Dear Students and Parents:

On a daily basis, our school district faces numerous and varied challenges. With a diverse student population with differing needs, academics in particular present a multitude of challenges and opportunities. In order to meet these challenges and take advantage of these opportunities, we are creating schools where:

**Everyone knows what the goal is.** Students and their teachers are clear on what must be learned in every subject and what mastery actually means. Parents know how we are measuring student achievement and whether their children and their children’s schools are making gains. Our community demands growth in the number of high school graduates and students who continue their learning after earning their high school diplomas.

**Everyone is learning more than was expected of them in the past.** We are developing standards and curriculum based on the Common Core Standards to ensure higher levels of achievement for everyone by 2014. It’s not enough to earn a diploma if that diploma doesn’t mean much to a business owner or college admissions officer. It’s not okay to have math mean fractions for some and Algebra for others. All must learn more than before and push toward a higher standard.

**Everyone understands that learning is a process.** There will be more time to learn with an extended day, more chances and support to get it right, and more opportunity for educators to improve their skills. Our approach for every learner and teacher will be positive reinforcement for making progress toward the goal.

**Everyone is learning.**
- The preschooler learns to count to 10.
- The high school senior writes a college application, with teacher support.
- A group of teachers discuss ways to teach Algebra.
- Parents find ways to support their child enrolled in Economics.
- The football team learns new defensive strategies with their coach.
- The would-be web designer consults with his or her graphic artist mentor.

These are just a few examples of how everyone participates in learning. As you make course selections for next year, I encourage you to have meaningful discussions that lead to the great learning opportunities APS has to offer.

Linda Sink, Chief Academic Officer

**FROM THE PRINCIPAL:**

Dear Students and Parents:

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

We have prepared this guide to help you plan your high school academic program. Included is information for you to use as you plan your 2012-2013 school year. Over your four-year high school career, we hope to develop a relationship with you and your family. Remember that we are here to help you. If you have any questions, please call us or access our website at www.delnorteknights.com for the most recent information and announcements.
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GENERAL INFORMATION

SCHOOL PROFILE

Del Norte High School is a comprehensive public high school with approximately 1200 students in grades nine through twelve.

COURSE SELECTION/PRE-REGISTRATION PROCESS

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

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

Students should carefully select those classes that will make up his or her schedule for the following school year. Challenging courses should be taken in order to better prepare them for their future. Students are encouraged to select electives wisely since electives can be used to explore career paths. Students are encouraged to seek assistance and advice from their parents or guardians, teachers, and counselors.

All students will submit their course requests through the spring pre-registration process. The students’ actual schedules will be determined by pre-requisite requirements, sufficient student interest through course requests and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the 2012-2013 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.

ENROLLMENT REQUIREMENTS

You must live in our attendance area to enroll for classes. Students who applied for and receive an approved enrollment form (transfer) to attend our school may also enroll for classes. The Open Enrollment Office can be reached at 855-9049.

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

All students, full time or part time, are required to take all standardized tests.
TRANSFER STUDENTS

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.

SCHEDULE CORRECTIONS

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

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

Requests for level changes (AP/Honors class to regular or regular to AP/Honors) must be completed 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 counselor to consider strategies for helping the student succeed in the class. After implementing the strategies, if the student so desires, he or she may request a transfer to a regular class. If a student’s schedule is changed, the grades earned in his or her original class will be averaged with the grades earned in the new class.

SCHOOL SCHEDULE

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 7:30-9:08</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1 7:30-8:18</td>
</tr>
<tr>
<td>3 9:15-11:05</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3 9:20-10:08</td>
</tr>
<tr>
<td>LUNCH 11:12-11:44</td>
<td>LUNCH 11:10-11:40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 11:51-12:40</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5 11:47-12:35</td>
</tr>
<tr>
<td>7 12:47-2:25</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6 12:42-1:30</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>1</td>
<td>37-2:25</td>
<td></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:

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

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

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

TRANSCRIPTS

Please allow 24 hours for transcripts to be copied. Unofficial transcripts are stamped “Unofficial” and can be used for job applications and as useful information in educational planning. Official transcripts are stamped “Official,” have the school seal, and are mailed directly from school to school. Official transcripts are primarily for college applications and the military. The first four transcripts requested are free. After four, the fee is $1 per transcript.

TEXTBOOKS

All textbooks are issued through the Textbook Room. A current student identification card (ID) is required for check out of textbooks. Textbooks, including textbooks used for 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. Our school requires book covers on all textbooks. Charges will be assessed for lost or damaged books.

All textbooks must be returned to the Textbook Room no later than five (5) days after the close of the school calendar year unless prior arrangements have been made with the textbook specialist. Students who do not return textbooks within five (5) days may be assessed a fee. Students will be informed of the materials they have checked out and of any fines, fees, or other charges they have incurred.
SCHOOL COUNSELING SERVICES

VISION – Every APS student will graduate from high school empowered with the attitudes, skills, and knowledge to succeed and contribute in society.

MISSION – All students will have equitable access to the rigorous coursework necessary to ensure that they are socially and academically prepared for productive careers and life roles in a diverse society.

Professional School Counselors (PSCs) at our school provide a comprehensive, data driven school counseling program that helps every student in the areas of **academic, career, and personal/social development.**

**Academic Achievement Concerns** – Professional School Counselors help students to acquire the **knowledge, attitudes, and skills** that contribute to effective learning in school and across the lifespan. PSCs help students to complete school with the academic preparation essential to choose from a wide range of choices for post-secondary college and career options. PSCs also help students understand the relationship between academics and the world of work, to life at home and to life in the community. PSCs may also provide group counseling for students having similar academic concerns such as test anxiety, school adjustment, and attendance.

**Personal/Social Development Concerns** – Professional School Counselors help students to acquire the **knowledge, attitudes and interpersonal skills** that help them understand and respect themselves and others. They help students make decisions, set goals, and take necessary action to achieve their goals. They also help students understand safety and survival skills. Some student issues that PSCs address include: short-term solution-focused interventions for peer conflict, peer relationships, school stress, test anxiety, drug and alcohol issues; anger management; and suicidal ideation. They also help students and their families find outside professional help when an issue requires a long-term intervention.

**College & Career Planning** – Professional School Counselors and College and Career Counselors (CCRCs) help students to acquire the **knowledge, attitudes and skills** to investigate the world of work and make informed career decisions that align with their current interests. PSCs and CCRCs also help students to employ strategies to achieve future career goals and understand the relationship between personal qualities, education, training and the world of work. Students have the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) as one means of identifying possible career goals. Students also participate in an advisory that helps them to explore their post-high school plans. Those plans are then documented in the spring semester through the Next Step Plan (NSP), which all students (8th – 12th grades) are required to complete.

**Resources for Academic and Career Planning** – The School Counseling Center maintains a wide variety of resources for academic and career planning that are available for student and parent use. Career information includes career institutions and armed services brochures. College information includes catalogs, directories, videos, applications, and scholarships. Handouts with scholarship and career information website search engines are also available. Other resources include registration materials and study guides for national college entrance tests (ACT, and SAT Subject Tests). Files are maintained for high school students on alternative schools, tutoring programs, summer opportunities, scholarships, and foreign exchange programs. A College and Career Counselor is available to assist students with specific questions regarding their post-secondary plans.
Professional School Counselors address all of these student needs through a delivery system that includes **guidance curriculum** (within the classroom or small groups), **individual student planning** (individually and in small groups), **responsive services** (emergencies, crises, etc.) and **system support** (program planning and professional development).

**How To Schedule An Appointment With A School Counselor:**
Our goal is to assist students and families in a timely fashion. A parent who wishes to meet with a school counselor or a College and Career Counselor may schedule an appointment by calling the counseling office. Students can make appointments by completing a counselor appointment request form available in the counseling office.

**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 7:00-3:30. 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. The Library Media Center computers provide students with Microsoft Office; the opportunity to communicate via e-mail; and access to a myriad of diverse and unique resources from the Internet. The Library Media Center connects students with an increasing number of high-quality electronic and online resources that provide reputable information on a wide range of subjects.
GRADUATION INFORMATION

GRADUATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics (Algebra I, Geometry, Algebra II or Algebraic Models, 4th math credit)</td>
<td>4.0</td>
</tr>
<tr>
<td>Laboratory Science (See science section)</td>
<td>3.0</td>
</tr>
<tr>
<td>Government</td>
<td>0.5</td>
</tr>
<tr>
<td>United States History &amp; Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>World History &amp; Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>Economics**</td>
<td>0.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>New Mexico History</td>
<td>0.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives*</td>
<td>9.0</td>
</tr>
<tr>
<td>**TOTAL</td>
<td>25.0</td>
</tr>
</tbody>
</table>

*Students must take:
  • one unit of Advanced Placement, honors, dual credit, or distance learning
  • one unit of a career cluster course, workplace readiness course, or a language other than English

** Two credits of marketing (fundamentals and advanced) or two credits of business, marketing
  and finance can be substituted for the economics requirement.

Most colleges and universities require 2-4 credits of the same modern, classical, or native language.
**DUAL CREDIT (Courses taken at CNM, UNM or IAIA)**

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

The Dual Credit Program at Central New Mexico Community College (CNM) gives high school sophomores, juniors, and seniors the opportunity to earn college credit and, at the same time, high school elective credit and their fourth credit of required math. The University of New Mexico (UNM) 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. Classes are tuition-free, and APS pays for required textbooks (which MUST be returned to the high school bookroom upon completion of the course). When students take a three to four credit class at CNM, UNM or IAIA, they also earn one elective credit at their high school. **NOT ALL CNM, UNM and IAIA COURSES QUALIFY AS DUAL CREDIT COURSES.** Check with your school counselor.

For more information about Dual Credit:

- Talk to your school counselor
- Go to cnm.edu/dualcredit or the UNM website
- Call CNM’s School Relations Department at (505) 224-4238
- Call UNM’s Admission Office at (505) 277-3430
- Call IAIA’s Academic Outreach Office at (505) 424-2341

**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. Students wishing to enroll in one or more classes must meet with their counselors to obtain a permission form prior to the registration period. Registration is the same process for blended online courses at each school except for eCADEMY whereupon registration is typically held during the second week of each semester. There is a non-refundable enrollment fee for each course.

We recommend students not take more than 3 online courses at one time, or if this is their first experience, students should only enroll in one class.

**See your counselor for more information and before registering for any courses.**
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. They expose students to college level curriculum, emphasize critical thinking skills, and provide preparation for the Advanced Placement examination. Students who pass 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. Moving students in or out of Honors or AP classes will be considered only during the first six (6) weeks of first semester and the first ten (10) days of second semester. All Honors and Advanced Placement courses will be awarded a weighted grade. An extra .025 will be added to the cumulative GPA for each semester of an Honors or Advanced Placement class successfully completed. There is no limit for the number of Advanced Placement courses a student may take.

CAREER CLUSTER AND WORKPLACE READINESS COURSES

One of the graduation requirements can be met by completing a career cluster course; a workplace readiness course; or a modern, classical, or native language course.

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 determined by his or her Individual Education Plan (IEP).

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

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

• Ability Pathway – students must earn the total number of credits required for graduation, complete goals determined in the IEP, and complete the Alternate Graduation Assessment.

The registrar works with the Special Education Head Teacher and Transition Specialist to verify eligibility for graduation.

GRADE LEVEL CLASSIFICATION

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

2013 Graduates and later (entered high school in 2009 or thereafter)

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

During the summer, the school reclassifies students (keeps them with the same grade classification) who do not meet these minimum requirements.
**EARLY GRADUATES**

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

1. Students must declare their plans to their school counselor during the period of time between the beginning of their sophomore year and before the start of the second semester of their junior year.

