regular</td>
<td><strong>NCAA:</strong> No</td>
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### Course Number: 72070
- **Course Type:** AP
- **Fee:** $25 per semester
- **NCAA:** No

### Course Number: 72053
- **Course Type:** AP
- **NCAA:** No

### Course Number: 71570/2/4
- **Course Type:** Regular
- **Fee:** $25 per semester
- **NCAA:** No
Jewelry I/II/III  
Grade Level(s): 9-12  
Prerequisites: Jewelry I pre-req. for II, II pre-req. for III  
Length/Credit: Year 1.0  
Course Number: 70530/2/4  
Course Type: Regular  
Fee: $25 per semester  
NCAA: No

Course Description: Jewelry I is an introductory course to the basics of the jewelry medium. Emphasis is placed upon the student’s skills, craftsmanship, and originality. The techniques of soldering, faceting, cabochon, casting, and finishing are taught. The student explores a variety of materials, which can be used in the making of jewelry. He/She examines career possibilities and learns to prepare his/her work for market. Literacy is integrated throughout the course.

Course Description: Jewelry II the student demonstrates progress in the acquired skills. He/She individually demonstrates problem-solving and decision-making skills when applying the principles of design. Emphasis is on the student’s skills, craftsmanship, and originality. The techniques of soldering, faceting, cabochon, casting, and finishing are taught. The student explores a variety of materials used in the making jewelry. He/She is trained in career possibilities and learns to prepare his/her work for market. Literacy is integrated throughout the course.

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

Important Notes: The use of special materials for specific projects may require an additional fee.

Photography I/II/III/IV  
Grade Level(s): 9-12  
Prerequisites: Photo I pre-req. for II, II pre-req. for III, etc.  
Length/Credit: Year/1.0  
Course Number: 71530/2/4/6  
Course Type: Regular  
Fee: $30 per semester  
NCAA: No

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

Important Notes: The student may be asked to provide photographic paper, film, notebooks, and a camera. The course utilizes a 35 mm camera and some use of a digital camera. Current trends and practices may vary from site to site.

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

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

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

#### Marching Band I/II/III/IV

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<tr>
<th>Grade Level(s):</th>
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<tr>
<td>Prerequisites:</td>
<td>Audition or Permission of Instructor</td>
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<tr>
<td>Co-requisite:</td>
<td>Concurrent enrollment in Symphonic Band</td>
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**Course Number:** 7303F/G/H/J  
**Course Type:** Regular  
**NCAA:** No

**Length/Credit:** Year/1.0  
**Fee:** Fees not to exceed, but up to $200 per year for materials, supplies, out of town travel, instrument maintenance, uniform costs, and some out-of-school activities.

**Important Notes:** This course is a zero-hour course and is taught before the regular school day. Out of school rehearsals and performances are part of the instructional program. Attendance is required.

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

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

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

#### Marching Auxiliary I/II/III/IV

<table>
<thead>
<tr>
<th>Grade Level(s):</th>
<th>9-12</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
<td>Instructor Approval</td>
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**Course Number:** 92211/12/13/14  
**Course Type:** Regular  
**NCAA:** No

**Fees:** Up to, but not to exceed $50.00 per year for materials, tools, and maintenance of equipment. Some entry fees, out of town travel, and costume expenses may be borne by the student.

**Special Requirements:** The student is required to attend all rehearsals and performances and to attend band camp during the summer months.

**Length/Credit:** Year/1.0  
**Course Description:** Marching Auxiliary is a series of performances courses that are a direct extension of the band program and are only open to members of the Marching Band Auxiliary Unit (Flag, Rifle, or Sabre). The student participates in a systematic, sequential learning experience about equipment work (Flag, Rifle, Sabre) and ballet, modern dance, and jazz dance movement, gaining increasing competence each year. He/she engages in activities that utilize a wide variety of materials and experiences to develop techniques of the Color Guard genre, including instruction in performance repertoire skills. The student participates in the Marching Band during first semester and in Winter Guard during second semester. Literacy is integrated throughout the course.

#### Jazz Band I/II/III/IV

<table>
<thead>
<tr>
<th>Grade Level(s):</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Audition</td>
</tr>
<tr>
<td>Co-requisite:</td>
<td>Concurrent enrollment in Symphonic Band is necessary for Wind and Percussion players. Concurrent enrollment in piano lab is necessary for piano players. Concurrent enrollment in orchestra is necessary for bass players. Exceptions will be made at the discretion of the instructor.</td>
</tr>
</tbody>
</table>

**Course Number:** 7304K/L/M/N  
**Course Type:** Regular  
**NCAA:** No

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

**Length/Credit:** Year/1.0  
**Important Notes:** The student participates in regularly scheduled performances during and outside of the school day, a Zero-hour class, and in fund raising activities.

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

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

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

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

**Symphonic Band I/II/III/IV**

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

**Prerequisites:** Audition/Instruction Approval

**Fee:** Up to, but not to exceed $200.00 per year

**Length/Credit:** Year/1.0

**Description:** Symphonic Band I-IV is a series of courses for students with previous instrumental experience on standard woodwind, brass, or percussion instruments. Symphonic Band teaches intermediate techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using graded music appropriate for the level of the class while progressing toward more advanced music literature performed at subsequent course levels. Literacy is integrated throughout the course.

**Special Requirements:** The student is required to attend all rehearsals and performances during and outside the school day and in fund-raising activities.

**Course Number:** 7304E/F/G/H

**Course Type:** Regular

**NCAA:** No

**Orchestra I/II/III/IV**

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

**Prerequisites:** Audition or Instructor Approval

**Fee:** Up to, but not to exceed $100 per year for materials, supplies, and instrument maintenance.

**Length/Credit:** Year/1.0

**Important Notes:** The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day. Additionally, he/she may be required to pay for concert attire and some out of school activities.

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

**Course Description:**
**Orchestra II** is a performance course for the student with moderate experience on the violin, viola, cello or string bass. Orchestra II teaches the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy.

**Course Number:** 73544/G/H/J

**Course Type:** Regular

**NCAA:** No
The student performs within the traditions and standards of an orchestra using graded music II through IV. The student performs, with expression and technical accuracy, a varied repertoire of developmentally appropriate orchestral literature. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

**Guitar Beginning/Intermediate/Advanced**

**Course Number:** 75555/6/7  
**Fee:** Up to, but not to exceed $50.00 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.  
**Prerequisite(s): None**  
**Course Type:** Regular  
**Credit:** Year/1.0  
**Level(s):** 9-12  
**Course Description:** 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 Literature:**

**Course Number:** 75554  
**Fee:** Up to, but not to exceed $50.00 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.  
**Prerequisite(s):** Successful Completion of Intermediate Guitar and Audition  
**Course Type:** Regular  
**Credit:** Year/1.0  
**Level(s):** 11-12  
**Course Description:** Guitar Literature 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 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.

**Piano I-IV**

**Course Number:** 75558/59/60/61  
**Fee:** Up to, but not to exceed $50.00 per year  
**Prerequisite(s): None**  
**Course Type:** Regular  
**Credit:** Year/1  
**Course Description:** Piano I course is designed as a basic keyboard orientation for the beginning pianist. No previous musical experience is required. The ability to play simple two-handed compositions and chords should be the result of this class. This course is for beginning piano students only. This course meets requirements for fine arts or practical arts credit.

**Special Requirements:** This course is for beginning piano students only. This course meets requirements for fine arts or practical arts credit.

**Course Description:** Piano II course is designed as a continuation of the basic keyboard orientation for the beginning pianist. The ability to play medium-difficult, two-handed compositions and chords should be the result of the class. Piano III course is designed as a continuation of beginning and intermediate piano lab. Daily technique exercises, ear training, and sight reading will be given. Performance of solos and ensembles for each other in the class is required as well as one recital evening each semester.
Mexican Folkdance, Culture, and Music I/II/III/IV

Course Number: 61040/1/2/3
Course Type: Regular

Fee: $10 per year
NCAA: No

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

Course Number: 75019/20/30
Course Type: AP

Fee: 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.

Length/Credit: Year/1.0
NCAA: No

Important Notes: The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.

Course Description: Drama I is a full-year, performance based course that serves as an introduction to theater arts. The student studies basic principles and techniques in acting, stagecraft, and related professions. This course focuses on developing, communicating, and sustaining characters in improvisations and informal or formal productions. The student continues to study principles and techniques in acting, stagecraft, and related professions. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theatre and related professions. The student studies acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions. The student continues to study principles and techniques in acting, stagecraft, and related professions. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theatre and related professions.

Course Description: Drama II is a full-year, performance based course that serves as an intermediate acting and introduction to directing theater arts class. This course refines introductory acting skills and introduces basic directing skills. There is emphasis on potential career development in theatre and related professions. The student continues to study principles and techniques in acting, stagecraft, and related professions. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theatre and related professions.

