



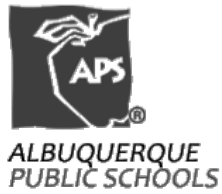
*Albuquerque High School*  
*Home of the Mighty Bulldogs*



*2017-2018*  
*Course Catalog*

*Mission: Promote Literacy – Accelerate Learning*

*Vision: Success for Career, College, and Community*



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Illustration cover by:  
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**FROM THE SUPERINTENDENT:**

Dear APS students and families,

Course selection is one of the most important processes of your academic career. The APS Course Catalog is designed to assist you as you choose your path toward high school graduation, post-secondary education and career.

Core content and elective courses will assist you in developing skills you need for your future. As you envision your hopes and dreams, please take the time to select classes that will challenge your strengths and develop the skills and aptitude you need to reach those dreams.

We are excited about all of the possibilities your future holds, and we are offering a wide array of courses – challenging core classes, a plethora of electives, dual credit and more – to help you prepare for a successful future.

In addition to your families, there are many folks on your campus who are able to assist you as you make your decisions. Talk to your counselor, teachers, principals, coaches and classmates as you prepare to make the most of your high school experience!

Sincerely,



**FROM THE PRINCIPAL:**

Our students have the Bulldog Advantage in leading New Mexico's Students into the 21<sup>st</sup> Century.

Academically, we provide great opportunities that will seamlessly move your child into the 21<sup>st</sup> Century. Albuquerque High School offers AP English and mathematics, Spanish, French, US History, psychology, economics, government, world history, and studio art. For the last five years we had the highest AP calculus scores in the city, which is a credit to our math department.

Dual Enrollment classes are offered on campus and at both CNM and UNM. This is a great opportunity that many of our students take advantage of. APS will pay for up to ten college credits and provide textbooks for free to APS high school students for the college courses they take.

Distance learning is another tool we use to lead our students into the 21<sup>st</sup> Century. Through the use of technology, your students can advance their academic growth through nontraditional methods. Distance learning may also provide your student with college level credits.

The Bulldog family offers an enriched environment for all students. Our AVID classes provide students with strategies that are designed to increase school-wide academic success. Additionally, we have a flagship bilingual program that has been recognized by the Spanish Embassy in Spain.

Lastly, I'd like to say how impressed I am with the students I see here at AHS. Our students come from strong families and are our foundation for the 21<sup>st</sup> Century. Thank you for your time and interest. Welcome to Albuquerque High School.

Sincerely,  
Mr. Tim McCorkle

**ALBUQUERQUE HIGH SCHOOL**  
“Rigor, Relevance, Relationship, Responsibility”

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State of New Mexico Public Education Department

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## **GENERAL INFORMATION**

### **SCHOOL PROFILE**

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

You must live in our attendance area to enroll for classes. Students who apply for and receive an approved enrollment form (transfer) to attend our school need to contact school and bring transfer form to be able to enroll for classes. Contact the Student Services Open Enrollment Office at 855-9049 to get more information and apply for a transfer.

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

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

### **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.

### **COURSE SELECTION/PRE-REGISTRATION PROCESS**

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

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

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



All students will submit their course requests through the spring pre-registration process. The students' actual schedules will be determined by pre-requisite requirements, sufficient student interest through course requests and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the 2017-2018 school year will be available in August at a "back-to school" registration event. Information on August registration will be provided through a summer mailer or on the school's website.

**SCHEDULE CORRECTIONS**

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

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

**SCHOOL SCHEDULE**

Our school has a seven (7) period schedule that provides additional instructional time for academic standards and requirements and offers varied electives that support career pathways and academic rigor. Two semesters divide the school year of 180 instructional days. Students enroll in seven (7) classes that meet during the week as shown below.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Zero Hour</b> 6:28-7:18	<b>Zero Hour</b> 6:28-7:18	<b>Zero Hour</b> 6:28-7:18	<b>Zero Hour</b> 6:28-7:18	<b>Zero Hour</b> 6:28-7:18
<b>1</b> 7:25-8:13	<b>1</b> 7:25-8:17	<b>1</b> 7:25-8:17	<b>1</b> 7:25-8:17	<b>1</b> 7:25-8:17
<b>2</b> 8:20-9:08	<b>2</b> 8:24-10:07	<b>3</b> 8:24-10:07	<b>2</b> 8:24-10:07	<b>3</b> 8:24-10:07
<b>3</b> 9:15-10:03				
<b>4</b> 10:15-11:03	<b>4</b> 10:17-12:00	<b>5</b> 10:17-12:00	<b>4</b> 10:17-12:00	<b>5</b> 10:17-12:00
<b>5</b> 11:10-11:58				
<b>Lunch</b> (Monday 12:05-12:35; Tues-Fri 12:05-12:35) 30 min.				
<b>6</b> 12:42-1:30	<b>6</b> 12:42-2:25	<b>7</b> 12:42-2:25	<b>6</b> 12:42-2:25	<b>7</b> 12:42-2:25
<b>7</b> 1:37-2:25				

## **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:

<b>PERCENTAGE</b>	<b>LETTER GRADE</b>
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Credit is granted for successful completion of each class at the end of the semester. 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.