2. Students must enroll in senior classes (English 12, a fourth math course, government and economics) during their graduating (3rd) year. Failure to do so will jeopardize their plans for early graduation.

3. Early graduates must take and pass the 11th grade NMSBA (New Mexico Standards Based Assessment) / HSGA (High School Graduation Assessment). They will be classified as juniors when the diploma is granted.

4. Students completing graduation requirements at mid-year may participate in the spring commencement and receive their diplomas at that time. Diplomas are not issued mid-year.

5. Students who complete graduation requirements at mid-year must follow withdrawal procedures at the end of Semester I.

**CLASS RANKING**

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

**DIPLOMAS**

Your legal name should appear on your school records and your diploma. If your name is incorrect or misspelled, please notify the registrar. A graduation list will be available in mid-spring before diplomas are ordered. Students are responsible for checking the list to make sure their names are on the list and spelled the way they want them to be printed on the diploma.
21ST CENTURY SKILLS

Background: The APS Academic Plan provides a framework for a district direction, setting priorities, re-allocating resources, creating new schools and management systems, and building the capacity of our staff. As part of the Albuquerque community, APS enjoys strong relationships with many important groups including business leaders, politicians, community activists, and our parents. These groups share common beliefs in terms of expectations for our schools and the quality of education delivered to our young people. As part of our curricular plan, we have conducted formal and informal research within our business and workforce communities. Results of this research point out that our business community is united around the idea that students need certain skills to be successful and compete in today’s global workforce. At the core of these skills are critical thinking and problem solving abilities. At APS we call these the “21st Century Skills.”

The “21st Century Skills” include:

On an academic level, every child in our district will:

• Read by the third grade
• Complete the 8th grade with essential reading, writing, and math skills
• Complete Algebra I successfully at the 9th grade

Upon graduation, every child in our district will be college or career ready, with these skills:

• Critical thinking and problem-solving ability
• Collaboration and teamwork skills
• Adaptability
• Initiative
• Effective oral and writing abilities
• The ability to access and analyze information
• The ability to create and imagine

Using this list as a benchmark for critical thinking and problem solving, APS has intertwined a mixture of skill and knowledge practices for students. The challenge is delivering content and skills in a rich way that genuinely improves outcomes for all APS students.

Reference: http://www.aps.edu/chief-academic-officer/aps-vision
TESTING INFORMATION

MANDATORY TESTING

NEW MEXICO STANDARDS BASED ASSESSMENT (NMSBA)/ HIGH SCHOOL GRADUATION ASSESSMENT (HSGA)

State law requires that students take the NMSBA / HSGA in the 11th grade. It is a criterion-referenced, standardized assessment providing data on student achievement in terms of their proficiency in state standards. The examination is composed of multiple choice, constructed response, and open-ended items in math, language arts, and science. The examination is designed to provide schools and students information on how successfully they have mastered the state standards. Students’ results are posted on their transcripts. The 11th grade SBA is the graduation exit exam for students entering high school in 2009-10 and later. **Students will have two opportunities to retake sections of the HSGA during their senior year, if necessary.** For students who have taken the HSGA at least once without success, there is an option to use the Alternate Demonstration of Competency (ADC) to show competency.

OPTIONAL TESTING

Schools may use a combination of the tests below.

1. **PLAN** – 10th graders – pre-test for the ACT which gives students information on their strengths and weaknesses to help them prepare for the ACT. It includes a career interest inventory.

2. **PSAT/NMSQT** – 10th and 11th graders – pre-test for the SAT and qualifying test for National Merit Scholarships, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program.

3. **ACT** – 11th and 12th graders – required for admission to colleges and universities and accepted at all New Mexico schools.

4. **SAT and Subject Tests** (formerly SAT I & II) – 11th and 12th graders – college admission test preferred by some out-of-state colleges and universities.

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

6. **Accuplacer** – 10th, 11th and 12th graders – Exams in reading, English and math that determine course placement in the community college program.

Our counselors recommend the following testing schedule for students:

- Sophomores take the PLAN/PSAT in October.
- Juniors take the PSAT in October for qualification for the National Merit Scholarship Program, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program.
- Juniors take the ACT and/or the SAT in April/ May/ or June.
- Seniors retake the ACT and/or the SAT in September or October to raise their scores, if desired.

Assessments

Other assessments of scholastic aptitude, vocational interests and educational planning are available through the counseling office. These include:

- Next Step Plan (NSP)
- Armed Services Vocational Aptitude Battery (ASVAB)
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.

### COLLEGE PREPARATORY PROGRAM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>English:</td>
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<tr>
<td>Math:</td>
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<tr>
<td>Algebra I or Honors Algebra I, Geometry or Honors Geometry, Algebra II or Honors Algebra II, a fourth credit of math</td>
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<tr>
<td>Social Studies:</td>
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<tr>
<td>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, an additional elective</td>
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<tr>
<td>Science:</td>
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<tr>
<td>Biology, Chemistry, Physics, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics</td>
<td>3-4</td>
</tr>
<tr>
<td>Modern, Classical or Native Language:</td>
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<tr>
<td>Most colleges require the same language</td>
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</table>

Advanced Placement (AP) courses are recommended for college preparedness. See the Advanced Placement course offerings section 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. School counselors have more information on both programs. Please note this is for colleges and universities, not high schools.

### ADVANCED PLACEMENT (AP) PROGRAM

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.
COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)
Many colleges and universities participate in the College-Level Examination Program (CLEP), which allows students to gain advanced standing and college-level credit to fulfill basic graduation requirements and/or accelerate their program of study to graduate early. There are two kinds of CLEP examinations. The general examinations are given in the areas of English composition, humanities, natural sciences, mathematics, and social sciences. The subject examination is used to award credit in specific college courses. These are given by the college or university.

DEPARTMENTAL EXAMINATIONS
In some cases, students may receive advanced placement and college credit by passing a department qualifying examination at a college or university. Students should approach their prospective college for specific information.

NEW MEXICO FIRST SEMESTER* AND LOTTERY SCHOLARSHIPS

IMPORTANT NOTE: New Mexico postsecondary institutions have different criteria for accessing this scholarship money (different admission deadlines for receiving these awards, semesters in which these awards can be used, exams that must be taken prior to receiving the awards, financial aide 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.

Students have an opportunity to earn a first semester scholarship to New Mexico public post-secondary institutions of higher education. To earn this scholarship, students must:

- be a New Mexico high school graduate,
- have a high school GPA as determined by the post-secondary institution,
- be a New Mexico resident,
- complete admission requirements and be admitted to a New Mexico public post-secondary institution of higher education and
- enroll in a degree granting program with at least 12 credit hours

The New Mexico State Lottery Scholarship is a tuition scholarship for New Mexico high school graduates attending a New Mexico public post-secondary institution of higher education. The scholarship covers tuition (not including fees). It is available for up to 8 consecutive semesters or until the student graduates, whichever comes first. Only 4 semesters may be used at a two-year institution. In order to qualify for the Lottery Scholarship you must (at minimum):

- be a New Mexico high school graduate– spring 1996 or later,
- be a New Mexico resident,
- have a full-time enrollment (minimum 12 credit hours- Fall/Spring) at a NM post-secondary institution of higher education the semester immediately following graduation and,
- maintain a minimum 2.5 GPA and be enrolled for a minimum of 12 hours each semester, excluding summer.

*Post-secondary schools have different titles for this first semester scholarship (e.g., Bridge Scholarship, NM Lottery Success Scholarship, NM Legislative Lottery Scholarship)
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. Students are responsible for adherence to NCAA course guidelines. Athletes should consult with their school counselors for assistance.
OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 620 (verbal and math sections only) and the minimum ACT sum score is 68.

- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.

- 16 core courses are required for Division I.

- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.

- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.

- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaaconline.org. Click on “Academics and Athletes” then “Eligibility and Recruiting.” Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA Eligibility Center
05/07/08  LK:cr

<table>
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Important New Changes for Division I

The rules regarding software-based credit recovery, virtual, online, independent study and correspondence courses have changed. These types of courses, which are identified by the NCAA Eligibility Center as nontraditional courses, must meet new guidelines in order to be used for college-bound student-athletes who are planning to attend an NCAA Division I college or university.

The rule change was enacted to ensure that acceptable nontraditional courses provide opportunities for students to demonstrate their work was completed in a manner consistent with the intent and design of the core-course curriculum requirements. This legislation will allow the NCAA Eligibility Center to determine which courses and institutions are acceptable to satisfy initial-eligibility standards with the ultimate goal of ensuring that prospective student-athletes are enrolled in quality courses that satisfy the intent of the core-curriculum requirements and prepare prospective student-athlete for college academic work.

What Are the Changes?

Nontraditional courses must meet the following:

1. Courses that are taught through distance learning, online, credit recovery, etc. need to be comparable in length, content and rigor to courses taught in a traditional classroom setting. Students may not skip lessons or test out of modules. The course must be four-year college preparatory.
2. All courses must include ongoing access between the instructor and student, as well as regular interaction for purposes of teaching, evaluating and providing assistance. This may include, for example, exchanging of e-mails between the student and teacher, feedback on assignments, and the opportunity for the teacher to engage the student in individual instruction.
3. Any course taken must have a defined time period for completion. For example, it should be clear whether the course is meant to be taken for an entire semester or during a more condensed time frame, such as six weeks, etc.
4. Nontraditional courses should be clearly identified as such on the high school transcript.

When Does this Rule Take Effect?

The rule applies to courses completed on or after August 1, 2010, for students first entering an NCAA Division I college or university on or after August 1, 2010. Nontraditional courses completed prior to August 1, 2010, will be reviewed under current NCAA standards.

It is important to remember that all courses need to be rigorous, four-year college preparatory in nature. Students should be encouraged to take courses that are quantitatively and qualitatively the same as courses offered through traditional means, and to take courses that
All APS high schools have established career academies or are in the process of developing career academies. See the program of studies section for academies available at our 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 self-select to join an Academy based on their potential career interests.

A description of Career Academies identifies three defining characteristics:

Rigor
- Strong programs of study integrate core content and courses supporting career choices in a defined sequence.
- Course curricula and learning goals meet or exceed state standards.
- Curriculum can be remediated or accelerated, recognizing student need for more or less time to master course goals.
- Common expectations exist for high quality teacher preparation and quality teaching.
- Academies are inclusive of ALL students.

Relevance
- Programs of study are thematic and interdisciplinary.
- Links and partnerships are established with business, post-secondary institutions, and community colleges.
- Dual enrollment or certification is offered.
- Pathways are developed by student interest, economic indicators, and national trends.
- Job shadowing, mentorships, and internships related to career pathways are available.

Relationships
- Advisement for individual students addresses long-range planning.
- Curriculum alignment P-20 occurs (preschool through postsecondary).
- There are links and partnerships to business, post-secondary institutions and community colleges.
- An advisory program supports student choices.

Albuquerque Public Schools’ Program of Study document for each career cluster is a source of information for students as they develop their own personal educational plan. These plans serve as a guide and list examples of suggested coursework. Courses listed within these plans are only recommendations; individual student selections will vary according to a student’s specific plans and course availability. All plans of study should meet high school graduation requirements. For more information contact your school counselor.
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. In addition to working the required hours, students are required to produce a portfolio to receive credit.

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 emerge and vanish as student interests vary, and any student is free to organize a club and seek recognition by the student government. Groups include honorary societies, clubs associated with academic programs, performing groups, spirit groups, service clubs, recreational groups, and special interest clubs.