Course Description: Drama III is a full-year, performance based course that serves as an advanced acting and directing theater arts class. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theatre and related professions. The student studies acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions. The student continues to study principles and techniques in acting, stagecraft, and related professions. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theatre and related professions. The student studies acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions. The student continues to study principles and techniques in acting, stagecraft, and related professions. This course expands on acting skills and directing skills. There is emphasis placed on potential career development in theatre and related professions.
**Stagecraft I/II**

**Course Number:** 75015/6  
**Course Type:** Regular

**Fee:** 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.

**Length/Credit:** Year/1.0  
**NCAA:** No

**Important Notes:** 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.

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

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

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**Theatre Production/Advanced Theatre Production**

**Course Number:** 75025/6  
**Course Type:** Regular

**Fee:** Student may be required to pay a course fee for materials and supplies. Additionally, student may be required to pay for performance attire and some out of school activities.

**Length/Credit:** Year/1.0  
**NCAA:** No

**Prerequisites:** Audition/Teacher Recommendation

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

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

AVID I/II/III/IV

Grade Level(s): 9-11
Prerequisites: GPA of 2.0 to 3.5 and student application and/or interview, parent signature, and acceptance by school site team.

Course Description: The AVID I course program is a basic course designed to increase school wide learning and performance for students in grades 9 through 11. The AVID I student is introduced to a program that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID I is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges, and becomes an educated and responsible participant and leader in a democratic society. The AVID I class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID I teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID I classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

Important Notes: 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 carries 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 enrolls in an Honors/AP course during his/her 10th grade year.

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

Important Notes: The students must maintain 2.0 or higher GPA throughout the school year and 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 II student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes, complete all homework assignments, and commit to up to two hours of homework every night. The student must be enrolled in a geometry class or higher. There is an expectation that the student enrolls in an Honors/AP course during his/her 11th grade year.

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

Important Notes: This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. The students must maintain 2.0 or higher GPA throughout the school year. He/She must be able to complete four-

Course Number: 55509/10/11/12
Course Type: Regular
NCAA: No
Length/Credit: Year/1.0
Prompt or Note: 55509/10/11/12
year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes, complete all homework assignments, and commit to up to two hours of homework every night. The student completes a required research paper.

**Course Description:** The 12th grade AVID IV course is designed for student completion in the AVID elective during his/her senior years. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the ACT and/or the SAT, and becomes an educated and responsible participant and leader in a democratic society. Emphasis is placed on the student finalizing his/her choice of colleges, visiting college campuses, completing and submitting college applications, making financial aid arrangements, taking college admission tests, and preparing “College Comparison Grids”. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. Led by college tutors, the student participates in tutorial groups in the AVID classroom. Literacy is integrated throughout the course.

**Important Notes:** The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes, must complete all homework assignments, and commit to at least two hours of homework every night.

**Introduction to Computer Science**

<table>
<thead>
<tr>
<th>Grade Level(s): 9-12</th>
<th>Course Number: 66136</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Successful completion of Algebra and Geometry or concurrently enrolled in Geometry</td>
<td><strong>Course Type:</strong> Regular</td>
</tr>
<tr>
<td><strong>Length/Credit:</strong> Year/1.0</td>
<td><strong>NCAA:</strong> No</td>
</tr>
</tbody>
</table>

**Course Description:** Introduction to Computer Science introduces the fundamentals of computer architecture, writing programs to solve a variety of problems, and the ethical use of computer systems. The student learns about the software and hardware components of the computer and how those components interact to execute a computer program. Areas of study include, but are not limited to: computer architecture and function, types of programming languages, computer programming and algorithm development, ethical use of computing resources, study of nontraditional math topics, and career applications. The student can also receive preparation for an AP Computer Science exam. Literacy strategies are integrated throughout the curriculum. Skills and knowledge acquired in this course can be applied to the United States Department of Education’s Information Technology and Science, Technology, Engineering, and Mathematics Career clusters and their respective pathways and New Mexico Communications and Information and Engineering, Construction, and Manufacturing career clusters.

**AP Computer Science A**

<table>
<thead>
<tr>
<th>Grade Level(s): 11-12</th>
<th>Course Number: 65511</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Successful completion of Algebra II or permission of the instructor</td>
<td><strong>Course Type:</strong> AP</td>
</tr>
<tr>
<td><strong>Important Notes:</strong> The course reflects skills required in the area of AP Computer Science A as designed by the AP Curriculum. Student success in AP requires the following: student commitment, teacher expertise, and administrative support. It is strongly recommended, but not required, that the student take the AP Computer Science A exam at the end of the second semester. <strong>It is highly recommended that students complete Algebra II with a grade of C or better before enrolling in this course.</strong></td>
<td><strong>NCAA:</strong> No</td>
</tr>
</tbody>
</table>

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

**Course Number:** 53020  
**Grade Level(s):** 9-12  
**Length/Credit:** Semester/0.50  

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

**Important Notes:** 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.

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**Ethnic Studies: Black Studies**

**Course Number:** 51211  
**Grade Level(s):** 9-12  
**Length/Credit:** Year/1.0  

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

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**Ethnic Studies: Mexican American Studies**

**Course Number:** 51507  
**Grade Level(s):** 11-12  
**Length/Credit:** Year/1.0  

**Course Description:** This course explores the social, political, historical, and cultural experiences of ethnicities, genders, classes and/or ability groups. As it impacts self-identity, the student will engage in self-discovery while gaining an understanding of the multi-faceted world around them. Mexican-American Studies is a one-year course in which the student learns about the history and culture of the Hispanic people of the Southwest. Emphasis is on the social, political and historical factors that have shaped the culture. Requirements of the class include reading, writing, research, and presentations. The core concepts of the course include: Spain and the conquest of the New World, Aztlan (U.S. Southwest), the Chicano Era, and Nuevo México.

**Option:** Dual Credit 2.5 GPA required

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**HUM 1111 Cultures and Civilizations Ancient to Renaissance**

**Course Number:** DUAL  
**Grade Level(s):** 10 - 12  
**Length/Credit:** Semester/1.0  

**Course Description:** This course is an interdisciplinary introduction to the development of ancient world civilizations, emphasizing artistic expression, philosophical thought, religious practice, historical development, and technological achievement. This course presents an introduction to the historical and cultural roots of ancient world civilizations such as Mesopotamia, Egypt, Greece, Rome, early India, China, Africa, and the Americas, and pre-Medieval Europe.

**Important Note:** This class offers college credit through the APS Dual Enrollment Program and is backed by HUM1110. Students must take and pass the Accuplacer and register at CNM in the Fall.

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**HUM 1110 Introduction to**

**Course Number:** DUAL  
**Grade Level(s):** 10 – 12  
**Length/Credit:** Semester/1.0  

**Course Description:** "Introduction to Philosophical Thought" introduces questions about whether there is truth and how it can be known, what is the nature of reality, whether there is a God, what is the “self,” what is the good life for human beings, how people can best live together in society, and others. The course will involve the careful reading and examining of primary texts from the history of philosophy as well as contemporary texts explaining and analyzing the ideas of philosophy.

This class offers college credit through the APS Dual Enrollment Program and is backed by HUM1111. Students must take and pass the Accuplacer and register at CNM in the Spring.
AP Human Geography
Grade Level(s): 9-12
Length/Credit: Semester/0.5
Course Description: Human Geography AP focuses on the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. The student employs spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The student uses and thinks about maps and spatial data; understands and interprets the implications of associations among phenomena in place; recognizes and interprets at different scales the relationships among patterns and processes; defines regions and evaluates the regionalization process; and characterizes and analyzes changing interconnections among places. The student is encouraged, but is not required, to take the AP exam at the end of the school year.

Social Psychology
Grade Level(s): 10-12
Length/Credit: Year/1.0
Course Description: Psychology is the scientific study of the behavior of individuals and their mental processes. This course attempts to make a meaningful understanding of psychology in the student’s individual life. Areas of study include, but are not limited to, approaches and methods; brain, body, and behavior; personality and human growth; consciousness and altered states; and psychological disorders and treatment. Literacy (e.g., reading writing, speaking) strategies are integrated throughout the curriculum.
Important Notes: Sensitive topics may be discussed in this course.

AP Psychology
Grade Level(s): 10-12
Length/Credit: Year/1.0
Course Description: The AP Psychology course introduces the student to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The student is exposed to the psychological facts, principles, and phenomena associated with each of the major fields within psychology (e.g., biological bases of behavior, sensation and perception, learning, cognition, motivation and emotion, states of consciousness, developmental psychology, personality, experimental and correlational design, abnormal psychology, treatment of psychological disorders, ethical use of data). The student also learns about the methods psychologists use in their science and practice. Literacy strategies and techniques are integrated throughout the curriculum.
Important Notes: The aim of AP Psychology is to provide the student with a learning experience similar to that obtained in most college introductory psychology courses with the intent of every student taking the AP Psychology exam administered by the College Board at the end of the school year.

Read 180
Grade Level(s): 9-12
Length/Credit: Year/1.0
Course Description: 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 for increasing comprehension of diverse texts such as summarizing, questioning, predicting and previewing, using text structure, visualizing, and inferring. The student has a variety of opportunities to learn, practice, and internalize these reading behaviors and strategies. To provide authentic opportunities to use and develop language, the student works collaboratively, in pairs and in small groups, discussing text in order to build background knowledge and increase comprehension. The reading process, reading application, and personal engagement with reading are major areas of focus and strategies for emergent readers in grades 9-12. Each school administers a reading assessment for placement in this course.