## **WITHDRAWAL FROM COURSES**

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

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

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

- The transfer process occurs no later than the first seven (7) weeks of the semester, but no sooner than the 4<sup>th</sup> week of the semester.
- The student will be transferred to the level of the course that is appropriate for his/her academic skill level\* or courses that fulfill a graduation requirement (e.g.; Algebra I will replace Honors Algebra I, English 9 will replace Honors English 9, Chemistry I will replace AP Chemistry).
- When examining transfer options, class load maximums cannot be violated.

- The grade that the student earned in the course at the time of withdrawal will transfer to the new course. The transfer grade will not be weighted if the grade was from an AP or honors course.

**Students who withdraw from a course after the first 10 days of each semester, and do not enroll in a comparable\* course (same content) will receive a WF (Withdraw Fail) on their transcript.**

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

### **TRANSCRIPTS**

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

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

### **TEXTBOOKS**

All textbooks are issued through the Book Room. A current student identification card (ID) is required for check out of textbooks. Textbooks, including textbooks used for dual credit work through UNM, CNM or IAIA coursework, are the property of the State of New Mexico and are loaned to students with the expectation that they will be used appropriately, treated with care, and returned in good condition. Charges will be assessed for lost or damaged books.

All textbooks must be returned to the Book Room by the end of the last day of school, unless prior arrangements have been made with the Administration. Students who do not return textbooks will be charged the replacement cost of the book. Students will be informed of the materials they have checked out and of any fines, fees, or other charges they have incurred. Students will be expected to pay their fines and fees prior to the registration process.

### **SCHOOL COUNSELING SERVICES**

A Comprehensive School Counseling Program:

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

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

Delivery of School Counseling Services

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

### *Direct Student Services*

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

- Classroom guidance lessons: Structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental levels.
- Individual student planning: Counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

### *Indirect Student Services*

Indirect services include interactions with others (families, teachers, administrators, program planning, professional development, and community agencies) to help support students' academic, career and personal/social development.

### How to Schedule an Appointment:

Our goal is to assist students and families in a timely fashion. A parent who wishes to meet with a Professional School Counselor, College and Career Readiness Counselor or a Crossroads Counselor may schedule an appointment by calling or e-mailing the counselor. Students can make appointments by visiting the offices of the Counseling Department at their school site. Students can make an appointment directly with the Crossroads Counselor. Drop-ins are welcome.

## **LIBRARY MEDIA CENTER SERVICES**

The Library Media Center provides students with a quiet area for research, study, and reading. The Library Media Center is open from 7:30am – 3:30pm. If the library is not going to be open during our regular hours, there will be a notice posted on the library doors and an announcement will be made during the daily announcements prior to the closing. A student identification card (ID) is required to check out any library materials. Fines are charged for items not returned on time or items that have been damaged or lost.

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

Computers are available in the Library Media Center for student use. All computers access the Internet. Student use of computers must comply with the Computer Use Contract signed at the beginning of the year and the APS Student Technology Acceptable Use Policy.

## GRADUATION INFORMATION

### GRADUATION REQUIREMENTS

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

<u>Course</u>	<u>Credits Required</u>
English	4.0
Mathematics	4.0
Laboratory Science (See science section)	3.0
United States History & Geography	1.0
World History & Geography	1.0
Government	0.5
Economics	0.5
New Mexico History	0.5
Health	0.5
Physical Education	1.0
Electives*	<u>9.0</u>
TOTAL	25.0

\*Students must take:

- one credit of an Advanced Placement *or* honors *or* dual credit *or* distance learning course
- one unit of a career cluster course *or* workplace readiness course, *or* a language other than English. (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 credit. 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.*** APS pays for required textbooks (which MUST be returned to the high school bookroom upon completion of the course).

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

For more information about Dual Credit:

- **Talk to your Professional School Counselor or College and Career Readiness Counselor**
- Call CNM's School Relations Department at (505) 224-4238 or visit the CNM website, Steps to Becoming a Dual Credit Student: <https://www.cnm.edu/depts/outreach/dual-credit/dual-credit-register>,
- Call UNM's Admission Office at (505) 277-3430 or visit the UNM Dual Credit website at: <http://www.unm.edu/~ucac/dual-credit/index.html>
- Call IAIA's Academic Outreach Office at (505) 424-2341 or visit the IAIA Dual Credit website at: <http://www.iaia.edu/academics/ssc/dual-credit-program/>

## **DISTANCE LEARNING**

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

Online courses are also available through eCADEMY, an APS School of Choice. eCADEMY registration is held in August and January. In December, there is early registration for seniors who want to take courses in the spring.