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

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

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

CORRESPONDENCE COURSES

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

SUMMER SCHOOL (Summer Extended Learning)

Albuquerque Public Schools offers Summer Extended Learning Programs to meet the academic needs of students. Students are provided with academic intervention, remediation or academic advancement. The emphasis of the summer intervention program in high school is to keep students on target for their original graduation date. Tuition is charged. However, students who qualify for the Free and Reduced Lunch Program are eligible for tuition and fee discounts. A Free and Reduced Meal Application must be completed during the school year. Summer School courses 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. There are two sessions, each consisting of a three-week period during which a one-half credit can be earned per course. Registration for summer school begins in May. Contact the Extended Learning Staff for more information (505) 855-9870
SCHOOLS OF CHOICE

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

Career Enrichment Center (CEC)

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

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

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

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

Student Enrollment: Enrollment in CEC courses varies by program. Applicants must have a strong academic background and specific skills related to course requirements. Students are selected on the basis of their grades, resume, references, and field experience. Applications for the fall semester may be submitted as early as February 1 of that year. Early application allows time for the instructors to interview applicants when necessary. Applying to CEC occurs at pre-registration. During pre-registration at the home high school, a representative from the CEC will present information about course offerings and will assist students in the application process. Students may also register online for courses via CEC’s website. Pre-requisites and recommendations for specific courses can also be found on the website.
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 or university degree. ECA’s small-school environment offers students an intimate and personalized college-readiness learning experience.

Student Profile and Services: ECA attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students of exceptional ability, motivation, and potential have the opportunity to earn college credit while working toward a high school diploma. Because of the school’s structure, ECA does not offer specialized classes or other services traditionally offered at comprehensive high schools: there are no ESL, gifted, or special education classes.

ECA graduation requirements exceed those required by most APS comprehensive high schools. ECA students have access to the CEC bus; therefore, transportation is provided to and from student’s neighborhood high schools.

Student Enrollment: Students who are interested in a challenging curriculum with nightly homework 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. Because of space limitations, student enrollment is limited to a maximum of 50 students per grade level for a maximum enrollment of 200. The school maintains a “waiting list” if interest exceeds space. Students may apply for admission to ECA by contacting the school’s counselor or administrative staff.

eCADEMY

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

The primary purpose of eCADEMY is to provide students the opportunity for credit recovery (re-taking failed courses), allowing them to graduate with their peers at their home high schools. Diplomas are granted to full-time students who fulfill APS and state graduation requirements.

Program Features: The majority of courses at eCADEMY are offered online. Students taking online classes are still required to come to campus for exams and some additional course work. Computer labs are available on site for students who do not have access to technology at home. eCADEMY does offer some traditional face-to-face classes. Space is limited in all classes, with priority given to seniors.

Student Profile: Over 1500 part time students enroll in eCADEMY classes each semester. Full time student status is limited to seniors who can finish up their graduation requirements in a year.

Enrollment Information: Students wishing to enroll in one or more eCADEMY classes must meet with their counselors to obtain a permission form prior to the registration period. Registration is typically held during the second week of each semester. There is a non-refundable enrollment fee for each course.
New Futures School

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

Classes at New Futures School lead toward 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 also offers Nova Net, a math tutoring lab, AP classes and College and Career Counseling. A variety of elective classes are offered. Some of the elective classes focus on child development, parenting, and health. These electives are designed to help pregnant and parenting teens have a healthier pregnancy and acquire good parenting skills.

Student Profile and Services: New Futures School is open to all pregnant and parenting students in grades 7 through 12 who are enrolled in the Albuquerque Public School District. New Futures provides transportation, small classes, a fully staffed health clinic with UNMH for moms and babies, an on-campus WIC office, and a 4-Star childcare center where students can interact with their children. Daycare is available on a first-come, first-served basis.

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

nex+Gen Academy

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

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

Program Features: The small magnet high school opened in the fall of 2010 on the Del Norte High School campus. A public high school with a capacity of 450 students, nex+Gen provides a personalized educational experience that supports student success.

Student Profile and Services: nex+Gen Academy offers a unique teaching and learning system based on the proven national model established by the New Tech Learning Network. Students work together collaboratively to solve complex, real-world problems. Classes are integrated, allowing students to make authentic connections among subject-matter disciplines. Learning at nex+Gen Academy is rigorous, standards-driven, and project-based. Utilizing cutting-edge technology in a one-to-one environment, students develop a wide range of critical thinking skills that prepare them for success in college and the workplace. In addition to their experiences within the classroom, all students graduate with community service experience, mentorship experience, and six hours of dual college credit.

Enrollment Information: Enrollment is determined by self-selection by families that are committed to the unique features and expectations of the school.
School on Wheels
129 Hartline SW 87105 (505) 243-2395       6440 Western Trails Blvd 87120 (505) 877-0201

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

Program Features:
School on Wheels is a School of Choice, offering a work-study/credit recovery program. The program requires a Senior Portfolio presentation as part of the exit criteria. Each graduating senior must present a portfolio to a panel of guests and teachers in order to meet school graduation requirements.

Student Profile: The school accepts students from ages 16-20 years of age. If students are working, they attend school for 4 core credits required for graduation. The other two credits are elective credits received for working. If students are not working, they must take credit recovery or elective classes in order to fulfill the other 2 credits that should be earned each school year.

Enrollment information:
If a student is interested in enrolling at the School on Wheels, he or she must attend an “intake” meeting with the principal. At this orientation meeting it is determined if the student meets the enrollment criteria. If a student is accepted, he or she is placed on one of five teams headed by a team leader who also serves as an advisor. Teams meet daily for approximately 30 minutes before attending their regular scheduled classes. The team concept is vital to the philosophy of the School on Wheels.
CAREER AND TECHNICAL EDUCATION

Computer Applications for Business Technology
84301 Year 9-12
1.0 credit
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Computer Applications for Business Technology focuses on the working knowledge of the computer as a tool to create professional documents, spreadsheets and charts, presentations, databases, web pages, research, and communication via the Internet. Topics of discussion include Communication Skills, Information Technology, Math Literacy, Career Development and Employability Skills.

Computer Applications II
65505 Year 9-12
1.0 credit
$20.00 per year
Prerequisite: Successful Completion of Computer Applications I, Computer Applications for Business or Business Communication and Technology I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
In Computer Applications II the emphasis is on the mastery of advanced computer usage techniques for post high school education and career enhancement. Topics include: language scripting, advanced telecommunications with national and international access, the consolidation of word processing, database and spreadsheet skills into report productions advanced computer graphic manipulation, desktop integration for industry publication, beginning multi-platform network information management, and multimedia presentations.

Fundamentals of Marketing
84309 Year 10-12
1.0 credit
$20.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Prerequisite: 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.
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.
Marketing Lab I
84312 Year 10-12
1.0 credit
$20.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Prerequisite: The student has an interview with an instructor of the course.
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.

Marketing Lab II
84313 Year 11-12
1.0 credit
$20.00 per year
Prerequisite: Successful Completion of Marketing Lab I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student has an interview with an instructor of the course.
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.

Advanced Marketing
84315 Year 11-12
1.0 credit
$20.00 per year
Prerequisite: Successful Completion of Fundamentals of Marketing
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 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.

Academic Career Experience (ACE) I
53060 Year 9-12
1.0 credit
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Through work experiences as supported by portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course.
Successful Completion of ACE I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
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.

AF JROTC Aerospace Ed I
09501 Year 9-12
1.0 credit
$25.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student must comply with the United States Air Force grooming standards and uniform requirements. Failure to do so may be cause for course failure. The student should be physically qualified to participate in 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. Uniforms and shoes are provided at no cost to the student.
AF JROTC Education I focuses on two components: Aerospace Science: Frontiers of Aviation History and Leadership Education I: Introduction to AF JROTC. In the Aerospace Science component the student examines the historical development of flight and the role of the military in history. In the Leadership Education component, the student examines a variety of topics including study habits, time management, wear of the uniform, Air Force customs and courtesies, and basic drill skills.

AF JROTC Aerospace Ed II
09502 Year 10-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of AF JROTC Aerospace Ed I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student must comply with the United States Air Force grooming standards and uniform requirements. Failure to do so may be cause for course failure. The student should be physically qualified to participate in 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. Uniforms and shoes are provided at no cost to the student.
AF JROTC Aerospace Education II focuses on Aerospace Science: The Science of Flight and Leadership Education: Intercommunication Skills. In the Aerospace Science component, the
student examines the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. In the Leadership component the student applies communication skills and attains and applies planning and execution of corps projects.

**AF JROTC Aerospace Ed III**
09503 Year 11-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of AF JROTC Aerospace Education II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student must comply with the United States Air Force grooming standards and uniform requirements. Failure to do so may be cause for course failure. The student should be physically qualified to participate in 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. Uniforms and shoes are provided at no cost to the student.
AF JROTC Aerospace Education III focuses on two components: Aerospace Science: the Exploration of Space and Leadership Education III: Life Skills. In Aerospace Science component, the student examines the Earth, the Moon and planets, the latest advances in space technology, and continuing challenges of space and manned and unmanned issues critical to travel in the upper atmosphere. In the Leadership Education component, the student examines career pathways, financial planning, including real life issues, and citizenship rights and responsibilities.

**AF JROTC Aerospace Ed IV**
09504 Year 12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of AF JROTC Aerospace Education III
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student must comply with the United States Air Force grooming standards and uniform requirements. Failure to do so may be cause for course failure. The student should be physically qualified to participate in 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. Uniforms and shoes are provided at no cost to the student.
AF JROTC Aerospace Education V focuses on two components: Aerospace Science and Leadership Education. The Aerospace Science offers five options: Management of the Cadet Corps, and a module Life After High School, Survival and Return, Geography, and Policy and Organization. In the Leadership Education component, the student examines career pathways, financial planning, including real life issues, and citizenship rights and responsibilities.
Military Skills I
09901 Year 9-12
1.0 credit
$25.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Each JROTC program will meet the standards applicable to its service.
Military Skills I introduces the cadet to fundamental skills necessary to compete against other cadets of the same or different services in competitions (e.g., drill, air rifle, color guard, physical fitness) and/or public performances throughout the year. The student gains communication and leadership skills. Areas of emphasis include, but are not limited to, marksmanship, drill and ceremony, color guard, physical fitness, and career exploration.

Military Skills II
09902 Year 10-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Military Skills I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Each JROTC program will meet the standards applicable to its service.
Military Skills 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.

Military Skills III
09903 Year 11-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Military Skills II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Each JROTC program will meet the standards applicable to its service.
In Military Skills III the cadet acquires and applies higher level 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 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.

Military Skills IV
09904 Year 12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Military Skills III
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Each JROTC program will meet the standards applicable to its service. 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.

Staff Assistant I
09909 Year 10-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of JROTC LET I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
All students must comply with grooming standards and uniform requirements. Failure to do so may be cause for failure/disenrollment. The student must be capable of participating in a program of physical fitness and military drill within personal limitations. The student may be concurrently enrolled in a second JROTC course (e.g., Military Skills, LET I, II, III, IV). It is highly recommended that he/she not take more than two JROTC courses within a school year.
Staff Assistant I is a co-ed course designed to give the student training in staff actions and intra-staff responsibilities, to improve the environment in which teaching and learning occur, to improve command and staff achievement, and to develop the ability to use basic techniques in working with others in an administrative environment. The student assumes responsibility for day-to-day routines (e.g., takes roll, leads the Pledge, announcements), determines events for the school year, plans and presents those plans, carries out the plans, and evaluates the outcomes of those events. The student integrates workplace skills and behaviors and literacy strategies throughout the curriculum.