AP Seminar
Grade Level(s): 10-12
Length/Credit: Year/1.0
Course Description: This course is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
Student Leadership I/II/III/IV
Grade Level(s): 9-12
Prerequisite: Student application
Length/Credit: Year/1.0

Course Number: 92301/2/3/4
Course Type: Regular
NCAA: No

Important Notes: 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.

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

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

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

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

The Albuquerque High School Language Arts Department provides a comprehensive set of courses covering the core subject area of language arts using a balanced curriculum of reading, writing, listening, speaking, grammar, literature, and media. Reading and language arts are not only used to develop a competent and competitive work force but also used to connect more fully with others in our society and the world. Teachers create a sense of community within the classroom as they share their knowledge and help students to understand all aspects of reading and language arts. It is the ability to think critically, and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community. We provide a series of courses that provide extra challenge to students wanting to explore the curriculum in greater depth. Our book collection contains nationally known authors of fiction and non-fiction, as well as traditional literature, and vocabulary texts. Advanced Placement courses are offered in English Language/Literature and English Language/Composition. Expanded course offerings include: Creative Writing I and II.

**English 9**

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<th>Grade Level(s):</th>
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<tr>
<td>Length/Credit:</td>
<td>Year/1.0</td>
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</table>

**Course Number:** 25031  
**Course Type:** Regular  
**NCAA:** Yes

**Course Description:** In English 9, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various 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 (50% of the course), and through the use of technology as a learning tool.

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

**English 9 Honors**

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<th>Grade Level(s):</th>
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<td>Length/Credit:</td>
<td>Year/1.0</td>
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**Course Number:** 25034  
**Course Type:** Honors  
**NCAA:** Yes

**Course Description:** In English 9 Honors, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various 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 (50% of the course), and through the use of technology as a learning tool.

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

**English 10**

<table>
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<th>Grade Level(s):</th>
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<tr>
<td>Prerequisites:</td>
<td>English 9</td>
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<tr>
<td>Length/Credit:</td>
<td>Year/1.0</td>
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</tbody>
</table>

**Course Number:** 25041  
**Course Type:** Regular  
**Fee:** None  
**NCAA:** Yes

**Course Description:** 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 (50% of the course), and through the use of technology as a learning tool.

**Important Notes:** The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials.
English 10 Honors
Grade Level(s): 10
Prerequisites: English 9 or English 9 Honors
Length/Credit: Year/1.0
Course Number: 25044
Course Type: Honors
Fee: None
NCAA: Yes

Course Description: 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 (50% of the course), and through the use of technology as a learning tool.

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

English 11
Grade Level(s): 11
Prerequisites: English 10
Length/Credit: Year/1.0
Course Number: 25051
Course Type: Regular
Fee: None
NCAA: Yes

Course Description: In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys 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.

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

AP English Language and Composition 11
Grade Level(s): 11
Prerequisites: English 10 or English 10 Honors
Length/Credit: Year/1.0
Course Number: 25058
Course Type: AP
Fee: None
NCAA: Yes

Course Description: In AP English Language and Composition, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys 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.

Important Notes: AP English Language and Composition 11 is a weighted course that includes advanced placement preparation for college entrance. AP English Language and Composition 11 includes preparation for the Advanced Placement English Language and Composition Examination. Each student is encouraged to take the AP Exam.
Course Description: In English 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. – A.D. 428 to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected 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.

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

AP English Literature and Composition 12

Course Description: In AP English Literature and Composition 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. – A.D. 428 to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected 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.

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

ELD CLASSES

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<thead>
<tr>
<th></th>
<th>9th Grade English</th>
<th>10th Grade English</th>
<th>11th Grade English</th>
<th>12th Grade English</th>
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<tbody>
<tr>
<td>ELD I</td>
<td>2055A</td>
<td>2055B</td>
<td>2055C</td>
<td>2055D</td>
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<tr>
<td>ELD II</td>
<td>2055F</td>
<td>2055F</td>
<td>2055G</td>
<td>2055H</td>
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<tr>
<td>ELD III</td>
<td>2055S</td>
<td>2055K</td>
<td>2055L</td>
<td>2055M</td>
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<tr>
<td>ELD IV</td>
<td>2055N</td>
<td>2055P</td>
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<td>2055R</td>
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ELD I Description: This class is offered to students with little or no understanding of English. The purpose is to provide students with an opportunity to acquire English in a stress-free environment. The class enables them to participate physically, socially, and linguistically in meaningful situations as they acculturate to the school environment and the community. Skills taught cover the areas of listening, speaking, reading, and writing as well as cultural understanding.

ELD II Description: Level II ESL continues the process of acculturating students and helping them understand and produce more complex oral and written language. This enables students to function better in their content area classes providing for the integration and reinforcement of understanding.

ELD III Description: Level III ESL is intended for students who have mastered the listening comprehension, speaking, reading, and writing skills presented in Level I and Level II ESL classes. It is designed to incorporate second language instructional techniques with content from different subject areas. Study skills and cultural understanding are emphasized.
Creative Writing I/II

<table>
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<tr>
<th>Grade Level(s):</th>
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<tr>
<td>Course Number:</td>
<td>24540/1</td>
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<tr>
<td>Course Type:</td>
<td>Regular</td>
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<tr>
<td>Prerequisites:</td>
<td>For Creative Writing II, completion of Creative Writing I or English 11. In order for Creative Writing II to count for English 12 credit, Creative Writing II must be taken in the senior year.</td>
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<tr>
<td>Length/Credit:</td>
<td>Year/1.0</td>
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Course Description: In Creative Writing I, the student reads, analyzes, and discusses selected works of various American authors to gain a background for extensive writing and reading. The student experiments with and creates working and showcases portfolios of various kinds (traditional and electronic) representing best work in various genres (e.g., short stories, one-act plays, poetry, fiction, and nonfiction). As part of the creative process, the student identifies and concentrates on individual needs for vocabulary development, spelling, sentence structure, and revision and prepares freelance work for submission to publishers. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print and on-line literary magazines.

Important Notes: Some schools may publish a literary magazine in this class.

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

Newspaper I/II/III/IV

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<th>Grade Level(s):</th>
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<td>Course Number:</td>
<td>24001/2/3/4</td>
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<tr>
<td>Course Type:</td>
<td>Regular</td>
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<tr>
<td>NCAA:</td>
<td>No</td>
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</table>

Course Description: 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.

Important Notes: Newspaper 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.

Course Description: In Newspaper II, the student enhances individual skills in all journalistic areas and also develops areas of expertise, specializing in one or more areas of the newspaper production process. The student also refines skills with group processes, such as decision-making, conflict resolution, and time management with respect to individual and staff deadlines and mentors less experienced staff members. The Newspaper II student is encouraged to assume increased responsibility to develop skills that lead to editorial positions with mentoring and coaching from more experienced staff members and with guidance from the teacher/advisor. The student generates authentic work by producing a series of newspapers for the school and community.

Course Description: In Newspaper III the student refines and enhances previous journalistic skills and assumes increasingly more challenging and demanding leadership and mentoring roles on the newspaper staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget. The editor orchestrates the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides writing and editing copy, advertising, art and photography, the editor also coordinates desktop publishing according to printers' specifications, within legal and ethical parameters, and within deadlines. The student generates authentic work by producing a series of newspapers for the school and community.
**Course Description:** In *Film Criticism*, the student studies the history, development, and art form of the motion picture and its influence and reflection of society. The student studies the language of filmmaking, 55 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.

**Yearbook I/II/III/IV**

**Course Number:** 24036/7/8  
**Course Type:** Regular  
**NCAA:** No

**Course Description:** 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 experienced editors and staff members. The Yearbook I student is encouraged to assume increased responsibility and to develop skills that lead to editorial positions with mentoring and coaching from more experienced staff members and with guidance from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.

*Important Notes: Yearbook I* require the student to spend time outside of class to work on the yearbook production process, including taking photographs, selling advertising, and meeting individual and staff deadlines. The student is encouraged to participate in scholastic journalism conferences and competitions as approved by the teacher. Per Senate

**Course Description:** In *Yearbook II*, the student enhances individual skills in all journalistic areas and also develops areas of expertise, specializing in one or more areas of the yearbook production process. The student also refines skills with group processes, such as decision-making, conflict resolution, and time management with respect to individual and staff deadlines and mentors less experienced staff members. The Yearbook II student is encouraged to assume increased responsibility and to develop skills that lead to editorial positions with mentoring and coaching from more experienced staff members and with guidance from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.

**Course Description:** In *Yearbook III* the student refines and enhances previous journalistic skills and assumes increasingly more challenging and demanding leadership and mentoring roles on the newspaper staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget. The editor also orchestrates the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides writing and editing copy, advertising, art, and photography, the editor also coordinates desktop publishing according to printers’ specifications, within legal and ethical parameters, and within deadlines. The student generates authentic work by producing a yearbook for the school and community.