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

## **HONORS AND ADVANCED PLACEMENT PROGRAMS**

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

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

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

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## **CAREER CLUSTER AND WORKPLACE READINESS COURSES**

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

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

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

## **THE NEXT STEP PLAN**

Completion and annual revision of a Next Step Plan (NSP) is a New Mexico Public Education Department graduation requirement. The purpose of the Next Step Plan is to involve pertinent people in each student’s life (the student, the student’s parent(s) or guardian(s), school counselor, school advisor, and others as

appropriate) who work collaboratively with the student in developing goals and plans that prepare the student for a prospective career and personal future. The NSP is a living, working document, reviewed and updated annually, culminating during the 12th grade year in a transition plan for a post-secondary or career related future.

**SPECIAL EDUCATION PATHWAYS FOR GRADUATION**

There are three pathways by which Special Education students may earn a diploma: the Standard, Career, and Ability pathways, described below. The pathway selected for each student is based on his or her Individual Education Plan (IEP). The registrar will change diploma type to appropriate pathways determined by the Head Teacher and Transition Specialist.

- Standard Pathway – students must meet the standard graduation requirements and pass the graduation assessments.
- Career Pathway –students must earn the total number of credits required for graduation, but the credits don’t have to be those courses specified by the Public Education Department for graduation. Students must take the graduation assessments and earn the cut scores determined in their IEPs. Students must also complete career goals determined in their IEPs.
- Ability Pathway –students must earn the total number of credits required for graduation, complete goals determined in the IEP, and complete the Alternate Graduation Assessment.

**GRADE LEVEL CLASSIFICATION**

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

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

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

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

**EARLY GRADUATES**

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

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

**CLASS RANKING**

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

## **DIPLOMAS**

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

## **TESTING INFORMATION**

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

## ***MATHEMATICS***

- PARCC Algebra II with at least a score of 725 (Performance Level 3) *or*
- PARCC Geometry with at least a score of 725 (Performance Level 3)

## ***READING***

- PARCC ELA Grade 11 with at least a score of 725 (Performance Level 3) *or*
- PARCC ELA Grade 11 Reading subscore of at least 42

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

In order to receive a **high school diploma**, students must attain the appropriate number and type of credits and demonstrate competency, either through a primary method or alternative methods. Students who do not demonstrate competency may receive a **certificate of completion**. For the most complete and up-to-date information on Assessment and Graduation requirements, please visit the APS Assessment website at: <http://www.aps.edu/assessment/parent-resources/parent-resources>

## ***9th & 10th Grade Assessments:***

- **PARCC:** Students in 9<sup>th</sup> and 10<sup>th</sup> grade will take the PARCC assessment in English Language Arts and in Math once a year; this takes about 9.66 hours total. The PARCC is required by the state and the federal government, and is used for tracking student progress, teacher evaluation, and school grades. If your child has a significant cognitive disability, he/she will take the NCSC, which takes the place of PARCC.
- **End of Course Exams (EOCs):** Your child will take an End of Course Exam once a year in Reading, Writing, Mathematics, Science, Social Studies, Career Technical Education, Business/IT, Visual Arts, Health, PE, Language, and Performing Arts. The EOCs take about 90 minutes. These EOCs are required by the state and are used for teacher evaluation.
- **ACCESS:** If your child is learning English (based on Home Language Survey), he/she will take the ACCESS test once a year, which takes about an hour. This assessment is required by the federal government and is used to determine your child's progress in English.



### 11th Grade Assessments:

- **PARCC:** Students in 11<sup>th</sup> grade will take the PARCC assessment in English Language Arts and in Math once a year; this takes about 9.66 hours total. The PARCC is required by the state and the federal government, and is used for tracking student progress, teacher evaluation, and school grades. If your child has a significant cognitive disability, he/she will take the NCSC, which takes the place of PARCC.
- **SBA:** Your student will take the SBA in Science once during his/her junior year; this takes about 3 hours total. The SBA is required by the state and the federal government, and is used for tracking student progress and for teacher evaluation. If your child has a significant cognitive disability, he/she will take the NMAPA, which takes the place of the SBA.
- **End of Course Exams (EOCs):** Your child will take an End of Course Exam once a year in Reading, Writing, Mathematics, Science, Social Studies, Career Technical Education, Business/IT, Visual Arts, Health, PE, Language, and Performing Arts. EOCs take about 90minutes. These EOCs are required by the state and are used for teacher evaluation.
- **ACCESS:** If your child is learning English, he/she will take the ACCESS test once a year, which takes about an hour. This assessment is required by the federal government and is used to determine your child's progress in English.