Staff Assistant II
09910 Year 11-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Staff Assistant I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
All students must comply with grooming standards and uniform requirements. Failure to do so may be cause for failure/disenrollment. The student must be capable of participating in a program of physical fitness and military drill within personal limitations. The student may be concurrently enrolled in a second JROTC course (e.g., Military Skills, LET I, II, III, IV). It is highly recommended that he/she not take more than two JROTC courses within a school year.
In Staff Assistant II, the student continues his/her training in staff actions and intra-staff responsibilities, to improve the environment in which teaching and learning occur, to improve command and staff achievement, and to demonstrate basic techniques in working with others in an administrative environment. The student assumes more leadership in determining events for the school year, planning and presenting those plans, carrying out the plans, and evaluating the outcomes of those events. He/She becomes more involved/responsible in class instruction, cadet inspection, and preparation of reports. The student integrates workplace skills and behaviors and literacy strategies throughout the curriculum.
Woods Technology I
80135 Year 9-12
1.0 credit
$20.00 per semester
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Woods Technology I introduces the student to most phases of woodworking and its application to industry and society. The focus is on safety, design, planning, measurement, hand tools, power tools, assembly and hardware, preparation and finishing materials, and employability skills. The student completes projects that are enjoyable to make and are useful.

Woods Technology II
80136 Year 10-12
1.0 credit
$20.00 per semester
Prerequisite: Successful Completion of Woods Technology I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
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.

Production Technology
80138 Year 10-12
1.0 credit
$20.00 per semester
Prerequisite: Successful Completion of Woods II or Metals II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
In Production Technology – Directed Studies, advanced individual study is pursued in an area of metal working or advanced manufacturing/woodworking. The student assumes responsibility for identifying, pursuing, and culminating an activity that expands knowledge about some phase of industry. An individual plan is required to be approved by instructor, parent/guardian, student, and school administrator.

Woods Technology III
80145 Year 10-12
1.0 credit
$20.00 per semester
Prerequisite: Successful Completion of Woods Technology II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Formerly Advanced Cabinet Making/Millwork
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, measurement, technical reading, listening, and reviewing, assembly and hardware, preparation, materials and employability skills.
Small Engine Mechanics
80232 Year 9-12
1.0 credit
$25.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
For every task in Small Engine Mechanics, the student must adhere to the following safety requirements:
Comply with personal and environmental safety practices associated with clothing, eye protection, hand tools, power equipment, proper ventilation, and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
Small Engine Mechanics is designed for the student to gain knowledge of the function, diagnosis, and service of the systems and components of internal combustion engines. The student disassembles and reassembles school- or personal-owned engines to gain experience in hand tool use and proper engine repair and evaluation procedures. This course is designed for students with no previous industry experiences.
The laboratory component of the course includes various activities that follow the guidelines of the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).

Automotive Technology I
80233 Year 10-12
1.0 credit
$25.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
For every task in Auto Technology I, the student must adhere to the following safety requirements:
Comply with personal and environmental safety practices associated with clothing, eye protection, hand tools, power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
In Automotive Technology I the student learns how to service and maintain his personal automobile. Topics range from basic automotive principles to performing preventive maintenance. This course requires no prior experience with auto mechanics and emphasizes maintenance that can be performed without specialized equipment.
The laboratory component of the course includes various activities that follow the guidelines of the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).
Automobile Technology II
80234 Year 11-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Automotive Technology I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
For every task in Auto Technology II, the student must adhere to the following safety requirements:
Comply with personal and environmental safety practices associated with clothing, eye protection, hand tools, power equipment, proper ventilation, and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
Auto Technology II provides application of the knowledge and skills learned in Auto Technology I. This course is designed to prepare students with the fundamentals needed to study, diagnose, and repair automotive mechanical and electrical systems. Emphasis is placed on automotive systems (brakes, steering and suspension, and electrical/electronic), occupational safety, and workplace skills. School-owned vehicles (or teacher approved personally-owned vehicle) and equipment are used.
The laboratory component of the course includes various activities that follow the guidelines of the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).

Automobile Technology III
80237 Year 11-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Automobile Technology II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
For every task in Auto Technology III, the student must adhere to the following safety requirements:
Comply with personal and environmental safety practices associated with clothing, eye protection, hand tools, power equipment, proper ventilation, and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
Auto Technology III provides application of the knowledge and skills learned in Auto Technology II. This is an automotive laboratory course that deals with the diagnosis and repair of common automotive problems. All diagnosis and repair are done under the supervision of the instructor. Service, diagnosis, and repair procedures are performed on personal or school-owned vehicles to simulate working in the industry. Emphasis is placed on a particular system (brakes, steering and suspension, or electrical) as decided upon by the instructor, parent/guardian, and student.
The laboratory component of the course includes various activities that follow the guidelines of the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE).
FINE ARTS

Art I
70030 Year 9-12
1.0 credit
$15.00 per semester
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The use of special materials for specific projects may require an additional fee.
Art I is an entry level course recommended as a prerequisite for all art/crafts courses. Art I is a design and visual fundamental class which exposes the student to a variety of methods, techniques and media. Literacy is integrated throughout the course.

Drawing and Painting I
71010 Year 10-12
1.0 credit
$25.00 per semester
Prerequisite: Art I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Drawing and Painting I is a studio course and requires the student to have an understanding of the basic design and visual art fundamentals acquired in Art I. The student works in various drawing and painting media (e.g., pencil, colored pencil, charcoal, conte crayon, gouache, oil painting, water color, acrylic, 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.

Drawing and Painting II
71012 Year 11-12
1.0 credit
$25.00 per semester
Prerequisite: Successful Completion of Drawing and Painting I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
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.

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Drawing and Painting III
71014 Year 12
1.0 credit
$25.00 per semester
Prerequisite: Successful Completion of Drawing and Painting II
This course satisfies the graduation requirement that a student must earn one (1) career
cluster, workplace readiness or language credit.
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.

Photography I
71530 Year 9-12
1.0 credit
$30. per semester
This course satisfies the graduation requirement that a student must earn one (1) career
cluster, workplace readiness or language credit.
The student may be asked to provide photographic paper, film, 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.
Photography I develops the student’s aesthetic awareness and introduces him/her to basic and
technical concepts of black and white photography and the use of a digital darkroom. This
includes developing, printing, enlarging, and composing as well as care of photographic
equipment and darkroom safety. Literacy is integrated throughout the course.

Photography II
71532 Year 10-12
1.0 credit
$30. per semester
Prerequisite: Successful Completion of Photography I
This course satisfies the graduation requirement that a student must earn one (1) career
cluster, workplace readiness or language credit.
The student may be asked to provide photographic paper, film, 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.
In Photography II the student continues his/her study of Photography I. He/She learns more
involved techniques with emphasis on excellence, both technically and aesthetically. This course
includes some new techniques and experimentation with various kinds of photographic paper and
digital techniques. The student deals with preparation of photography for exhibits, the market,
and jobs related to the field of photography. Literacy is integrated throughout the course.
Photography III
71534  Year  11-12
1.0 credit
$30. per semester
Prerequisite: Successful Completion of Photography II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student may be asked to provide photographic paper, film, 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.
Photography III is a continuation of Photography II with an emphasis placed on developing personal style using special effects (e.g., hand coloring, sepia and selenium toning, solarization, multiple exposures, film or digital camera) and assorted techniques. Literacy is integrated throughout the course and career possibilities are pursued.

Digital Film Production I
71581  Year  9-12
1.0 credit
The student may pay a course fee for materials, supplies, and equipment and, additionally, may be required to pay for some out of school activities.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled events during and outside of the school day.
The student and the parent sign a use of equipment contract and a media release form.
Digital Film Production I is a fundamental hands-on instruction in film-making techniques.
Digital Film Production I introduces the student to the necessary skill sets, key concepts, and processes that lead to the creation of digital film/media products. Literacy is integrated throughout the course.

AP Studio Art 2-D Design
72071  Year  11-12
1.0 credit
$25.00 per semester
Prerequisite: Successful Completion of a High School Art Course
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The course reflects skills required in the area of AP 2-D Design as designed by the AP Curriculum. Student success in AP requires the following: student commitment, teacher expertise, and administrative support.
The AP Studio Art 2-D Design course is a rigorous college level course designed for students who are seriously interested in the practical experience of art. AP Studio Art 2-D Design 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 the AP Studio course. Literacy is integrated throughout the course.
Concert Band I
73037 Year 9-12
1.0 credit
Up to, but not to exceed $200.00 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities. This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled performances during and outside of the school day, a Zero hour class, band camp during the summer months, and in fund raising activities.
Marching/Concert Band I is a performance course for the student to receive experience on standard woodwind brass, or percussion instruments. Marching/Concert Band teaches the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of a Wind Band using graded music I- through II+. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Concert Band II
7303A Year 10-12
1.0 credit
Up to, but not to exceed $200.00 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.
Prerequisite: Concert Band I and/or Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled performances during and outside of the school day, a Zero hour class, band camp during the summer months, and in fund raising activities.
In Concert Band II the students continues to receive experience on standard woodwind brass, or percussion instruments while progressing towards more advanced music literature. Concert Band II teaches the techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student is introduced to and performs within the traditions and standards of a Wind Band using 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.
Concert Band III
7303B  Year  10-12
1.0 credit
Up to, but not to exceed $200.00 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.
Prerequisite: Concert Band II and/or Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled performances during and outside of the school day, a Zero hour class, band camp during the summer months, and in fund raising activities. The student may pay a course fee for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.
In Concert Band III the student continues to receive experience on standard woodwind brass, or percussion instruments. Concert Band III teaches the techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using music level II through III. He/She provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Concert Band IV
7303C  Year  11-12
1.0 credit
Up to, but not to exceed $200.00 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.
Prerequisite: Concert Band II and Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled performances during and outside of the school day, a Zero hour class, band camp during the summer months, and in fund raising activities.
In Concert Band III the student continues to receive experience on standard woodwind brass, or percussion instruments. Concert Band III teaches the techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using music level II through III. He/She provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.
Wind Ensemble I
73043 Year 9-12
1.0 credit
Some entry fees, out of town travel, and dress expenses are borne by the student.
Prerequisite: Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled performances during and outside of the school day, a Zero hour class, band camp during the summer months, and in fund raising activities.
Wind Ensemble I is an advanced performance course for students with experience on standard woodwind brass or percussion instruments. Wind Ensemble I teaches the advanced techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Ensemble using graded music III+ through V. The student provides instruments and accessories although some school instruments may be available for student use. The student practices regularly at home. He/She participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Wind Ensemble II
7304A Year 9-12
1.0 credit
Some entry fees, out of town travel, and dress expenses are borne by the student.
Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled performances during and outside of the school day, a Zero hour class, band camp during the summer months, and in fund raising activities.
Wind Ensemble II is an advanced performance course for students with experience on standard woodwind brass or percussion instruments. Wind Ensemble II teaches the advanced techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Ensemble using graded music IV through V+. The student provides instruments and accessories although some school instruments may be available for student use. He/She practices regularly at home. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Wind Ensemble III
7304B Year 10-12
1.0 credit
Some entry fees, out of town travel, and dress expenses are borne by the student.
Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student participates in regularly scheduled performances during and outside of the school day, a Zero hour class, band camp during the summer months, and in fund raising activities.
Wind Ensemble III is an advanced performance course for students with experience on standard woodwind brass or percussion instruments. Wind Ensemble III teaches the advanced techniques
of tone production, articulation, intonation, instrument care and maintenance, general
musicianship, and musical literacy. The student performs within the traditions and standards of a
Wind Ensemble using graded music IV through VI-. The student provides instruments and
accessories although some school instruments may be available for student use. The student
practices regularly at home. He/She participates in regularly scheduled performances during and
outside of the school day in appropriate performance attire. Literacy is integrated throughout the
course.