**Course Description:** In *Yearbook IV*, the student assumes more responsibility for visioning, leading, organizing, and mentoring less experienced editors and staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget and orchestrating the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides honing specialty areas of interests, the editor also supervises desktop publishing according to printers’ specifications within legal and ethical parameters and within deadlines. The Yearbook IV student model’s collaborative leadership qualities in addition to making the newspaper a viable and competitive medium. The student generates authentic work by producing a yearbook for the school and community.

**Film Criticism**

**Course Number:** 20538  
**Course Type:** Regular  
**NCAA:** No

**Course Description:** In *Film Criticism*, the student studies the history, development, and art form of the motion picture and its influence and reflection of society. The student studies the language of filmmaking, 55 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.
**College Prep Composition 1**

**Course Number:** 24531  
**Grade Level:** 12  
**Course Type:** Regular  
**Prerequisite:** English 9, 10, 11  
**NCAA:** No  

(Grants English 12 credit in conjunction with Mythology & Folklore)

**Course Description:** In College Prep Composition, the student engages in a concentrated study of the writing process in expository writing and the art of rhetoric in persuasive writing. The student practices writing various types of essays and compositions to prepare for college-level writing. Models such as 6 Plus One! Traits are used to help the student develop ideas, organization, voice, style, and fluency in written work, including revision and polishing work for publication. The student reads exemplary works by authors from around the world and creates traditional and/or electronic portfolios to show progress of work over time using technology as a learning, writing, and research tool. In College Prep Composition, students write restaurant, music and art reviews, examine media and pop culture, and develop their individual voices while also generating their own topics to explore the world in which we live (as is true of many college composition courses). Students will enjoy many opportunities to develop reading and critical thinking skills as they employ standard usage in speaking and listening, research, and (of course) writing. As they choose, students may also write for contests and college scholarships. This course is offered in the fall semester in conjunction with Mythology and Folklore (22037) in the spring. Taken together, these two courses follow a college pattern and fulfill requirements for senior English, meeting or exceeding all Standards for Language Arts required by the State of New Mexico and APS.

**Mythology & Folklore in Literature**

**Course Number:** 22037  
**Grade Level:** 12  
**Course Type:** Regular  
**Prerequisite:** English 9, 10, 11  
**Special Requirements:** Elective credit if taken at Grade 11. Taken in conjunction with Mythology and Folklore in the spring semester; will satisfy English requirement if taken at Grade 12.  

(Grants English 12 credit in conjunction with College Prep Comp.)

**Course Description:** In Mythology and Folklore, the student identifies and compares the survivals of past and present beliefs, customs, traditions, and rituals, including oral and written myths, legends, stories, riddles, proverbs, nursery rhymes, superstitions, plant and animal lore, and spiritual histories. The student analyzes central themes that attempt to explain the meaning of existence and how archetypes and images are used in literature to evoke reader response. Technology is used as a writing, research, and learning tool. Students explore connections between ancient stories and modern lives as they discover how mythology provides a foundation for modern thought in both literature and popular culture (for example, before psychology, people had mythology). Students will have many opportunities to develop reading, writing, and critical thinking skills (one-half of the course is devoted to writing). This course is offered in the spring semester in conjunction with College Prep Composition (24531) in the fall. Taken together, these two courses follow a college pattern and fulfill requirements for senior English, meeting or exceeding all Standards for Language Arts required by the State of New Mexico and APS.
Please note that a student who fails one or both semesters of a course may not take the next course in the pattern until they have earned one full credit.

All students should have access to a graphing calculator at school and at home.
Algebra I/Algebra 1 Bilingual  
Course Number: 33040/3304A  
Course Type: Regular  
Grade Level(s): 9-12  
Fee: None  
Length/Credit: Year/1.0  
NCAA: Yes  
Prerequisites: 8th grade teacher recommendation  

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

Important Notes: 8th grade teacher recommendation

Honors Algebra I/ Honors Algebra I Bilingual  
Course Number: 33080/33081  
Fee: None  
NCAA: Yes  
Grade Level(s): 9-12  
Prerequisites: 8th grade recommendation and/or Algebra I Teacher recommendation  
Length/Credit: Year/1.0  

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

There are four main differences between regular and Honors (pre-AP):  
1. the sophistication of the response the teacher asks of students  
2. the rigor of the work that is required  
3. the way the teacher assesses what is taught and  
4. the global connections that reach beyond the boundaries of what is taught in the textbook.

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

Geometry/Geometry Bilingual  
Course Number: 35040/3504A  
Course Type: Regular  
Grade Level(s): 9-12  
Fee: None  
NCAA: Yes  
Prerequisites: Algebra I  
Length/Credit: Year/1.0  

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

Honors Geometry/Honors Geometry Bilingual  
Course Number: 35080/3504B  
Course Type: Honors  
Fee: None  
NCAA: Yes  
Grade Level(s): 9-12  
Prerequisites: Teacher/Counselor advisement  
Length/Credit: Year/1.0  

Course Description: In Honors Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses advanced concepts in lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, computers and software programs (e.g., Geometer’s Sketchpad, Cabri Geometry), construction tools (e.g., compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebraic concepts, functions, patterns and graphs; and data analysis and probability. The course also includes an in-depth coverage of some Honors Algebra II/Trigonometry topics.
Algebra II
Grade Level(s): 9-12
Prerequisites: Algebra I and/or Geometry or Equivalents
Length/Credit: Year/1.0

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

Algebra II/Trigonometry Honors
Grade Level: 9-12
Prerequisites: Successful Completion of Algebra I and/or Geometry or Equivalents
Length/Credit: Year/ 1.0

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

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

Transition to College Math
Grade Level(s): 11-12
Prerequisites: Algebra II
Length/Credit: Year/1.0

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

Important Notes: This course is not open to students who have completed Algebra II with a grade of B or better. This is a course for college-intending students who have already attempted high school courses in Algebra I and Geometry with unsatisfactory results. This course requires student access to a graphing calculator.

Financial Literacy
Grade Level(s): 11-12
Prerequisites: Algebra I and Geometry
Length/Credit: Year/1.0

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

AP Statistics
Grade Level(s): 11-12
Prerequisites: Algebra II
Length/Credit: Year/1.0

Course Description: Advanced Placement Statistics introduces the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data using these four broad themes:
1. Exploration: Observing patterns and departure from patterns
2. Study design
3. Producing models using probability theory and simulation
4. Statistical inference

This course uses an interactive data collection approach using the text and lessons as resources and addresses the standards presented by the National Council of Teachers of Mathematics (NCTM). The student applies his/her knowledge of algebra and geometry to linear transformation of data, conducting surveys, and analyzing the results. The student builds his/her own studies using both proper and improper data analysis techniques; critiques studies conducted by other students and entities, and makes suggested improvements.

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

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

**Pre-Calculus**

**Course Number:** 38040  
**Course Type:** Regular  
**Fee:** None  
**NCAA:** Yes

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

**Important Notes:** This course requires student access to a graphing calculator

**AP Honors Calculus AB**

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

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

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

**Important Notes:** 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.

**AP Honors Calculus BC**

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

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

MATH 1310 - Intermediate Algebra
Course Number: Dual
Grade Level(s): 10-12
Prerequisites: CNM MATH 0980 or appropriate Accuplacer score
Length/Credit: Semester/1.334
Course Type: Dual Credit
Fees: None
NCAA: Yes

Course Description: This course investigates algebraic topics such as expressions, equations, functions and their graphs. Applications and modeling, as they relate to polynomial, rational, and radical forms are explored. Basic exponential and logarithmic forms are introduced.

Important Notes: MATH 1310 is taken first semester and MATH 1315 is taken second semester to receive full college credit.

MATH 1315 – College Algebra
Course Number: Dual
Grade Level(s): 10-12
Prerequisites: MATH 1310 or appropriate Accuplacer score
Length/Credit: Semester/1.0
Course Type: Dual Credit
Fees: None
NCAA: Yes

Course Description: Focuses on functions and their graphs; investigation of linear, quadratic, polynomial, rational, exponential and logarithmic functions. Graphing calculator may be required for this course.

Important Notes: MATH 1310 is taken first semester and MATH 1315 is taken second semester to receive full college credit.
Modern Languages

Albuquerque High School’s Department of Modern Languages offers courses in two languages in order to enrich students’ learning and to prepare students for their futures. In a world where communication across cultures is becoming increasingly important, the goal of the department is to prepare students to be successful in any career. Teachers in the department are passionate about what they teach and share that passion daily with students. We welcome you into our classrooms and hope that you will share in our enthusiasm.

Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time, learners develop the ability to write and speak in a meaningful and appropriate manner.