### 12th Grade Assessments:

- **PARCC/SBA Retakes:** Students who have not passed or do not have the right amount of test attempts in the ELA or math portions of PARCC or SBA, SBA in Science, Writing EOC, a Social Studies EOC, and/or assessments that serve as alternate demonstration of competencies or the alternate assessments, NMAPA/NCSC, may have to participate in retakes. The possible retakes include: PARCC in ELA or Math, SBA in Science, Spanish Language Arts, EOCs that serve as alternate demonstration of competencies, and NCSC/NMAPA retakes.
- **End of Course Exams (EOCs):** Your child will take an End of Course Exam once a year in Reading, Writing, Mathematics, Science, Social Studies, Career Technical Education, Business/IT, Visual Arts, Health, PE, Language, and Performing Arts. EOCs take about 90 minutes. These EOCs are required by the state and are used for teacher evaluation.
- **ACCESS:** If your child is learning English, he/she will take the ACCESS test once a year, which takes about an hour. This assessment is required by the federal government and is used to determine your child's progress in English.

### Optional Assessments:

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

- **PSAT/NMSQT – 10th and 11th graders:** pre-test for the SAT and qualifying test for National Merit Scholarships, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program. 11th graders will participate in the PSAT to qualify as a National Merit Semi-Finalists.
- **ACT – 11th and 12th graders:** college admission test accepted at all New Mexico universities.
- **SAT and Subject Tests – 11th and 12th graders:** college admission test accepted by universities, some may require Subject-Matter tests.
- **Advanced Placement (AP) Examinations** – may result in college credit and advanced placement in a college program, depending on the student's scores and each college's specific policy.
- **Accuplacer – 9th -12th graders:** Exams in reading, English, math and writing that determine course placement in the community college program.
- **IB or International Baccalaureate Exams:** for students participating in an IB program and taking the IB exams; these exams may serve as an ADC.

Our counselors recommend the following testing schedule for students:

- Sophomores take the Practice SAT (PSAT).

- Select Juniors take the PSAT for qualification for the National Merit Scholarship Program, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program.
- Juniors take the ACT and/or the SAT during Spring semester.
- Seniors retake the ACT and/or the SAT in September or October if needed for a better representation of the student’s academic achievement.

**Other Assessments**

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

**Special Education IEP/504**

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

**COLLEGE INFORMATION**

**COLLEGE PREPARATORY PROGRAMS**

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

<b>Courses .....</b>	<b>Credits</b>
<i>English:</i> English or Honors/Advanced Placement.....	4
<i>Math:</i> Algebra I or Honors Algebra I, Geometry or Honors Geometry, Algebra II or Honors Algebra II, a fourth credit of math .....	4
<i>Social Studies:</i> US History and Geography or Advanced Placement US History, World History and Geography or Advanced Placement World History, Economics or Advanced Placement Microeconomics or Macroeconomics, Government or Advanced Placement US Government and Politics, New Mexico History .....	3.5
<i>Science:</i> Biology, Chemistry, Physics, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics .....	minimum 3/preferred 4
<i>Modern, Classical or Native Language:</i> Most colleges require multiple years of the same language .....	minimum 2/ preferred 4

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

**COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES**

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

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

## **NEW MEXICO FIRST SEMESTER\* AND LOTTERY SCHOLARSHIPS**

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

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

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

To earn this scholarship, students must:

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

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

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

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA**

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

## **ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES**

### **WORK EXPERIENCES**

To prepare students for work after high school, our school offers work programs in the 11th and 12th grades. Work programs enable students to have work experience with a potential employer while earning

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

### **PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS**

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

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

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

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

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

### **CORRESPONDENCE COURSES**

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

### **SUMMER PROGRAMS**

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

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

Summer programs are held at several centrally located high school campuses in the city. They begin within two weeks after the close of the regular school year. For face-to-face courses, there are two 4.5-hour periods daily, each period consisting of a three-week period during which a one-half credit can be earned per course. Online courses are offered at eCADEMY with two 4.5-hour periods daily. Registration for summer school begins in May by district high school counselors and continues the first week of June at the Alice and Bruce King Educational Complex (APS City Center).

Visit the APS website, [www.aps.edu](http://www.aps.edu) (On the APS home page, in the red rectangle entitled “Students,” click on “Summer Programs” and follow the links.), or contact the Summer Program 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, however courses completed are posted directly on the student transcript.

*Program Features:* As an APS magnet school, CEC provides students with many opportunities, from beginning to advanced-level work, for in-depth career focused learning. Students can choose unique courses from a wide range of career areas, many of which include hands-on experiences working in one of CEC's specialized laboratories. Students may select courses in Medicine, Media Arts, Computer Science, Science, Engineering, Business, Languages, and Trades. CEC also offers internship opportunities and is the only APS high school that offers Chinese, Japanese, German, French, Zuni, Arabic and Navajo language classes, Cosmetology, nationally accredited LPN Program, and a certifying basic EMT class. Additionally, CEC offers many CNM and UNM dual-credit courses, some of which are integrated into CEC course offerings. Please contact CEC for a list of these classes or view current catalog course options at [cec.aps.edu](http://cec.aps.edu).