**Wind Ensemble IV**

7304C Year 11-12

1.0 credit

Some entry fees, out of town travel, and dress expenses are borne by the student.

PreAudition

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

The student participates in regularly scheduled performances during and outside of the
school day, a Zero hour class, band camp during the summer months, and in fund raising
activities.

Wind Ensemble IV is an advanced performance course for students with experience on standard
woodwind brass or percussion instruments. Wind Ensemble IV teaches the advanced techniques
of tone production, articulation, intonation, instrument care and maintenance, general
musicianship, and musical literacy. The student performs within the traditions and standards of a
Wind Ensemble using graded music IV+ through VI. The student provides instruments and
accessories although some school instruments may be available for student use. The student
practices regularly at home. He/She participates in regularly scheduled performances during and
outside of the school day in appropriate performance attire. Literacy is integrated throughout the
course.

**Jazz Band I**

7304K Year 9-12

1.0 credit

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

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

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

The student participates in regularly scheduled performances during and outside of the
school day, a Zero hour class, and in fund raising activities.

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.
Concert Choir I
74048 Year 9-12
1.0 credit
Up to, but not to exceed $100.00 per year for materials, accompanists, and costume expenses.
Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Additionally, the student may be required to pay for some entry fees, out of town travel, and costume expenses. As a co-curricular class the student is required to attend all rehearsals and performances which include afternoons, evenings, and weekends that support and extend learning in the classroom.
The student enrolled in the Concert Choir develops musicianship and specific performance skills through ensemble and solo singing. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Choir I provides instruction in fundamental vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer’s intent to the audience. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of basic choral technique.

Concert Choir II
74044A Year 10-12
1.0 credit
Up to, but not to exceed $100.00 per year for materials, accompanists, and costume expenses.
Prerequisite: Completion of Concert Choir I and/or Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Additionally, the student may be required to pay for some entry fees, out of town travel, and costume expenses. As a co-curricular class the student is required to attend all rehearsals and performances which include afternoons, evenings, and weekends that support and extend learning in the classroom.
The student enrolled in the Concert Choir II develops musicianship and specific performance skills through ensemble and solo singing. This course is offered to any male or female desiring the opportunity to sing in a choir. The student/singer experiences activities in this class designed to give diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Concert Choir provides instruction in vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer’s intent to the audience. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of basic choral technique. The choir repertoire is of the highest caliber.
Concert Choir III
7404B Year 11-12
1.0 credit
Up to, but not to exceed $100.00 per year for materials, accompanists, and costume expenses.
Prerequisite: Completion of Concert Choir II and/or Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Additionally, he/she may be required to pay for some entry fees, out of town travel, and costume expenses. As a co-curricular class the student is required to attend all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom.
The student enrolled in the Concert Choir III continues to develop musicianship and specific performance skills through advanced ensemble and solo singing. The difficulty and range of the music is tailored for singers who have prior choral experience. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Concert Choir III provides instruction in advanced vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student develops the ability to understand and convey the composer’s intent to the audience. He/She is encouraged to take private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of choral technique. The choir repertoire is of the highest caliber.

Concert Choir IV
7404C Year 12
1.0 credit
Up to, but not to exceed $100.00 per year for materials, accompanists, and costume expenses.
Prerequisite: Completion of Concert Choir III and/or Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Additionally, he/she may be required to pay for some entry fees, out of town travel, and costume expenses. As a co-curricular class the student is required to attend all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom.
The student enrolled in Concert Choir IV continues to develop musicianship and specific performance skills through advanced ensemble and solo singing, and begins to develop leadership skills in directing and working with small group ensembles. The difficulty and range of the music is tailored for the singer who has advanced choral experience. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Literacy is integrated throughout the course. Concert Choir IV provides instruction in advanced vocal development, performing, conducting, listening and analyzing music, in addition to focusing on the specific text being sung. The student has the ability to understand and convey the composer’s intent to the audience. He/She takes private voice lessons to facilitate his/her vocal improvement. The student performs publicly as a culmination of daily rehearsal and music goals and demonstrates mastery of advanced choral technique. The choir repertoire is of the highest caliber.
Stagecraft I
75015       Year        9-12
1.0 credit
The student may be required to pay a course fee for materials and supplies. Additionally, he/she may be required to pay for performance attire and some out of school activities.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student is required to participate in regularly scheduled work/crew calls during and outside of the school day. Additional crew calls/running crew calls may be required outside of the school day.
Stagecraft I addresses the analysis, planning, and practical application of stagecrafts. Stagecraft I includes all aspects of theatre except acting. The student defines fundamental stage terms, learns basic stock scenery construction, basic scene painting techniques, basic stage lighting, work with basic sound equipment, learns basic costume terminology and basic makeup technique. He/She is required to perform various technical projects and learn techniques through problem-solving and workshop procedure. Emphasis is placed on shop safety, the proper handling of tools and materials and backstage etiquette. The student also learns the application of technical skills and their relationship to theatrical and other trade careers. Literacy is integrated throughout the course.

Stagecraft II
75016       Year        10-12
1.0 credit
The student may be required to pay a course fee for materials, supplies, running crew attire and some out of school activities.
Prerequisite: Stagecraft I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student is required to participate in regularly scheduled work/crew calls during and outside of the school day. Additional crew calls/running crew calls may be required outside of the school day.
Stagecraft II is a more in-depth analysis, planning, and practical application of stagecrafts. Stagecraft II includes all aspects of theatre except acting. The student is required to perform various technical projects and learn techniques through actual design and production of specific plays. The student is expected to take a leadership role as a crew chief, committee head, and to supervise crews for various productions. He/She applies fundamental stage terms, maintains and upkeeps stock scenery, uses advanced painting techniques, maintains stage lighting and sound equipment, applies costume and make-up techniques to specific performances. Emphasis is placed on shop safety, the proper handling of tools and materials and backstage etiquette. The student also learns the application of technical skills and their relationship to theatrical and other trade careers. Literacy is integrated throughout the course.

Stagecraft III
75017       Year        11-12
1.0 credit
The student may be required to pay a course fee for materials, supplies, running crew attire and some out of school activities.
Prerequisite: Stagecraft II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student is required to participate in regularly scheduled work/crew calls during and outside of the school day. Additional crew calls/running crew calls may be required outside of the school day.

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

**Drama I**
75019 Year 9-12
1.0 credit
The student may be required to pay a course fee for materials and supplies. Additionally, he/she may be required to pay for performance attire and some out of school activities.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.
Drama I is a full-year, performance based course that serves as an introduction to theater arts. The student studies basic principles and techniques in acting, theater history, musical theater, staging, voice and diction, pantomime, improvisation, choral reading, readers’ theater, storytelling, and oral interpretation. He/She is also introduced to stage makeup, stage lighting, and technical production techniques. The student will learn the relationship of drama to literature and other art forms. He/She receives an overview of careers in theater and related fields. The student participates in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

**Drama II**
75020 Year 10-12
1.0 credit
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. **Prerequisite: Successful Completion of Drama I with a ‘C’ or Better and/or an Audition.**
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.
Drama II is a full-year, performance based course that serves as an intermediate acting and introduction to directing theater arts class. This course refines introductory acting skills and introduces basic directing skills. There is emphasis on potential career development in theatre and related professions. The student continues to study principles and techniques in acting, musical theater, staging, voice and diction, pantomime, improvisation, and oral interpretation. He/She continues to explore stage makeup, stage lighting, and technical production techniques. The student participates and takes a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.
Drama III
75021 Year 11-12
1.0 credit
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. Prerequisite: Successful Completion of Drama II with a ‘C’ or Better and/or Audition. This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. The student is required to participate in regularly scheduled performances and rehearsals during and outside of the school day.
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 the study principles and techniques in acting, musical theater, staging, voice and diction, and oral interpretation. The student also studies directing techniques of organization, style, genre/period, productions schedules, script and character analysis, production values, and rehearsal techniques. The student participates and is expected to take a more active role in regularly scheduled performances during and outside of the school day in appropriate performance attire. Literacy is integrated throughout the course.

Guitar Literature
75554 Year 11-12
1.0 credit
Up to, but not to exceed $50.00 per year
Prerequisite: Successful Completion of Intermediate Guitar and Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Additionally, he/she may be required to provide his/her own instrument for the course. As a co-curricular class the student attends all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom.
In Guitar Literature the student develops mastery of areas covered in previous guitar courses, including playing technique, and elements of music theory. The student learns technical skills through a variety of different styles of music, complex chord forms, scales and arpeggios, compositional and/or improvisational techniques, standard music notation, guitar tablature and both solo and ensemble guitar literature. Literacy is integrated throughout the course.

Guitar Beginning
75555 Year 9-12
1.0 credit
Up to, but not to exceed $50.00 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. He/She may be required to provide his/her own instrument for the course. As a co-curricular class the student attends all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom.
Beginning Guitar is designed to acquaint the student with the fundamentals of guitar playing and basic music theory. He/She learns technical skills through a variety of different styles of music and is introduced to basic chord forms, scales and arpeggios, standard music notation, guitar
tablature and both solo and ensemble guitar literature. The student has the opportunity to participate in school and community performances. This course is open to any student regardless of music training or background. No previous knowledge of the instrument is necessary. Literacy is integrated throughout the course.

**Guitar Intermediate**

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Up to, but not to exceed $50.00 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.

**Prerequisite:** Successful Completion of Beginning Guitar

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

He/She may be required to provide his/her own instrument for the course. As a co-curricular class the student attends all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom. In Intermediate Guitar the student expands upon the fundamentals of guitar playing and basic music theory. He/She learns technical skills through a variety of different styles of music and utilizes a variety of chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. The student has the opportunity to participate in school and community performances. Literacy is integrated throughout the course.

**Advanced Guitar**

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Up to, but not to exceed $50.00 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.

**Prerequisite:** Successful Completion of Intermediate Guitar and/or Audition.

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

He/she may be required to provide his/her own instrument for the course. As a co-curricular class the student attends all rehearsals and performances which include afternoons, evenings and weekends that support and extend learning in the classroom. In Advanced Guitar the student develops higher level playing skills and an in-depth knowledge of music theory. The student expands his/her technical ability through a variety of different styles of music and utilizes complex chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. He/She participates in school and community performances. Literacy is integrated throughout the course.

**Piano I**

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Up to, but not to exceed $50.00 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.

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

Piano I 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 the class.
Piano II
75559 Year 9-12
1.0 credit
Up to, but not to exceed $50.00 per year for materials, clinicians, maintenance of equipment, and, possibly, entry fees for district festivals.
Prerequisite: Successful Completion of Piano Laboratory I or Audition
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Piano II is an intermediate level course open to all students 9-12. Focus of this course is a continued development of piano skills, focusing on technique, music theory, music literacy, and performance etiquette. A course of study is determined by student conference with the teacher. Progress toward established goals is the student’s responsibility.

Native American Leadership
51520 Year 11-12
1.0 credit
Native American Leadership is an advanced Native American Studies (NAS) course designed for students who take an additional interest in the Native American Studies program. This course is designed to give a thorough and in depth look at contemporary and traditional forms of Native American leadership and government. It allows students to build upon and apply the knowledge learned in previous NAS classes by asserting and demonstrating leadership, motivational, and skills-building techniques. Expectations are high as students are required to head school and community project planning committees, present information to a variety of audiences using various mediums and technologies (e.g., video, power point, poster boards), and communicate and engage with local Native American organizations.