**Note:** Dual credit is available to qualified students through CNM in French courses.

<table>
<thead>
<tr>
<th>French I (9-12)</th>
<th>Spanish I / Spanish for Heritage Speakers I (9-12)</th>
<th>Spanish Language Arts I (9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>French II (10-12)</td>
<td>Spanish II / Spanish for Heritage Speakers II (9-12)</td>
<td>Spanish Language Arts II (10-12)</td>
</tr>
<tr>
<td>French III (11-12)</td>
<td>Spanish III (9-12)</td>
<td>AP Spanish Language and Culture (11-12)</td>
</tr>
<tr>
<td>AP French Language and Culture (12)</td>
<td>AP Spanish Language and Culture (11-12)</td>
<td>AP Spanish Literature and Culture (12)</td>
</tr>
</tbody>
</table>

**French I**
- **Course Number:** 60010
- **Course Type:** Regular
- **Grade Level(s):** 9-12
- **Prerequisites:** None
- **Length/Credit:** Year/1.0
- **Fee:** $5 per year
- **NCAA:** Yes

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

**French II**
- **Course Number:** 60011
- **Course Type:** Regular
- **Grade Level(s):** 10-12
- **Prerequisites:** French I
- **Length/Credit:** Year/1.0
- **Fee:** $5 per year
- **NCAA:** Yes

**Course Description:** Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the students develop the ability to write and speak in a meaningful and appropriate manner. French II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the French 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.
**French III**  
Grade Level(s): 11-12  
Prerequisites: French II  
Length/Credit: Year/1.0  

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

**AP French V**  
Grade Level(s): 9-12  
Prerequisites: None  
Length/Credit: Year/1.0  

**Course Description:** Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. AP French V reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the French culture, language, literary genres, and value to career opportunities. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities. Although the Advanced Placement examination is not a course requirement, students are encouraged to take the exam.

**Spanish for Heritage Speakers I**  
Grade Level(s): 9-12  
Prerequisites: None  
Length/Credit: Year/1.0  

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

**Spanish for Heritage Speakers II**  
Grade Level(s): 9-12  
Prerequisites: None  
Length/Credit: Year/1.0  

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

**Spanish I**  
Grade Level(s): 9-12  
Prerequisites: None  
Length/Credit: Year/1.0  

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Number</th>
<th>Grade Level(s)</th>
<th>Prerequisites</th>
<th>Length/Credit</th>
<th>Fee: $5 per year</th>
<th>NCAA:</th>
<th>Course Type</th>
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</thead>
<tbody>
<tr>
<td><strong>Spanish II</strong></td>
<td>61011</td>
<td>9-12</td>
<td>Successful Completion of Spanish I</td>
<td>Year/1.0</td>
<td>Regular</td>
<td>Yes</td>
<td>Regular</td>
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<tr>
<td><strong>Prerequisites</strong>: Successful Completion of Spanish I</td>
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<tr>
<td><strong>Course Description</strong>: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the students develop the ability to write and speak in a meaningful and appropriate manner. Spanish II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture and language. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral, written, communication skills to personal, academic, and cultural activities.</td>
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<tr>
<td><strong>Spanish III</strong></td>
<td>61012</td>
<td>10-12</td>
<td>Successful Completion of Spanish II</td>
<td>Year/1.0</td>
<td>Regular</td>
<td>Yes</td>
<td>Regular</td>
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<tr>
<td><strong>Prerequisites</strong>: Successful Completion of Spanish II</td>
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<tr>
<td><strong>Course Description</strong>: 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.</td>
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<tr>
<td><strong>AP Spanish Language and Culture V</strong></td>
<td>61026</td>
<td>11</td>
<td>None</td>
<td>Year/1.0</td>
<td>AP</td>
<td>No</td>
<td>AP</td>
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<tr>
<td><strong>Prerequisites</strong>: None</td>
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<tr>
<td><strong>Course Description</strong>: Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. AP Spanish Language V reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture, language, literary genres, and value to career opportunities. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.</td>
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<tr>
<td><strong>Important Notes</strong>: Although the Advanced Placement examination is not a course requirement, students are encouraged to take the exam.</td>
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<tr>
<td><strong>AP Spanish Literature and Culture V</strong></td>
<td>61025</td>
<td>12</td>
<td>None</td>
<td>Year/1.0</td>
<td>AP</td>
<td>No</td>
<td>AP</td>
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<tr>
<td><strong>Prerequisites</strong>: None</td>
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<td><strong>Course Description</strong>: Colleges and universities identify the AP Spanish Literature V course as a third-year college introduction to Hispanic Literature. The course includes selected works from seven centuries of Hispanic Literature and exposes students to a wide range of genre that traces the history of the development of literature written in Spanish. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications.</td>
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<td><strong>Important Notes</strong>: This course is taught in both English and Spanish. The content of this course is the same as the standard New Mexico AP Spanish Literature V course. Course materials and instruction are presented in both languages. This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Although the Advanced Placement-Literature examination is not a course requirement, students are encouraged to take the exam.</td>
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</table>
Spanish Language Arts I
Course Number: 61027
Grade Level(s): 9-12
Course Type: Regular
Prerequisites: None
Fee: $5 per year
Length/Credit: Year/1.0
NCAA: Yes
Course Description: The Spanish Language Arts course is designed for students who possess literacy skills in Spanish. Competencies to be acquired are communication, cultures, connections, comparisons, and communities with emphasis on speaking, writing, listening, reading, language functions, and personal applications.

Spanish Language Arts II
Course Number: 61028
Grade Level(s): 10-12
Course Type: Regular
Prerequisites: Spanish Language Arts I or Placement Test
Fee: $5 per year
Length/Credit: Year/1.0
NCAA: Yes
Course Description: Spanish Language Arts II is designed for students to enhance their literacy skills in Spanish. Areas of increased competency are communication, cultures, connections, comparisons, and communities.
Physical Education

Physical Education provides an important link in the total education and health of young adults. The Physical Education staff is committed to providing each student an opportunity to reach their full potential. This can be achieved by students understanding that physical activity provides opportunities for enjoyment, competition, self-expression, physical wellbeing, and social interaction. Required physical education classes, as well as elective classes are taught throughout the day. Foundations of Physical Education are required to meet the 1 credit PE requirement for graduation. It is a required 9th grade class and is a pre-requisite for all other physical education classes. After completion of the foundation courses, students are encouraged to take elective courses during the remainder of their tenure at AHS.

### Foundations of Physical Education

<table>
<thead>
<tr>
<th>Course Number: 90000</th>
<th>Course Type: Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s): 9-12</td>
<td>Fee: None</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td>NCAA: No</td>
</tr>
<tr>
<td>Length/Credit: Year/1.0</td>
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</table>

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

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

### Team and Individual Sports I/II/III

<table>
<thead>
<tr>
<th>Course Number: 90160/1/2</th>
<th>Course Type: Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level: 10-12</td>
<td>Fee: $15.00</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>NCAA: No</td>
</tr>
<tr>
<td>Successful Completion of Foundations of Physical Education</td>
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<td>Length/Credit: Year/1.0</td>
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</tbody>
</table>

**Course Description:** Team and Individual Sports emphasizes learning and improving techniques, skills, and strategies in team and individual sports, and prepares the student to aide 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.

**Important Notes:** The student is required to have a suitable change of clothing and shoes (shorts or sweatpants, T-shirt or sweatshirt, socks, and athletic shoes).

### Sports Medicine I/II/III

<table>
<thead>
<tr>
<th>Course Number: 90700/1/2</th>
<th>Course Type: Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level: 10-12</td>
<td>Fee: $25 per year</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td>NCAA: No</td>
</tr>
<tr>
<td>Length/Credit: Year/1.0</td>
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</tbody>
</table>

**Course Description:** Sports Medicine I is recommended for the student who is considering a career in the health- or medicine-related field. The student examines anatomical and physiological systems of the human body and how they relate to physical activity. Special attention is given to the following topics: skeletal, muscular, respiratory, and nervous systems; the prevention, cause/effect, treatment, and reconditioning of athletic injuries; emergency care and first aid; and athletic training. Literacy strategies are integrated throughout the curriculum. The student is encouraged to acquire CPR and First Aid certification. This course may require outside observation hours at athletic events or practices.
Course Description: Sports Medicine II builds on Sports Medicine I and is recommended for the student who is serious about health- or medical-related careers. The student acquires knowledge of sport-related injury recognition and prevention; emergency care and first aid; and rehabilitation. Special emphasis is placed on musculoskeletal, cardiorespiratory, and neuromuscular body systems as well as evaluation techniques and disposition of athletic injuries. Literacy strategies are integrated throughout the curriculum.

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

Weight Training I/II/III  
Course Number: 90421/2/3  
Grade Level(s): 10-12  
Prerequisites: Foundations of Physical Education  
Length/Credit: Year/1.0

Course Description: 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.  
Important Notes: The student is required to have a suitable change of clothing and shoes. Lifting belts are recommended.

Course Description: Weight Training II is an advanced weight-training course. The student investigates physical fitness, health maintenance, power lifting, and Olympic-style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. Emphasis is placed on steroid and other supplement use and abuse. Literacy strategies are integrated throughout the course.

Course Description: Weight Training III is designed for the student who is earnest about strength development. The student continues to investigate physical fitness, health maintenance, power lifting, and Olympic-style lifting techniques and methods and implements safety techniques and proper spotting in all activities and practices. Emphasis is placed on steroid and other supplement use and abuse. In addition, the student develops an individualized weight-lifting program and demonstrates and participates in fitness testing techniques. Literacy strategies are integrated throughout the course.