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

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

### **College and Career High School (CCHS)**

**S Building, 525 Buena Vista Dr. SE, Albuquerque, NM 87106 (505) 224-4880**

<http://cchs.aps.edu>

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

*Program Features:* This dual-credit school offers a college readiness, rigorous curriculum that allows students to get a head start on their college and career path. Students build their schedule of high school and college classes each semester much like college students build their schedules. The school day for a CCHS student will look like a college student's school day, with classes taking place at various times of the day or

evening. CCHS does not follow the traditional APS calendar, and CCHS students are required to take classes during the summer. There are no tuition or textbook fees for college classes.

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

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

### **Early College Academy (ECA)**

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

The Early College Academy (ECA) is the sister high school of the Career Enrichment Center (CEC). ECA is a diploma-granting college-preparation institution.

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

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

*Enrollment Information:* Students who are interested in a challenging curriculum with a rigorous work load and small class sizes should apply for admission to ECA. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA. Residency documentation must be provided during the registration process. Due to space limitations, student enrollment is limited to 50 students per grade level for a maximum enrollment of 200. The school maintains a "waiting list" if interest exceeds space and holds a public lottery in January for all applications received before the end of the calendar year. Students may apply for admission to ECA by contacting the school's counselor or administrative staff. Applications may also be downloaded and filled out on the school website: [cec.aps.edu](http://cec.aps.edu).

### **eCADEMY High School and Blended Learning Studio @ eCADEMY High School**

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

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

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

Concurrent Student Profile: eCADEMY integration students are considered part-time and must be enrolled full-time at an APS high school. Over 2500 part-time concurrent students enroll in eCADEMY classes each semester. Underclassmen may take 1 class per semester and seniors may take up to 2 classes per semester with counselor and principal approval.

Enrollment Information: Students wishing to enroll in eCADEMY classes must register through their home school counselors. There is a non-refundable registration fee of \$25 per semester.

### **Blended Learning Studio @ eCADEMY High School**

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

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

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

Student Profile: Blended Learning Studio students are full-time students in grades 9 through 12. Blended Learning Studio students have the same graduation requirements as all APS students and are required to take the same mandated tests.

Enrollment Information: Students wishing to enroll in Blended Learning Studio @ eCADEMY High School should contact the school for more information and get an application. There is no enrollment fee for full-time Blended Learning Studio students.

### **Freedom High School**

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

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

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

*Student Profile:* Freedom's academic program provides educational services for students in grades 10-12 who have determined they may benefit from a personalized, small school setting. Students come to Freedom having faced a variety of barriers to earning their high school diploma, but all have a determination to graduate. The program allows students to recover credits, move forward, and in many cases, graduate on time or early.

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

### **New Futures School**

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

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

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

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

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



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

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

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

### **School on Wheels High School**

**129 Hartline SW, Albuquerque, NM 87105 505-243-239**

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

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

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

### **Sandia International Baccalaureate Diploma Program**

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

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

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

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

# SPECIAL PROGRAMS AT AHS



## ***What Is AVID?***

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



## **AVID STUDENTS**

AVID students are enrolled in a school's toughest classes, such as Advanced Placement, and attend an academic elective class - called AVID - taught within the school day by a trained AVID teacher. The three main components of the program are academic instruction, tutorial support, and motivational activities. Their self-images improve and they become academically successful leaders and role models for other students. They are proud to be in the program.



## Parents

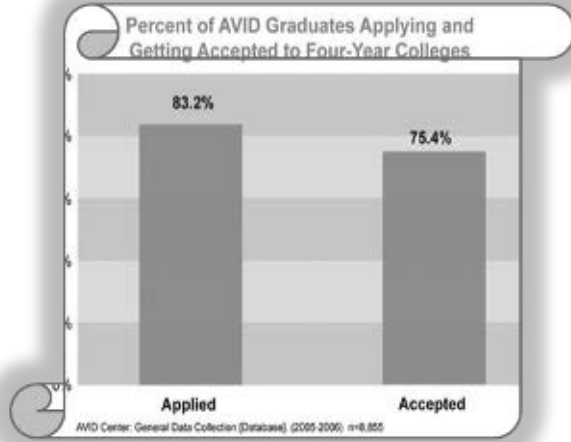
Parents encourage their students to achieve academically, participate on an advisory board and in AVID parent and site team meetings, and maintain regular contact with the AVID coordinator. Many parents and students participate in AVID Family Workshops.

## Results

AVID students are more likely to take AP classes, complete their college eligibility requirements, and get into four-year colleges than students who don't take AVID.

Almost all AVID students who participate for at least three years are accepted to college, with roughly three quarters getting into four-year universities.