LANGUAGE ARTS

English as a Second Language (ESL) Level I
2055A Year 9
1.0 credit
Prerequisite: Language Assessment Survey (LAS) oral score of 1 or 2
This course assists with acculturation to formal American schooling, including observation and understanding of the school environment. ESL curriculum is designed to dovetail with curriculum in other content areas. It articulates the developmental English language needs of ELL students and includes special instructional and assessment considerations that must be given those students as they strive to achieve content standards.
This course fulfills the requirement for English 9. The teacher will access the 9th grade language arts standards in order for students to receive English 9 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.
This course assists with acculturation to formal American schooling, including observation and understanding of the school environment. ESL curriculum is designed to dovetail with curriculum in other content areas. It articulates the developmental English language needs of ELL students and includes special instructional and assessment considerations that must be given those students as they strive to achieve content standards.

This course fulfills the requirement for English 10. The teacher will access the 10th grade language arts standards in order for students to receive English 10 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

This course fulfills the requirement for English 11. The teacher will access the 11th grade language arts standards in order for students to receive English 11 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

This course fulfills the requirement for English 12. The teacher will access the 12th grade language arts standards in order for students to receive English 12 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.
Crime and Punishment
22072 Year 12
1.0 credit
Prerequisite: Successful Completion of English 11(or substitute)
APS teachers have designed and illustrated this course to align with grade 12 language arts standards; therefore, the student can earn English 12 credit.
In Crime and Punishment, the student reads and analyzes the themes of good/evil and crime/punishment in literature from the ancient Greeks through the 20th Century.
Students who take a Language Arts class for English credit (rather than Elective credit) are expected to meet or exceed the New Mexico Language Arts Standards and Benchmarks.
Students in all Language Arts classes will apply and develop critical thinking skills through the six APS Language Arts Strands: Reading Process, Reading Analysis, Writing, Speaking, Listening/Viewing, and Research. Citations such as (I D.1) in parentheses in the document indicate an alignment to the New Mexico Language Arts Content and Performance Standards.
Language Arts courses receiving English credit (rather than Elective credit) are also required to devote one-half of the course to writing and research to meet university entrance requirements.

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

Speech II
23032 Year 10-12
1.0 credit
Prerequisite: Successful Completion of Speech I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
In Speech II the student has the opportunity to participate in Scholastic speech conferences and competitions outside of class as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.
Speech II offers the student continued opportunities to reinforce and practice a variety of informal and formal speaking experiences. It is designed for the student who is interested in building on foundations learned in Speech I and in becoming increasingly effective and confident. The student becomes more self-directed with less guidance from the teacher. Speeches and oral presentations become more detailed, in-depth, and are delivered with increased fluidity and poise. In addition, the student practices and develops critical analysis skills and appropriate feedback techniques.
Newspaper I
24001  Year  9-12
1.0 credit
Prerequisite: Successful Completion of Journalism
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Newspaper I requires the student to spend time outside of class to work on the newspaper production process, including taking photographs, selling advertising, and meeting individual and staff deadlines. The student is encouraged to participate in scholastic journalism conferences and competitions as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.
In Newspaper I The student applies entry-level journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and "deadlining" with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor. The student generates authentic work by producing a series of newspapers for the school and community.

Newspaper II
24002  Year  10-12
1.0 credit
Prerequisite: Successful Completion of Newspaper I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Newspaper II requires the student to spend time outside of class to work on the newspaper production process, including taking photographs, selling advertising, and meeting individual and staff deadlines. The student is encouraged to participate in scholastic journalism conferences and competitions as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.
In Newspaper 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.
Newspaper III
24003 Year 11-12
1.0 credit
Prerequisite: Successful Completion of Newspaper II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Newspaper III requires the student spend increased time outside of class to help lead the newspaper production process. The student is expected to actively participate in scholastic journalism conferences, competitions, and internships as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.
In 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.

Newspaper IV
24004 Year 12
1.0 credit
Prerequisite: Successful Completion of Newspaper III
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Newspaper IV requires the student to devote time outside of class to lead the newspaper production process. The student is expected to be a role model and leader in scholastic journalism conferences, competitions, and internships. The student may earn an academic letter and may be appointed to Quill and Scroll by meeting pre-established criteria.
In Newspaper IV, the student assumes more responsibility for visioning, leading, organizing, and mentoring less experienced editors and staff. As specified in 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 interest, the editor also supervises desktop publishing according to printers' specifications within legal and ethical parameters and within deadlines. The Newspaper IV student models collaborative leadership qualities in addition to making the newspaper a viable and competitive medium. The student generates authentic work by producing a series of newspapers for the school and community.

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

**Yearbook I**

24036 Year 9-12

1.0 credit

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

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

**Yearbook II**

24037 Year 10-12

1.0 credit

Prerequisite: Successful Completion of Yearbook I

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

**Yearbook II** requires the student to spend time outside of class to work on the yearbook production process, editing copy and advertising, desktop publishing, and facilitating staff work within deadlines. The student is expected to participate in scholastic journalism conferences, competitions, and internships as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria. In Yearbook II, the student enhances individual skills in all journalistic areas and also develops areas of expertise, specializing in one or more areas of the yearbook production process. The student also refines skills with group processes, such as decision-making, conflict resolution, and time management with respect to individual and staff deadlines and mentors less experienced staff members. The Yearbook II student is encouraged to assume increased responsibility and to develop skills that lead to editorial positions with mentoring and coaching from more experienced staff members and with guidance from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.
Yearbook III
24038 Year 11-12
1.0 credit
Prerequisite: Successful Completion of Yearbook II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Yearbook III requires the student to spend increased time outside of class to help lead the yearbook production process. The student is expected to actively participate in scholastic journalism conferences, competitions, and internships as approved by the teacher. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.
In Yearbook III the student refines and enhances previous journalistic skills and assumes increasingly more challenging and demanding leadership and mentoring roles on the newspaper staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget. The editor also orchestrates the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides writing and editing copy, advertising, art, and photography, the editor also coordinates desktop publishing according to printers’ specifications, within legal and ethical parameters, and within deadlines. The student generates authentic work by producing a yearbook for the school and community.

Yearbook IV
24039 Year 12
1.0 credit
Prerequisite: Successful Completion of Yearbook III
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Yearbook IV requires the student to devote time outside of class to lead the yearbook production process. The student is expected to be a role model and leader in scholastic journalism conferences, competitions, and internships. Per Senate Bill 25 (March 2001), the student may earn an academic letter by meeting pre-established criteria.
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 models 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.

Creative Writing I
24540 Year 9-12
1.0 credit
Some schools may publish a literary magazine in this class.
In Creative Writing I, the student reads, analyzes, and discusses selected models of various American authors to gain a background for extensive original thought and writing. The student experiments with and creates working and showcase portfolios (traditional and/or electronic) representing best work in various genres (e.g., short stories, one-act plays, poetry, fiction, and nonfiction). As part of the creative process, the student identifies and concentrates on individual
needs for vocabulary development, spelling, sentence structure, and revision and prepares free lance work for submission to publishers. The student uses technology to support writing, research, and the procedures for submitting work for consideration to print and on-line literary magazines.

**English 9**
25031 Year 9
1.0 credit
The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials.

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.

**English 9 Honors**
25034 Year 9
1.0 credit
English 9 Honors is a weighted course that includes advanced placement preparation for college entrance.

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

**English 10**
25041 Year 10
1.0 credit
Prerequisite: Successful Completion of English 9 (or substitute)
In English 10, the student surveys and samples a wide variety of multi-cultural literature of the world from diverse authors, various time periods, and various genre. The student studies and considers a broad spectrum of themes and perspectives from around the globe and makes connections to his or her own ancestry and to the ancestry of other peoples of the world. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.
English 10 Honors  
25044  Year  10  
1.0 credit  
**Prerequisite: Successful Completion of English 9 or English 9 Honors**  
**English 10 Honors is a weighted course that includes advanced placement preparation for college entrance.**  
In English 10 Honors, the student surveys and samples a wide variety of multi-cultural literature of the world from diverse authors, various time periods, and various genre. The student studies and considers a broad spectrum of themes and perspectives from around the globe and makes connections to his or her own ancestry and to the ancestry of other peoples of the world. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

English 11  
25051  Year  11  
1.0 credit  
**Prerequisite: Successful Completion of English 10**  
In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes, (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time periods and themes in American literature through selected genre across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes.

AP English Language and Composition 11  
25058  Year  11  
1.0 credit  
**Prerequisite: Successful Completion of English 10 or English 10 Honors**  
**AP English Language and Composition 11 is a weighted course that includes advanced placement preparation for college entrance. AP English Language and Composition 11 includes preparation for the Advanced Placement English Language and Composition Examination. Each student is encouraged to take the AP Exam.**  
In AP English Language and Composition, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes, (e.g., Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time periods and themes in American literature through selected genre across time periods (e.g., early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through
reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

**English 12**

25061 Year 12

1.0 credit

Prerequisite: Successful Completion of English 11 (or substitute)

In English 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. –A.D. 428 to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time 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.

**AP English Literature and Composition 12**

25064 Year 12

1.0 credit

Prerequisite: Successful Completion of English 11 or English 11 Honors

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

In AP English Literature and Composition 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a 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
MATHEMATICS

Math Strategies I
31001 Year 11-10
1.0 credit
Student placement in this course is based on standardized test results, teacher recommendation, and grades. The student takes Math Strategies I concurrently with his/her Algebra I course.
Math Strategies I is for the student who needs support with Algebra I skills and concepts (e.g., operations with integers, solving equations, graphing). The student receives personalized instruction and progress monitoring assessment in his/her areas of need and learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), and technology (e.g., graphing calculators and computers). These strategies and techniques improve the student’s abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

Math Strategies II
31002 Year 10-11
1.0 credit
Prerequisite: Successful Completion of Algebra I or Equivalent
Student placement in this course is based on standardized test results, teacher recommendation, and grades. The student takes Math Strategies II concurrently with his/her Geometry course.
Math Strategies II is for the student who needs support with geometry skills and concepts (e.g., lines, planes, polygons, circles, three-dimensional figures and their measurements). The student learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), technology (e.g., Geometer’s Sketchpad, calculators), and the use of construction tools (e.g., compass, protractor, straight edge). These strategies and techniques improve the student’s abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

Algebra I
33040 Year 9-12
1.0 credit
Prerequisite: 8th grade teacher recommendation
In Algebra I the student develops an understanding of the basic structure and language of Algebra, a tool used to represent and solve a variety of real-world situations. The student uses tables, models, and graphs to interpret algebraic expressions, equations, and inequalities to analyze functions. In addition, the student uses calculators, computers, and graphing utilities in problem solving. Other areas of study are global processes, geometry, and data analysis and probability.
Honors Algebra I
33080 Year 9-12
1.0 credit
Prerequisite: 8th grade teacher recommendation and/or Algebra I Teacher recommendation
This course requires the student have access to a graphing calculator.
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) and that is (1) the sophistication of the response the teacher asks of students, (2) the rigor of the work that is required, (3) the way the teacher assesses what is taught, and (4) the global connections that reach beyond the boundaries of what is taught in the textbook.