Interscholastic Athletics I/II/III/IV  
Course Number: 9241A-G  
Grade Level(s): 9-12  
Prerequisites: Foundations of Physical Education and Coach Approval  
Length/Credit: Year/1.0

Course Description: 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.  
Important Notes: 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.
Army Junior ROTC – the most exciting course you can take in high school. Why? Unlike other classes, Army Junior ROTC is hands-on. You learn and then you do. Instead of learning theories and concepts, you instantly apply what you’ve learned. This makes the class fun, exciting, and challenging.

In your first year, you learn how to follow and you observe your student leaders. In your second year, you become a Squad Leader in charge of nine other cadets. In your third year, you become a Company Commander or First Sergeant in charge of 29 other cadets. In your fourth year, you try out for the Battalion Staff, which oversees all the cadets in JROTC. In addition to classroom activities, you can sign up to participate in one of the extra-curricular teams: Armed Drill, Unarmed Drill, Rifle, Raider, Physical Fitness, Color Guard, and Cyber-Patriot. These teams compete against other high schools all over the southwest.

There is no cost for the course. All uniforms, materials, supplies, and equipment are paid for by the US Army or the school. The only cost not covered is meals on field trips. There is absolutely no obligation to join the military after graduation! However, if you do decide to join, all military services award one rank and $250 more per month for having successfully completed JROTC.

Objectives of the Army JROTC Program:
- Maximize potential for success through learning and self-management.
- Develop leadership skills.
- Incorporate principles of mental and physical wellness into behaviors and decisions.

**Army JROTC LET I/II/III/IV**

**Grade Level(s):** 9-12  
**Prerequisites:** LET I pre-req for LET II, LET II for LET III, etc.  
**Length/Credit:** Year/1.0  

**Course Number:** 09601/2/3/4  
**Course Type:** Regular  
**Fee:** $25 per year  
**NCAA:** No

**Important Notes:** The student must comply with Army grooming standards and uniform requirements. Failure to do so may be cause for failure/disenrollment. The student must be capable of participating in a program of physical fitness and military drill within personal limitations. The intent is NOT to cover every standard listed in this framework in one year, but to cover them over a four-year period.

**Course Description: Army JROTC LET I** is a co-ed ROTC program that focuses on the development of better citizens by building skill in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The program is one of the Army’s contributions to assist America’s youth to become successful students and productive adults, while fostering a more constructive and disciplined learning environment. The program places emphasis on service learning, community service, and teen anti-drug efforts. Areas of study include, but are not limited to, leadership, academics, communications skills, health and physical fitness, drill and ceremony, and post-secondary educational and career exploration. Literacy strategies are integrated throughout the curriculum.

**Course Description: Army JROTC LET II** is a co-ed ROTC program designed to afford the student an opportunity to develop his/her abilities and increase his/her knowledge as a leader. The student is provided an opportunity to practice leadership by leading other students and assumes organizational responsibilities. Further emphasis is given to citizenship responsibility. The student receives training in terrain analysis, map reading, and practices marksmanship and safety. He/She continues instruction in physical fitness with emphasis on improving PT test scores. Other areas of study include, but are not limited to academics, communications skills, health, drill and ceremony, and post-secondary educational and career exploration. Literacy strategies are integrated throughout the curriculum.

**Course Description: Army JROTC LET III** is a co-ed ROTC program that continues the development of leadership/management ability through the examination of techniques used in developing teamwork and the influences of individual and group behavior. The emphasis of this course is the practical exercise in the problem solving and management process. The student is given instruction on rifle marksmanship and safety with emphasis on coaching. Time is spent on reading maps, with outdoor exercise used to develop confidence. Continued experience is provided in communication skills through the presentation of oral instruction in the classroom. Physical exercise and conditioning are continued with the student who is encouraged to improve his/her PT scores. The student receives benefits and opportunities for military service (e.g., ROTC Scholarship, Service Academy appointments, enlisted training available) orientation. Literacy strategies are integrated throughout the curriculum.
Course Description: Army JROTC LET IV is a co-ed ROTC program designed to give the student practical experience in command and leadership. The student acquires practical exercise in planning, preparing, and conducting inspections and drills. He/She also gains experience in preparing for and presenting formal classroom instruction. The student demonstrates a general understanding of staff actions and responsibility and has an opportunity to apply knowledge gained by participating as a battalion staff member and leading his/her unit in the development of the program. The student receives additional instruction in American military history and unit administration and studies the role of the Army in support of national objectives with emphasis given to the fact that civilian authority is the maker of policy and the Army is the executor of that policy. Literacy strategies are integrated throughout the curriculum.

<table>
<thead>
<tr>
<th>JROTC Survival I/II</th>
<th>Course Number: 09907/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s): 9-12</td>
<td>Course Type: Regular</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td>Fee: $25 per year</td>
</tr>
<tr>
<td>Length/Credit: Year/1.0</td>
<td>NCAA: No</td>
</tr>
</tbody>
</table>

Course Description: JROTC Survival I focuses on two components: survival and leadership education. In the survival component the student examines and demonstrates theory of survival, navigation, and orienteering skills. In the leadership education component, the student examines and applies leadership qualities, traits, principles, and practices. Literacy skills are integrated throughout the course.

Course Description: JROTC Survival II continues to focus on the two components introduced in Survival I. In the survival component, the student masters the skills of wilderness survival in the areas of emergency medicine, search management, and rescue operations. In the leadership component, the student gains communication and leadership skills. Area of emphasis include, but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.

Important Notes The student must comply with the JROTC grooming standards and uniform requirements; failure to do so may be cause for course failure. The student should be physically qualified to participate in a program that involves military drill and field trips to various locations around the city and the state. Other extracurricular and co-curricular activities are optional. JROTC program uniforms are provided at no cost to the student.

<table>
<thead>
<tr>
<th>Military Skills I/II/III/IV</th>
<th>Course Number: 09901-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s): 9-12</td>
<td>Course Type: Regular</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td>Fee: $25 per year</td>
</tr>
<tr>
<td>Length/Credit: Year/1.0</td>
<td>NCAA: No</td>
</tr>
</tbody>
</table>

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

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

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

Course Description: In Military Skills IV the cadet leads a team to compete against other cadets of the same or different services in competitions (e.g. drill, air rifle, color guard, physical fitness) and/or public performances throughout the year. The cadet employs leadership skills and techniques by assisting, instructing, and supervising Level I, II, and III cadets. Areas of emphasis include, but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.
Welcome to the Science Department of Albuquerque High School! We strive to offer a quality science curriculum with as many options as possible. All of our courses are designed to meet and exceed the New Mexico Science Standards. Our science faculty brings a variety of backgrounds and experiences to Bulldog City.

All students are required to complete three science courses (Strands A, B & C) but are encouraged to take four years of science. Students who successfully complete four years of science and a Senior Exit Portfolio may be eligible for a Science Honor Cord at graduation. The recommended path for sciences is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommended Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>Strand A: Biology (also offered bilingually)</td>
</tr>
<tr>
<td>Sophomores</td>
<td>Strand B: Chemistry (also after successful completion of Algebra I, offered bilingually)</td>
</tr>
</tbody>
</table>
| Juniors | Strand C: Physics I (also offered bilingually)  
|         | AP Physics I  
|         | AP Physics C (CEC)  
|         | Optional Science Electives: Anatomy and Physiology (offered bilingually and as dual credit)  
|         | AP Chemistry (Chemistry 2)  
|         | AP Biology (Biolo  
|         | Geology/Astronomy  
| Seniors| Optional Science Electives: Anatomy and Physiology (also offered bilingually and as dual credit)  
|         | AP Chemistry (Chemistry 2)  
|         | AP Biology (Biolo  
|         | Geology/Astronomy (if not taken for Strand C)  
|         | Physics/AP Physics (if not taken for Strand C)  |

**Health Education I**
Course Number: 48010  
Grade Level(s): 9-12  
Length/Credit: Semester/0.50  
Course Type: Regular  
NCAA: No  

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

**Biology I / Biology I Bilingual**
Course Number: 41111/B  
Grade Level(s): 9-12  
Length/Credit: Year/1.0  
Course Type: Regular  
NCAA: Yes  

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

**AP Biology**
Course Number: 44131  
Grade Level(s): 11-12  
Course Type: AP
Prerequisites: Completion of Biology and Chemistry with a C or better is strongly recommended
Fee: $30.00
Length/Credit: Year/1.0
NCAA: Yes

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

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

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**Chemistry I/Chemistry I Bilingual**

**Course Number:** 42111/B

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

**Length/Credit:** Year/1.0

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

**Important Notes:** It is strongly recommended that the student has successfully completed Algebra I prior to taking Chemistry I. This course meets college entrance requirements. Students who have not mastered Algebra I are encouraged to focus on their math skills during summer school or during their sophomore year. This course meets college entrance requirements.

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**AP Chemistry**

**Course Number:** 44132

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

**Length/Credit:** Year/1.0

**NCAA: Yes**

**Prerequisite:** Chemistry I and successful completion of Algebra II is recommended.

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

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**Geology/Astronomy I**

**Course Number:** 43141

**Grade Level:** 11-12

**Prerequisites:** Successful Completion of Algebra I or Concurrent Enrollment in Algebra I

**Length/Credit:** Year / 1.0

**NCAA: Yes**

**Course Description:** This laboratory course is designed to acquaint the student with the study of geology and astronomy and their related fields. The course emphasizes historical and physical geology. Topics may include paleontology, geologic time, plate tectonics, and map reading. Astronomy topics may include planetary geology and evolution of the stars and universe. The student examines scientific thinking and practices and how science impacts individuals, society, and New Mexico. Literacy strategies (e.g., reading, writing, speaking, research) are integrated throughout the curriculum.