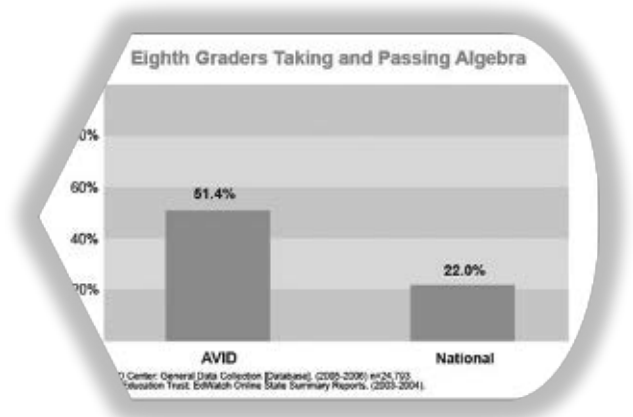
AVID also helps ensure that students, once accepted to college, possess the higher-level skills they need for college success.



## Curriculum

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. AVID is based on writing as a tool of learning, the inquiry method, collaborative grouping, and academic reading.

Many AVID students complete high school algebra while in middle school. We know that students who take high school algebra while in middle school enter high school with an advantage with regard to credits and academics.



## Interested In Joining AVID?

Ms. Randi Banach at 843-6400 ext. 20137 / [randi.banach@aps.edu](mailto:randi.banach@aps.edu)

Find out how you can become a part of the AVID family!

An AVID application is located at the back of this catalog.



## ***Bilingual Program***

Lisa Martinez and Sergio Schwartz - Bilingual Resource Teachers

### **Bilingual Program Mission Statement**

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

### **Dual Language**

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

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

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



## ***Programa Bilingüe***

Lisa Martinez y Sergio Schwartz - Maestros de recursos bilingües

### **Declaración de objetivos del programa bilingüe**

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

### **Programa bilingüe**

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

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

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

## Dual Language Enrichment Program Bilingual Seal



<b>9<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>Spanish Language Arts I (Pre-AP Spanish Language Arts 9)</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Analytical Biology</li> <li>Algebra I</li> <li>Algebra I Honors</li> </ul>
<b>10<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>Spanish Language Arts II (Pre-AP Spanish Language Arts 10)</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>World History</li> <li>AP World History</li> <li>Geometry</li> <li>Honors Geometry</li> <li>Chemistry</li> </ul>
<b>11<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>AP Spanish Language and Culture</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>US History</li> <li>AP US History</li> <li>Physics</li> </ul>
<b>12<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>AP Spanish Literature and Culture</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>Economics, 1 semester</li> <li>Government, 1 semester</li> </ul>

### Graduating Classes of 2017-2019:

#### APS District Seal Requirements:

- Spanish IV or higher (AP Spanish Language and Culture)
- English Language Arts/ESL 9-12
- Minimum 4 core content credits taught in Spanish
- Minimum 4 core content credits taught in English

#### AHS School Seal Requirements:

- Spanish Language Arts 4 credits
- English Language Arts 4 credits
- Minimum 4 core content credits taught in Spanish
- Minimum 4 core content credits taught in English

#### New Mexico State Seal of Bilingualism and Biliteracy Requirements:

- 4 Spanish Language Arts credits or content credits taught in Spanish, earned with a C or better.

### Graduating class of 2020 and beyond:

#### APS District Seal and State Seal Requirements:

- Earn a 2.0 average in 4 core content classes in Spanish and English
- Earn a 2.0 average in 4 Language Arts classes in Spanish and English
  - Pending approval from the APS School Board

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

AP Spanish Language and Culture Exam		AP Spanish Literature and Culture Exam	
Score Earned	Course(s) Replaced	Score Earned	Course(s) Replaced
3	Spanish 101, 102	4	Spanish 302
4, 5	Spanish 101, 102, 201, 202, 302	5	Spanish 302, 307
Total Credits Earned		Total Credits Earned	
6		3	
15		6	