Geometry
35040 Year 9-12
1.0 credit
Prerequisite: Successful Completion of Algebra I
This course requires student access to a graphing calculator
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
35080 Year 9-12
1.0 credit
Prerequisite: Teacher/Counselor advisement
This course requires student access to a graphing and/or scientific calculators.
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)
Algebraic Models  
36035 Year 9-12  
1.0 credit  
Prerequisite: Successful Completion of Algebra I and/or Geometry or Equivalents  
This course is a third year mathematics course designed for the student who seeks more depth of coverage of algebraic concepts through applications. This course requires student access to a graphing calculator.  
In this course, the student learns to use real-world applications to show the “how and why” of an algebraic concept or skill. Areas of study include, but are not limited to, algebra, functions, and graphs; geometry and trigonometry; and data analysis and probability. The student explores graphing technology as a means to visualize concepts and develop a deeper understanding of algebraic equations and functions.

Algebra II  
36040 Year 9-12  
1.0 credit  
Prerequisite: Successful Completion of Algebra I and/or Geometry or Equivalents  
This course requires student access to a graphing calculator.  
In Algebra II the student learns to extend and develop the concepts studied in Algebra I and Geometry and is introduced to more advanced topics such as relations, functions, 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 Honors  
36080 Year 9-12  
1.0 credit  
Prerequisite: Successful Completion of Algebra I and/or Geometry or Equivalents  
This course requires student access to a graphing calculator.  
In Algebra II the student learns to extend and develop the concepts studied in Algebra I and Geometry and is introduced to more advanced topics such as relations, functions, 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.

Transition to College Math  
38010 Year 11-12  
1.0 credit  
Prerequisite: Successful Completion of Algebra II  
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.  
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.
Financial Literacy
38011 Year 11-12
1.0 credit
Prerequisite: Successful Completion of Algebra I and Geometry
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.

Pre-calculus (previously Math Analysis)
38040 Year 10-12
1.0 credit
Prerequisite: Successful Completion of Algebra II or Geometry I Honors
This course requires student access to a graphing calculator.
In Pre-calculus the student applies advanced algebraic concepts and problem-solving techniques, with and without technology, to find the solution of polynomial equations and inequalities. Areas of study are linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs, systems of equations and inequalities, technical literacy, trigonometry using rectangular and polar graphs, conic sections, sequences and series, probability and statistics, and limits. The student uses reasoning skills to investigate application models.

Pre-calculus Honors (previously Math Analysis)
38050 Year 10-12
1.0 credit
Prerequisite: Successful Completion of Algebra II or Geometry I Honors
This course requires student access to a graphing calculator.
In Pre-calculus the student applies advanced algebraic concepts and problem-solving techniques, with and without technology, to find the solution of polynomial equations and inequalities. Areas of study are linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs, systems of equations and inequalities, technical literacy, trigonometry using rectangular and polar graphs, conic sections, sequences and series, probability and statistics, and limits. The student uses reasoning skills to investigate application models.

AP Honors Calculus AB
38080 Year 9-12
1.0 credit
Prerequisite: Successful Completion of Pre-Calculus or Algebra II
This calculus course consists of a full high school academic year of work that is comparable to a college-level calculus course. Students should have demonstrated mastery of material from algebra, geometry, coordinate geometry, and trigonometry, with study in areas to include, but not limited to, advanced topics in algebra, trigonometry, analytic geometry and elementary functions that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise defined. The student is expected to seek
college credit, college placement, or both from the college of his/her choice. The student is required to use a graphing calculator and must have access to the graphing calculator at school and at home. The student must agree to participate in at least one organized mathematics competition held in the district.

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

MODERN, CLASSICAL AND NATIVE LANGUAGES

French I
60010 Year 9-12
1.0 credit $5.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process. Over time 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.

French II
60011 Year 9-12
1.0 credit $5.00 per year
Prerequisite: Successful Completion of French I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the 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
60012 Year 9-12
1.0 credit $5.00 per year
Prerequisite: Successful Completion of French II
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. 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.

**Spanish I**

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<th>Code</th>
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<td>61010</td>
<td>1.0 credit</td>
<td>$5.00 per year</td>
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This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.

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

**Spanish II**

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<tbody>
<tr>
<td>61011</td>
<td>1.0 credit</td>
<td>$5.00 per year</td>
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</table>

Prerequisite: Successful Completion of Spanish I

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

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

**Spanish III**

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<th>Code</th>
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<tbody>
<tr>
<td>61012</td>
<td>1.0 credit</td>
<td>$5.00 per year</td>
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Prerequisite: Successful Completion of Spanish II

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

Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. 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.
Spanish IV
61013   Year   9-12
1.0 credit
$5.00 per year
Prerequisite: Successful Completion of Spanish III with a C or Better or Equivalent
Language Assessment
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Students completing Spanish IV may elect to take the Spanish Advanced Placement Language Exam.
Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Spanish IV reinforces and intensifies language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Spanish culture, language, literary genres, and value to career opportunities. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral and written communication skills to personal, academic, and cultural activities.

Spanish for Bilinguals I
61030   Year   9-12
1.0 credit
$5.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process. Over time 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 Bilinguals II
61031   Year   9-12
1.0 credit
$5.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process. Over time 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 Bilinguals II
61031   Year   9-12
1.0 credit
$5.00 per year
Prerequisite: Spanish for Bilinguals I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. 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.

Navajo I
61110   Year   9-12
1.0 credit
$5.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process. Over time the learner develops the ability to write and speak in a meaningful and appropriate manner. Navajo I introduces students to the basic skills- listening and speaking – and to the basic structures of Navajo taught within the cultural context. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on oral, written, communication skills, and cultural activities.

Navajo II
61111   Year   9-12
1.0 credit
$5.00 per year
Prerequisite: Successful Completion of Navajo I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the student develops the ability to write and speak in a meaningful and appropriate manner. Navajo II continues the focus on the basic language skills: listening, speaking, reading, and writing as well as encourages deeper appreciation of the Navajo culture and language. Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Emphasis is placed on applying oral, written, communication skills to personal, academic, and cultural activities.
PHYSICAL EDUCATION

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

Team and Individual Sports I
90160 Year 10-12
1.0 credit
$15.00 + fees for field trips
Prerequisite: Successful Completion of Foundations of Physical Education
The student is required to have a suitable change of clothing and shoes (shorts or sweatpants, T-shirt or sweatshirt, socks, and athletic shoes).
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.

Team and Individual Sports II
90161 Year 10-12
1.0 credit
Fee: $15.00 + fees for field trips
Prerequisite: Successful Completion of Team and Individual Sports I and/or Instructor’s Approval
The student is required to have a suitable change of clothing and shoes (shorts or sweatpants, T-shirt or sweatshirt, socks, and athletic shoes).
Team and Individual Sports II emphasizes continued learning and improving of techniques, skills, and strategies in team and individual sports, and continues to prepare the student to aide with teaching and coaching sports to young children. The student is exposed to a more in depth strategy phase of at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate frisbee, racquetball, volleyball, rugby, and softball. Literacy strategies are integrated throughout the course.

Team and Individual Sports III
90162 Year 11-12
1.0 credit
Fee: $15.00 + fees for field trips
Prerequisite: Successful Completion of Team and Individual Sports II and/or Instructor's Approval
The student is required to have a suitable change of clothing and shoes (shorts or sweatpants, T-shirt or sweatshirt, socks, and athletic shoes).
In Team and Individual Sports III the student develops, clarifies and applies his/her philosophy of the techniques, skills and strategies of the course, and continues to prepare in the aiding, teaching and coaching of sports to young children. The student, while employing leadership skills and techniques, develops and refines a more in depth strategy phase of at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate frisbee, racquetball, volleyball, rugby, and softball. Literacy strategies are integrated throughout the course.

Weight Training I
90421     Year  10-12
1.0 credit
$15.00 per year
Prerequisite: Successful Completion of Foundations of Physical Education
The student is required to have a suitable change of clothing and shoes. Lifting belts are recommended.
Weight Training I is a basic weight training course. The student investigates strength training principles, routines, fundamental techniques and methods of lifting for the development of major muscle groups, and nutrition and diet information for health and fitness. Safety techniques and proper spotting are emphasized. Literacy strategies are integrated throughout the course.

Weight Training II
90422     Year  11-12
1.0 credit
$15.00 per year
Prerequisite: Successful Completion of Foundations of Physical Education and Weight Training I
The student is required to have a suitable change of clothing and shoes. Lifting belts are recommended.
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.

Weight Training III
90423     Year  12
1.0 credit
$15.00 per year
Prerequisite: Successful Completion of Weight Training II
The student is required to have a suitable change of clothing and shoes. Lifting belts are recommended.
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.
Aerobics and Body Conditioning I
90446  Year  10-12
1.0 credit
$25.00 per year
Prerequisite: Foundations of Physical Education
Aerobics I is an introductory course designed to develop an awareness of the effects and importance of physical fitness and daily exercise utilizing correct techniques required for a safe and effective workout (including appropriate attire). The course focuses on participation in a variety of high and low impact activities (e.g., step, cardio-boxing, water aerobics, body conditioning). Literacy is integrated throughout the course.

Aerobics and Body Conditioning II
90447  Year  11-12
1.0 credit
$15.00 per year
Prerequisite: Successful Completion of Aerobics and Body Conditioning I
Aerobics II is an introductory course designed to develop an awareness of the effects and importance of physical fitness and daily exercise utilizing correct techniques required for a safe and effective workout (including appropriate attire). The course focuses on participation in a variety of high and low impact activities (e.g., step, cardio-boxing, water aerobics, body conditioning). Literacy is integrated throughout the course.

Sports Medicine I
90700  Year  10-12
1.0 credit
$25.00 per year
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
This course may require outside observation hours at athletic events or practices.
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.

Sports Medicine II
90701  Year  11-12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Sports Medicine I
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student is encouraged to acquire CPR and First Aid certification. This course may require outside observation hours at athletic events or practices.
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.
Sports Medicine III
90702     Year     12
1.0 credit
$25.00 per year
Prerequisite: Successful Completion of Sports Medicine II
This course satisfies the graduation requirement that a student must earn one (1) career
cluster, workplace readiness or language credit.
It is recommended that the student acquire CPR and First Aid Certification. This course
requires outside observation hours at athletic events or practices.
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.

Interscholastic Athletics I
9241A-G     Year     9-12
1.0 credit
Prerequisite: Foundations of Physical Education
Enrollment in this course is limited to the student athlete who is eligible to participate in a
school-sponsored athletic program. The student is required to participate in competition.
The student may be expected to purchase personal equipment or supplies. A physical exam
and a signed contract agreeing to comply with all requirements of the District and the New
Mexico Activities Association for participation in the sport or activity are required the first
day of class.
Interscholastic Athletics I is designed for the student athlete who participates in a school-
sponsored team sport or activity. The student explores the fundamental concepts and skills
related to a specific sport or activity and gains introductory knowledge of the rules, safety issues,
proper techniques in performing special skills, and building personal strength, endurance, and
flexibility specific to the sport or activity.

Interscholastic Athletics II
9242A-G     Year     10-12
1.0 credit
Prerequisite: Interscholastic Athletics I
Enrollment in this course is limited to the student athlete who is eligible to participate in a
school-sponsored athletic program. The student is required to participate in competition.
The student may be expected to purchase personal equipment or supplies. A physical exam
and a signed contract agreeing to comply with all requirements of the District and the New
Mexico Activities Association for participation in the sport or activity are required the first
day of class.
Interscholastic Athletics II is designed for the student athlete who participates in a school-
sponsored team sport or activity. The student acquires the fundamental concepts and develops an
improved performance level of skill related to a specific sport or activity. He/She demonstrates
the knowledge of the rules, injury prevention through safety measures, and the development of
consistent levels of performance through personal physical fitness. The student examines
leadership roles for team motivation and success.
Interscholastic Athletics III
9243A-G       Year       11-12
1.0 credit
Prerequisite: Interscholastic Athletics II
Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class.
Interscholastic Athletics III is designed for the student athlete who participates in a school-sponsored team sport or activity. The student demonstrates an advanced level of performance skills and knowledge of concepts related to a specific activity. The student exhibits his/her personal application of the complexity and integration of the rules, strategies, and techniques necessary for successful team performance and personal physical fitness. The student exemplifies leadership responsibility for team motivation and success.