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**Physics I/Physics I Bilingual**

**Course Number:** 43111/B

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

AP Physics I
Grade Level(s): 11-12
Course Type: Regular
Length/Credit: Year/1.0
NCAA: Yes
Prerequisite: Students should have completed Geometry and be concurrently taking Algebra II or higher. Although the Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself.

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

Anatomy and Physiology/ Anatomy and Physiology Bilingual
Grade Level(s): 11-12
Course Type: Regular
Prerequisites: Biology I and Chemistry I are highly recommended.
Length/Credit: Year/1.0
Fee: None
NCAA: Yes

Course Description: Anatomy and Physiology is a survey course of study directed through the anatomical and physiological systems of humans. This laboratory course* is designed for the student interested in health occupations and in how the body works. The student explores the structure and function of systems and how each contributes to the complete homeostasis of the body, including integumentary, skeletal, muscular, nervous, circulatory, digestive, renal, respiratory, and reproductive. The student also participates in the examination of cells, histology, and basic chemistry as it applies to the study of physiology. Dissection is required for the anatomy portion of the course.

*May be an option for Dual Credit.
The Social Studies Department offers a diverse group of courses to students at Albuquerque High School. The courses are designed to give students a wide knowledge of social studies subjects while developing oral and written skills. All students are required to complete the one semester New Mexico History course, in addition to, World History/Geography, US History/Geography, Government and Economics. Students are encouraged to take challenging courses through the Advanced Placement (AP) offerings, with a caution on overloading their schedules with demanding coursework. As collegiate style and level courses, students can expect the AP courses to be very rigorous, demanding and require additional outside-of-class preparation time. Students are expected to further develop their advanced reading, writing and critical/analytical thinking skills.

**New Mexico History**

Grade Level(s): 9-12

Length/Credit: Semester/0.50

Course Number: 10043
Course Type: Regular
NCAA: Yes

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

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

Grade Level(s): 10

Length/Credit: Year/1.0

Course Number: 12019/1201B
Course Type: Regular
NCAA: Yes

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

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

Grade Level(s): 10

Length/Credit: Year/1.0

Course Number: 12013/1201B
Course Type: AP
NCAA: Yes

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

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

**US History/Geography/US History/Geography Bilingual**

Grade Level(s): 11

Length/Credit: Year/1.0

Course Number: 11011/1101B
Course Type: Regular
NCAA: Yes

**Course Description:** United States History and Geography is a survey course with a focus on post-Reconstruction United States (1877 – Present). Major emphasis is placed on American society, culture, and politics. The student uses critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.
AP US History/Geography/ AP US History/Geography Bilingual  
Course Number: 11013/B11013B 
Course Type: AP 
NCAA: Yes 

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

Course Description: 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. 

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

Government/Government Bilingual  
Course Number: 13011/1301B 
Course Type: Regular 
NCAA: Yes 

Grade Level: 12 
Length/Credit: Semester / 0.50 

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

AP US Government/Politics  
Course Number: 13016 
Course Type: AP 
NCAA: Yes 

Grade Level(s): 12 
Length/Credit: Semester/0.50 

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

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

Economics/Economics Bilingual  
Course Number: 15011/1501B 
Course Type: Regular 
NCAA: Yes 

Grade Level(s): 12 
Length/Credit: Semester/0.50 

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

AP Macro Economics  
Course Number: 15015 
Course Type: AP 
NCAA: Yes 

Grade Level(s): 12 
Length/Credit: Semester/0.50 

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

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

Lisa Frazier, Head Teacher

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

<table>
<thead>
<tr>
<th>ELECTIVES: Small Group Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>064FA</strong></td>
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<tr>
<td><strong>064HC</strong></td>
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<tr>
<td><strong>064VA</strong></td>
</tr>
<tr>
<td><strong>060AB/061AB</strong></td>
</tr>
<tr>
<td><strong>060AC/061AC</strong></td>
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<tr>
<td><strong>060AD/061AD</strong></td>
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<tr>
<td><strong>060BA/061BA</strong></td>
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<tr>
<td><strong>060BC/061BC</strong></td>
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<tr>
<td><strong>060BD/061BD</strong></td>
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<tr>
<td><strong>060BE/060BE</strong></td>
</tr>
<tr>
<td><strong>0600E/0610E</strong></td>
</tr>
<tr>
<td><strong>0600F/0610F</strong></td>
</tr>
<tr>
<td><strong>0600G/0610G</strong></td>
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<tr>
<td><strong>0600H/0610H</strong></td>
</tr>
</tbody>
</table>

These courses are available to those students following an ability pathway to the diploma. Placement is determined by the IEP Committee.

- **060AB/061AB** This course is designed to improve interpersonal skills by developing independence, self-confidence, socially acceptable behaviors, and the maintenance of relationships.

- **060BA/061BA** This course provides and awareness of job entry skills, requirements of various occupations, and practices of job maintenance skills. Emphasis is placed on incorporating career math skills, person/social skills, and developing an awareness of community resources that will aid in locating, applying for and keeping a job.

- **0600E/0610E** The study skills curriculum is designed to enhance the student’s ability to process, store and recall information. These skills are taught directly and then applied to the content area courses the student is taking. The curriculum is particularly beneficial to students as they are included into general education courses and are increasingly more responsible for their own study and learning. Note taking, test taking and outlining skills are stressed. This is not a study hall.

| Level 2: 06132 |
| Level 4: 06134 |
| Level 5: 06135 |
| **06161/2** | Math Strategies I |
| **0606A/0616A** |
| **0606B/0616B** |
| **0606C/0616C** |
| **0606D/0616D** |

- **0606D/0616D** Math Skills Elective class for the student in the Career Program Study.

SPIRE is a comprehensive, multisensory systematic reading and language arts program designed for struggling readers. It is a reading system that integrates phonics, phonological awareness, handwriting, fluency, vocabulary, spelling, and comprehension. It is being used throughout the country with great success by thousands of students who need a systematic and sequential approach to reading. The SPIRE program is aligned with New Mexico Public Education standards.
CORE REPLACEMENT: Small Group Instruction

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>0614A</td>
<td>English 9</td>
<td>See course descriptions under Language Arts Department</td>
</tr>
<tr>
<td>0614B</td>
<td>English 10</td>
<td></td>
</tr>
<tr>
<td>0614C</td>
<td>English 11</td>
<td></td>
</tr>
<tr>
<td>0614D</td>
<td>English 12</td>
<td></td>
</tr>
<tr>
<td>061C4</td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>061C3</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>062C4</td>
<td>Algebra II</td>
<td>See course descriptions under Math Department</td>
</tr>
<tr>
<td>062D2</td>
<td>Financial Literacy</td>
<td></td>
</tr>
<tr>
<td>0612A</td>
<td>Health</td>
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</tr>
<tr>
<td>061MD</td>
<td>Biology I</td>
<td>See course descriptions under Science Department</td>
</tr>
<tr>
<td>061MJ</td>
<td>Chemistry</td>
<td></td>
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<tr>
<td>061MW</td>
<td>Geology/Astronomy</td>
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<tr>
<td>061RD</td>
<td>World History-Geography</td>
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<tr>
<td>061KC</td>
<td>US History-Geography</td>
<td></td>
</tr>
<tr>
<td>0611A</td>
<td>Government</td>
<td>See course descriptions under Social Studies Department</td>
</tr>
<tr>
<td>061FA</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>060RG/061RG</td>
<td>New Mexico History</td>
<td></td>
</tr>
<tr>
<td>065PE</td>
<td>Adaptive P.E.</td>
<td>Placement by IEP committee</td>
</tr>
</tbody>
</table>

GIFTED EDUCATION PROGRAM

Health I / P.O.W.E.R (Gifted only)

Grade Level(s): 9-12
Length/Credit: Sem/0.5
Course Number: 063TF
Course Type: Special Ed
NCAA: No
Prerequisites: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).

Course Description: Philosophy of Wellness that Enriches Relationships (POWER) focuses on ‘real life’ problems. The student studies, analyzes, interprets, and evaluates universal topics. Components range from self-concept, self-analysis (Myers-Briggs), nutrition, brain research, multiple intelligence theory, learning styles, technology, mental, spiritual, physical, and sexual issues. The themes woven throughout the course balance independent learning, interest development, communication, critical thinking, ethical reasoning, leadership, interpersonal skills, creativity, and problems solving. Based on his/her research, analysis, synthesis, and evaluation each student begins to develop his/her own philosophy for life. Special topics include, but are not limited to exercise, nutrition, and food choices; weight control, and the consequences of obesity; sexuality (pregnancy and sexually-transmitted diseases); and addiction, addictive substances, and addictive behavior. The small class size supports discussion, creativity, and higher-level thinking skills. This course seeks to promote positive relationships, accurate interpretation of alternative points of view, and the refinement of personal life management skills. Areas of focus are health promotion, behaviors, factors, and advocacy; career readiness; communication/expression; art; and math and science as inquiry with emphasis on problem solving, critical/creative thinking, and cooperation (teamwork). Literacy strategies are integrated throughout the course. The course is designed to meet the needs of the academically talented student, the student that needs organizational skills, the student leader, and the student needing to improve leadership skills. This class promotes student initiative, student interest development, and student communication.
Great Books I/II
Grade Level(s): 10-12
Length/Credit: Year/1.0

Important Notes: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).