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

## Dual Language Enrichment Program Course Offerings 2017-2018

<b>9<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>Spanish Language Arts I (Pre-AP Spanish Language Arts 9)</li> </ul>	<b>English Language Arts</b> <ul style="list-style-type: none"> <li>English 9</li> <li>English 9 Honors</li> <li>English as a Second Language I-IV</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Analytical Biology</li> <li>Algebra I</li> <li>Algebra I Honors</li> </ul>	<b>English Content</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Analytical Biology</li> <li>NM History, Health</li> <li>Algebra I, Algebra I Honors</li> </ul>
<b>10<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>Spanish Language Arts II (Pre-AP Spanish Language Arts 10)</li> </ul>	<b>English Language Arts</b> <ul style="list-style-type: none"> <li>English 10</li> <li>English 10 Honors</li> <li>English as a Second Language I-IV</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>World History</li> <li>AP World History</li> <li>Geometry</li> <li>Honors Geometry</li> <li>Chemistry</li> </ul>	<b>English Content</b> <ul style="list-style-type: none"> <li>World History</li> <li>AP World History</li> <li>Geometry, Honors</li> <li>Geometry</li> <li>Chemistry</li> </ul>
<b>11<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>AP Spanish Language and Culture</li> </ul>	<b>English Language Arts</b> <ul style="list-style-type: none"> <li>English 11</li> <li>AP English Language and Composition</li> <li>English as a Second Language I-IV</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>US History</li> <li>AP US History</li> <li>Physics</li> </ul>	<b>English Content</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>AP U.S. History</li> <li>Physics</li> </ul>
<b>12<sup>th</sup> Grade</b>	<b>Spanish Language Arts</b> <ul style="list-style-type: none"> <li>AP Spanish Literature and Culture</li> </ul>	<b>English Language Arts</b> <ul style="list-style-type: none"> <li>English 12</li> <li>AP English Literature and Composition</li> <li>English as a Second Language I-IV</li> </ul>	<b>Spanish Content</b> <ul style="list-style-type: none"> <li>Economics, 1 semester</li> <li>Government, 1 semester</li> </ul>	<b>English Content</b> <ul style="list-style-type: none"> <li>Government, 1 semester</li> <li>Economics, 1 semester</li> </ul>

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



# Programa de Enriquecimiento Dual 2017-2018

## Sello Bilingüe



9 <sup>no</sup> Grado	<b>Arte del Lenguaje Español</b> <ul style="list-style-type: none"> <li>Arte del Lenguaje 9</li> </ul>	<b>Contenido en Español</b> <ul style="list-style-type: none"> <li>Biología</li> <li>Biología analítica</li> <li>Álgebra</li> <li>Álgebra Honores</li> </ul>
10 <sup>no</sup> Grado	<b>Arte del Lenguaje Español</b> <ul style="list-style-type: none"> <li>Arte de Lenguaje 10</li> </ul>	<b>Contenido en Español</b> <ul style="list-style-type: none"> <li>Historia mundial</li> <li>AP Historia mundial</li> <li>Geometría</li> <li>Geometría Honores</li> <li>Química</li> </ul>
11 <sup>vo</sup> Grado	<b>Arte del Lenguaje Español</b> <ul style="list-style-type: none"> <li>AP La lengua española y su cultura</li> </ul>	<b>Contenido en Español</b> <ul style="list-style-type: none"> <li>AP Historia EE. UU.</li> <li>Historia EE. UU.</li> <li>Física</li> </ul>
12 <sup>vo</sup> Grado	<b>Arte del Lenguaje Español</b> <ul style="list-style-type: none"> <li>AP La lengua española y su cultura</li> </ul>	<b>Contenido en Español</b> <ul style="list-style-type: none"> <li>Economía, 1 semestre</li> <li>Gobierno, 1 semestre</li> </ul>

### Graduados para el 2017-2019: Requisitos para obtener el Sello por el Distrito de APS:

- Español IV o superior
- Artes del Lenguaje de Inglés / ESL 9-12
- Mínimo 4 créditos de contenidos esenciales enseñados en español
- Mínimo 4 créditos de contenidos esenciales enseñados en Inglés

### Requisitos para obtener el Sello por parte de AHS:

- Lengua y Literatura española 4 créditos
- Artes del Lenguaje Inglés 4 créditos
- Mínimo 4 créditos de contenidos esenciales enseñados en español
- Mínimo 4 créditos de contenidos esenciales enseñados en Inglés

### Requerimientos para el Sello de Bilingüe del Estado de Nuevo México:

- 4 Créditos de Arte de Lenguaje en Español o contenido en Español, con un puntaje de C o mayor.

### Estudiantes graduándose en o después del 2020 :

#### Requerimientos para el Sello Bilingüe del Distrito de APS:

- Obtener un promedio de 2.0 en 4 clases del tronco común en Inglés y Español
- Obtener un promedio de 2.0 en 4 clases de Artes de Lenguaje en Inglés y Español
  - Pendiente de ser aprobado por la junta Directiva de APS

### Puntaje de pruebas AP aceptadas en la Universidad of New Mexico (de acuerdo con la oficina de admisiones de UNM AP/IB/CLEP, Fall 2016):

Examen de Español AP de Lengua y Cultura		Total de créditos ganados
Puntaje	Cursos reemplazados	
3	<u>Spanish 101, 102</u>	6
4, 5	<u>Spanish 101, 102, 201, 202, 302</u>	15

Una licenciatura de Español en UNM requiere un total de 26 créditos (9 clases, aparte de las del tronco común). Una carrera técnica en Español en UNM requiere un total de 18 créditos. En adición a los créditos enlistados arriba adquiridos con los exámenes de AP español de lenguaje y literatura, solo se requieren 4 clases adicionales para obtener una especialización (minor) en español: Spanish 301, Spanish 308 (o mas alto), y 2 clases adicionales electivas en español (a nivel de 300 o más).