Interscholastic Athletics IV
9244A-G       Year       12
1.0 credit
Prerequisite: Interscholastic Athletics III
Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class.
Interscholastic Athletics IV is designed for the student athlete who participates in a school-sponsored team sport or activity. The student demonstrates a mastery level of performance skills and knowledge of concepts related to a specific activity. The student exhibits his/her personal application of the complexity and integration of the rules, strategies, and techniques necessary for successful team performance and personal physical fitness by demonstrating leadership within the team through effective communication, ability to motivate team members, and effective delegation of responsibility.
SCIENCE

Health Education I
48010 Semester 9-12
.50 credit
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
41111 Year 9-12
1.0 credit
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.

Chemistry I
42111 Year 9-12
1.0 credit
Prerequisite: It is strongly recommended that the student has successfully completed Algebra I prior to taking Chemistry I.
This course will meet college entrance requirements.
This laboratory course is designed so the student studies chemistry and its applications, especially as applied to the impact on society. He/She investigates substances and how they react with one another. Concepts of study include, but are not limited 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.

Physics I
43111 Year 9-12
1.0 credit
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.
Forensics
43142    Year    11-12
1.0 credit
Prerequisite: Successful Completion of Biology I and Chemistry I
Block scheduling allows times for comprehensive labs. Skills and knowledge in this course can be applied to the Law, Public Safety and Security career pathway as well as the Health Science career pathway.
The laboratory course is designed as a course for the student interested in forensic science. The philosophical, rational, and practical framework that supports a forensic investigation is presented via an integrated curriculum. This course presents the unifying principles of forensic science, discusses the foundation of forensic science in the basic sciences and mathematics, and introduces the technique of integrating these areas in the determination of the cause of death. The student studies forensic anthropology, biochemistry, chemistry, botany, entomology, and physics as well as problem-solving techniques utilized in analyzing a crime scene. Other topics include ballistics, autopsies, mass disasters, epidemiology of environmental disaster, biological weapons as well as toxicology, microbiology, and pathology. The instructor utilizes a variety of techniques (e.g., demonstration, lecture, laboratory case studies) and literacy strategies (e.g., reading, writing, speaking, research) to deliver the curriculum.

Anatomy and Physiology
44115    Year    11-12
1.0 credit
Prerequisite: Biology I and Chemistry I are highly recommended.
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.

SOCIAL STUDIES

New Mexico History
10043    Semester    9-12
.50 credit
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
12019 Year 10
1.0 credit
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
12013 Year 10
1.0 credit
The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.
Advanced Placement World History emphasizes the evolution of global 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.

US History/Geography
11011 Year 11
1.0 credit
United States History and Geography is a required course for graduation.
United States History and Geography is a survey course with a focus on post-Reconstruction United States (1877 – Present). Major emphasis is placed on American society, culture, and politics. The student uses critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

AP US History/Geography
11013 Year 11
1.0 credit
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 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.
Government
13011 Semester 12
.50 credit
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
13016 Year 12
1.0 credit
The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student’s score and the policy of the university or college, the student may receive college credits.

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

Economics
15011 Semester 12
.50 credit
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 Economics
15015 Semester 12
.50 credit
Prerequisite: 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.
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.

**Rock and Roll: A History and Appreciation**
11028  Year  9-12  
1.0 credit
Rock and Roll: A History and Appreciation focuses on the comparative study between rock and roll music and American History. The student explores the birth of rock and roll in the 1950’s and examines the various trends that evolve. He/She analyzes how rock and roll music often reflects the political and/or social values of the time period. The course also offers the student opportunities for appreciation of the various music genres by listening, analyzing, and evaluating the artists that best represent the eras or music types. Areas of emphasis include, but are not limited to, rockabilly roots, teen idols, surf, Motown, British invasion, protest song.

**Sociology**
16041  Year  10-12  
1.0 credit
Sociology is the study of groups of people and the ways in which they are similar and different. Areas of study include, but are not limited to, sociological perspective, culture, interaction and social structures, socialization, social institutions, social groups, deviance, and social stratification. Reading, writing, and speaking strategies are integrated throughout the curriculum.

**SPECIAL EDUCATION- GIFTED**

**Great Books I**
063GB  Year  9-12  
1.0 credit
The student must currently be receiving gifted services through an Individualized Education Plan (IEP).
Great Books I is an elective course in which the student examines a variety of literature and texts considered to be relevant within the history of human thought. The student studies and considers a broad spectrum of themes and perspectives across a variety of traditional texts while making connections between themselves, his/her peers, and society. Although there may be a wide variety of supplemental and anticipatory activities, Great Books I combines Great Books materials and the Shared Inquiry™ method. The Great Books curriculum develops thinking and language together through interactive learning; develops oral language and literacy through appropriately challenging learning; draws on literature from many genres, time periods, and cultures; emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse; provides for literacy in all forms of media, embeds 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.
**Contemporary Issues I**  
063GC  
Year 9-12  
1.0 credit  
The student must currently be receiving gifted services through an Individualized Education Plan (IEP).  
The Gifted Contemporary Issues I class is a Social Studies elective course designed to provide the student with an up-to-date view of the world around him/her. Emphasis is placed on an analysis of real-world issues, which have a direct impact on students’ lives. The student focuses on improving geographic knowledge, reading, writing, and vocabulary skills as a means for understanding important issues and communicating facts, his/her ideas, and opinions to others. The curriculum framework contained in this document identifies learner outcomes, suggested classroom illustrations, and suggested valuation/assessment activities.

**Contemporary Issues II**  
063GD  
Year 10-12  
1.0 credit  
Identification as Gifted  
The student must currently be receiving gifted services through an Individualized Education Plan (IEP).  
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.

**Academic Career Experience (ACE) I**  
0631G  
Year 9-12  
1.0 credit  
Pre-requisite: Identification as Gifted  
The student must currently be receiving gifted services through an Individualized Education Plan (IEP).  
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. Through work experiences as supported by portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course.

**Guided Study I**  
063GH  
Year 10-12  
1.0 credit  
Identification as Gifted  
The student must currently be receiving gifted services through an Individualized Education Plan (IEP).
The teacher recognizes that the characteristics of successful guided study students include the motivation, commitment, organizational skills, and academic skills necessary to work somewhat independently. 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, 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.

SPECIAL OPPORTUNITIES

Defensive Driving
53020 Semester 9-12
.50 credit
Students must be 15 years of age or turn 15 years of age by the last official day of this semester course.
This course may be taught before and/or after the school day.
Defensive Driving is designed for students who have not yet applied for a New Mexico driver’s license. The course is classroom experience only and provides students with the knowledge to become safe drivers on America’s roadways. The student examines the topics of legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver’s capability (including alcohol and other drugs). Successful completion of the course qualifies the student for a certificate required by the state for all first-time applicants for a New Mexico driver’s license.
AVID I
55509 Year 9
1.0 credit
GPA of 2.0 to 3.5
Prerequisite: Student application and/or interview, parent signature, and acceptance by school site team.
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.
The student must maintain 2.0 or higher GPA throughout the school year. He/She must be able to complete four-year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID I student 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 enroll in an Honors/AP course during his/her 10th grade year.
The AVID I course program is a basic course designed to increase school wide learning and performance for students in grades 9 through 11. The AVID I student is introduced to a program that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID I is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges, and becomes an educated and responsible participant and leader in a democratic society. The AVID I class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID I teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID I classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

AVID II
55510 Year 10
1.0 credit
GPA of 2.0 to 3.5
Prerequisite: Student application and/or interview, parent signature, and acceptance by school site team.
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 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 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. The student enrolls concurrently in an Honors/AP course if possible.
In the AVID II course, the student continues to study a program designed to increase school wide learning and performance for students in grades 7 through 12. The AVID II student is involved in
a program, that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID is to ensure that the student, and most especially the least served student in the middle, is capable of completing a college preparatory path: succeeds in a rigorous curriculum, enters mainstream activities of the school, increases his/her enrollment in four-year colleges by taking the PSAT and/or the PLAN, and becomes an educated and responsible participant and leader in a democratic society. The AVID II class provides support, academic monitoring, and tutoring. Writing, inquiry, collaboration, and reading, along with tutorials and test- and note-taking skills are the core strategies of the program. The student keeps track of assignments on assignment sheets and is required to take DAILY notes in all academic classes. The notebooks are graded weekly by the tutors under the direction of the AVID teachers for content and organization. Led by college tutors, the student participates in tutorial groups in the AVID classroom. In addition, he/she is taught study skills, test preparation, time management, and the writing process. Literacy is integrated throughout the course.

**Student Leadership I**

*92301*  
**Year** 9-12  
**1.0 credit**  
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.  
The student must maintain a GPA as determined by the school, district, and New Mexico Activities Association (NMAA) regulations. The student is expected to participate in school related activities outside regular school hours.  
Student Leadership I is a general preparation course for student leadership. The student acquires the skills necessary to perform duties in student government by examining the fundamental concepts of communication, human relations and group dynamics. The course provides a laboratory for hands-on learning in the context of representative student government.

**Student Leadership II**

*92302*  
**Year** 10-12  
**1.0 credit**  
**Prerequisite:** Student Leadership I  
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.  
The student must maintain a GPA as determined by the school, district, and New Mexico Activities Association (NMAA) regulations. The student is expected to participate in school related activities outside regular school hours.  
Student Leadership II provides the student the opportunities to apply the concepts acquired in Student Leadership I. The student participates in the fundamentals of student government by demonstrating skills in communication, human relations, group dynamics and self-management. The course provides a hands-on laboratory of the application of communication and critical thinking skills in the context of representative student government.
Student Leadership III  
92303       Year       11-12  
1.0 credit  
Prerequisite: Student Leadership II  
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. 
The student must maintain a GPA as determined by the school, district, and New Mexico Activities Association (NMAA) regulations. The student is expected to participate in school related activities outside regular school hours  
Student Leadership III provides the student with the opportunity to increase his/her knowledge of leadership and management techniques in the areas of communication, human relations, group dynamics and management. The student takes a more active role in student government in the areas of formal and informal presentations, community outreach, problem solving fundraising and other school government related activities. The course provides a hands-on laboratory for the implementation of communication and critical thinking skills in the context of representative student government.

Student Leadership IV  
92304       Year       12  
1.0 credit  
Prerequisite: Student Leadership III  
This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit.  
The student must maintain a GPA as determined by the school, district, and New Mexico Activities Association (NMAA) regulations. The student is expected to participate in school related activities outside regular school hours.  
Student Leadership 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.
Native American Studies I
51504 Year 9-12
1.0 credit
Native American Studies I is a general survey course that traces the cultural and historical development of Native American nations from pre-history to the present. This course is designed to help the student understand the diversity and unique contributions of Native American cultures. The student applies reading, writing, and speaking skills through project-oriented research activities.

Native American Studies II
51505 Year 10-12
1.0 credit
**Prerequisite: Native American Studies I**
Native American Studies II is a research-oriented, concept-based course designed to address important and prevalent issues like education, health, politics, and economic development confronting Native Americans in the past and today. The student applies reading, writing, speaking, and technology skills through more extensive research projects.