Course Description: 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 combine 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 skills instruction in meaningful learning; teaches the strategies necessary for acquiring academic knowledge and attaining 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.

Course Description: Great Books II is an elective course in which the student builds on literary analysis and discussion skills from Great Books I in order to examine a wider variety of literature and relevant texts. The student is expected to develop skills for an increasing leadership role during discussion and text selection as well as to begin to examine sustained themes across increasingly more complicated texts. The student is also encouraged to expand the definition of relevant texts across cultures and non-traditional formats. The student studies and considers a broad spectrum of themes and perspectives across a variety of 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 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 skills instruction in meaningful learning; teaches the strategies necessary for acquiring academic knowledge and attaining 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.

Guided Study I/I
Grade Level(s): 10-12
Length/Credit: Year/1.0

Important Notes: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).

Course Description: 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. As necessary, the teacher assists motivated and committed students in strengthening their organizational and academic skills so they can work independently, meets daily in the class setting to provide needed instruction, adequately judge student progress, and make appropriate modifications on student progress, and provides supports for parents/guardians, and other responsible adults who are consulted and/or work with guided study students.

The student designs a Guided Study program so he/she explores and acquires a strong knowledge base in an area of individual interest; exercises independence in learning; develops basic research skills and study skills; develops skills specific to an area of individual interest; develops a variety of presentation and communication skills; develops critical thinking and problem solving skills; explores career fields of individual interest; develops goal setting and decision making skills; and practices time management and organizational skills.

Academic Career Experience (ACE) I/II
Grade Level(s): 10-12
Length/Credit: Year/1.0

Important Notes: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).

Course Description: 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.

Important Notes: The student must currently be receiving gifted services through an Individualized Education Plan (IEP). This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Standards and skills are acquired through course and/or work experiences and demonstrated in a cumulative ACE portfolio. Minimum requirements are documentation of time sheets, evaluation, work site agreement, and proof of APS insurance where applicable.
Contemporary Issues I/II
Grade Level(s): 9-12
Prerequisites: Contemp. Issues I pre-req. for Contemp. Issues II
Length/Credit: Year/1.0

Important Notes: The student must currently be receiving gifted services through an Individualized Education Plan (IEP).

Course Description: 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 identifies learner outcomes, suggested classroom illustrations, and suggested valuation/assessment activities.

Course Description: The Contemporary Issues II class is a gifted elective course designed to provide the student with an up-to-date view of the world around them. Emphasis is placed on an analysis of real-world issues, which have a direct impact on students’ lives. In Contemporary Issues II the expectation is that the student has experience with the Problem-Solving Model and is able to choose topics that are more global, complex, or controversial. The 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 identifies learner outcomes, suggested classroom illustrations, and suggested valuation/assessment activities.
2019-2020
ALBUQUERQUE HIGH
AVID APPLICATION

Name ___________________________ Date ___________________________

Current Grade Level _____________ Birth Date ___________________________

Parent/Guardian Name ________________________________

Address ___________________________________________

Home Phone __________________________ Work Phone ___________________________

Are you willing to take AVID all year as ONE OF YOUR electives? __________

Do you and your parents understand that parent participation is an essential part of your success and the success of the program? __________________________________________

Please read and sign the Terms of Agreement for Enrollment in AVID and submit with this application.

For more information, please call Randi Banca at 843-6400 ext. 20137

Thank you!

I agree to enroll in the AVID class for the entire 9th or 10th grade academic year.
I agree to take notes in all my core subject areas as required in AVID
I agree to keep my binder organized as required by AVID.
I agree to maintain good attendance and be punctual for all my classes.
I agree to participate fully in tutorials as required by AVID.
I agree to participate in field trips, college visitation and other AVID activities.
I agree to keep my parents fully informed of AVID program activities.
I agree to complete all my assignments in all classes including AVID.
I agree to ask for help, talk to my AVID teacher or counselor if necessary.
I agree to keep a positive attitude and be enthusiastic about preparing for college.

______________________________________________  _________________________________
(Student Signature)  (Parent/Guardian Signature)
PE GRADUATION REQUIREMENT WAIVER FOR MARCHING BAND AND J.R.O.T.C.
Beginning with the freshman class that will graduate in 2022.

Student Name: ____________________________     ID: ________________

This waiver is in accordance with New Mexico State Statute 22-13-1.1 that allows a waiver of the Fundamentals for Physical Education (PE) required credit through participation in Marching Band or Junior Reserve Officers’ Training Corps (JROTC). The state content and performance standards of PE are a graduation requirement because of the lifelong benefits and the overall health and wellness of the whole child. However, we recognize and honor parent and student choice in allowing students to waive the PE credit in accordance with the state statute and different pathways to graduation.

**Marching Band:**
Successful completion of two consecutive fall semesters, beginning in the 9th grade, of Marching Band will meet PE graduation requirement.

**JROTC:**
Successful completion of two consecutive years (2.0 credits), beginning in 9th grade, of JROTC Leadership I and Leadership II will meet PE graduation requirements.

Mixing and matching of Band and JROTC courses to meet the PE waiver requirements is prohibited.

**Waiver**

I understand that I am waiving the required PE performance and state standards that include:

**Content Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

**Content Standard 3:** Exhibits knowledge and ability to participate in a physically active lifestyle.

**Content Standard 6:** Demonstrates understanding and respect for differences among people in physical activity settings.

**Content Standard 7:** Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Upon successful completion of Marching Band or JROTC, as outlined above, I will waive my PE credit requirement. I understand that by waiving my PE credit, I am adding an additional elective credit (1.0) to my required electives for graduation. I also understand that I may enroll in upper level PE electives concurrently with my second year of marching band and JROTC.

Student Signature: ____________________________ Date: ____________

Parent/Guardian Signature: ____________________________ Date: ____________

Please attach this form to a transcript indicating that Band or JROTC required courses have been completed satisfactorily.

Curriculum Assistant Signature: ____________________________ Date: ____________
2019/2020 Albuquerque High School
Student Leadership (Senate) Application

Name: ______________________________________________________________________
Grade: ________________  Student ID: __________________________________________
Email: __________________________________________

Student Leadership, or Senate, is responsible for putting on school functions and helping around our school and surrounding community. As Senators, we represent the students at AHS and are expected to set good examples for the rest of the Student Body. Senate meets during zero hour three times a week and requires hours outside of class. Although Senate is a commitment, it is really fun to be involved in your school and to help serve others.

Interest Survey
Please rate the following based on your preference: (1=not interested, 2=possibly interested, 3=really interested, 4=absolutely love)

_____ speaking on the mic in front of large crowds, getting students pumped up and excited at games, creating pictures/videos of all activities, etc.

_____ planning staff, student and athletic recognitions, community service, campus clean-up, encouragement campaigns, etc.

_____ decorating for dances, athletic events, and assemblies; creating signs, posters, informational flyers for activities/events; decorating bulletin boards around campus

_____ creating spirit weeks throughout the year, fun Friday activities, lunchtime activities, rallies, creating school spirit, etc.

Are you willing to work and improve on activities that you marked as a 1? ______

Why do you want to join Senate? ____________________________________________________
______________________________________________________________________________________________

If selected to be an AHS Senator, you must agree to uphold the following terms and conditions for your elected membership: Maintain a 2.0 GPA with no F’s per 6-week grading period, demonstrate exemplary behavior in and out of school, make an effort to attend ALL Student Senate meetings, Student Senate events and fundraisers, and to perform ALL Student Senate duties and assignments.

(Student Signature) (Parent/Guardian Signature)
**CREDIT CHECK**

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<tr>
<th>Date</th>
<th>NAME</th>
<th>ID#</th>
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**SOCIAL STUDIES (3.5)**

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<td>United States History</td>
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<td>Government (.5)</td>
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<td>New Mexico History (.5)</td>
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**ENGLISH (4)**

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**MATH (4)**

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<td>Geometry</td>
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<td>Algebra II</td>
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<td>4th Year Math</td>
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**SCIENCE (3)**

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**HEALTH (.5)**

| PE (1)             |    |    |
|                    | S1 | S2 |

List course and credit earned.

**DC/DE/H/AP**

| Career Cluster |    |    |

Students entering 9th grade in 2009-2010 (Class of 2013) and later must take one unit of Advanced Placement (AP) or honors or dual credit or distance learning AND one unit of career cluster course, workplace readiness or two units of a language other than English.

### ELECTIVES (9)

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**EXTRA ELECTIVES**

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**SBA/PARCC**

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<td>Science</td>
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**IEP Date**

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<td>Areas of identified need, specific courses, etc.</td>
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