Examen de Español AP de Literatura y Cultura		Total de créditos ganados
Puntaje	Cursos reemplazados	
4	<u>Spanish 302</u>	3
5	<u>Spanish 302, 307</u>	6

## Cursos del programa de enriquecimiento dual 2017-2018

<b>9<sup>no</sup> Grado</b>	<b>Arte del Lenguaje Español</b>	<b>Arte del Lenguaje Inglés</b>	<b>Contenido en Español</b>	<b>Contenido en Inglés</b>
	<ul style="list-style-type: none"> <li>• Artes del Lenguaje 9 (Pre-AP Artes de Lenguaje 9)</li> </ul>	<ul style="list-style-type: none"> <li>• Inglés 9</li> <li>• Inglés 9 de Honor</li> <li>• Inglés como segundo idioma I-IV</li> </ul>	<ul style="list-style-type: none"> <li>• Biología</li> <li>• Biología Analítica</li> <li>• Álgebra</li> <li>• Álgebra honores</li> </ul>	<ul style="list-style-type: none"> <li>• Biología</li> <li>• Biología Analítica</li> <li>• Historia de NM</li> <li>• Salud</li> </ul>
<b>10<sup>mo</sup> Grado</b>	<b>Arte del Lenguaje Español</b>	<b>Arte del lenguaje Inglés</b>	<b>Contenido en Español</b>	<b>Contenido en Inglés</b>
	<ul style="list-style-type: none"> <li>• Artes del Lenguaje 10 (Pre-AP Artes de Lenguaje 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Inglés 10</li> <li>• Inglés 10 de Honor</li> <li>• Inglés como segundo idioma I-IV</li> </ul>	<ul style="list-style-type: none"> <li>• Historia Mundial</li> <li>• AP Historia Mundial</li> <li>• Geometría</li> <li>• Geometría Honores</li> <li>• Química</li> </ul>	<ul style="list-style-type: none"> <li>• Historia del Mundo</li> <li>• AP Historia del Mundo</li> <li>• Geometría</li> <li>• Geometría de Honor</li> <li>• Química</li> </ul>
<b>11<sup>vo</sup> Grado</b>	<b>Arte del Lenguaje Español</b>	<b>Arte del lenguaje Inglés</b>	<b>Contenido en Español</b>	<b>Contenido en Inglés</b>
	<ul style="list-style-type: none"> <li>• AP Lenguaje y Cultura en Español</li> </ul>	<ul style="list-style-type: none"> <li>• Inglés 11</li> <li>• AP Lenguaje y composición en Inglés</li> <li>• Inglés como segundo idioma I-IV</li> </ul>	<ul style="list-style-type: none"> <li>• AP Historia E.E. U.U.</li> <li>• Historia E.E. U.U.</li> <li>• Física</li> </ul>	<ul style="list-style-type: none"> <li>• Historia de EEUU</li> <li>• AP Historia de EEUU</li> <li>• Física Aplicada</li> </ul>
<b>12<sup>vo</sup> Grado</b>	<b>Arte del Lenguaje Español</b>	<b>Arte del lenguaje Inglés</b>	<b>Contenido en Español</b>	<b>Contenido en Inglés</b>
	<ul style="list-style-type: none"> <li>• AP <u>Literature</u> y Cultura en Español</li> </ul>	<ul style="list-style-type: none"> <li>• Inglés 12</li> <li>• AP Literatura y composición en Inglés</li> <li>• Inglés como segundo idioma I-IV</li> </ul>	<ul style="list-style-type: none"> <li>• Economía, 1 semestre</li> <li>• Gobierno, 1 semestre</li> </ul>	<ul style="list-style-type: none"> <li>• Gobierno, 1 semestre</li> <li>• Economía, 1 semestre</li> </ul>

- Los estudiantes de Inglés como segundo idioma con una puntuación de ACCESS de 5 o más pueden participar en una clase de Inglés con un profesor certificado de TESOL; los estudiantes pueden tomar hasta 3 créditos de contenido en español, incluyendo lenguaje y literatura española.
- Los estudiantes de Inglés como segundo idioma con una puntuación de ACCESS de menos de 5, participarán en una clase de segundo idioma con un profesor certificado de TESOL; los estudiantes pueden tomar solo 2 clases en español, incluyendo lengua y literatura española.
- El Programa de Enriquecimiento Dual espera una instrucción balanceada en Inglés y Español durante los cuatro años de preparatoria. Los estudiantes no deben de tener mas de tres clases en español en cada año escolar incluyendo la clase de lenguaje.





# Senior Exit Portfolio

The Senior Exit Portfolio process gives seniors the opportunity to create a digital collection of their success and progress academically and socially during their time at Albuquerque High School. Students will be asked to provide examples of their work, reflections on their learning, and other artifacts that speak to their time in high school. It is expected that the students will commit time and energy to the completion of this portfolio over the school year. At the end of this process, the students will be asked to invite family and friends to watch them as they present

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

**To Answer the Framework Question:** *(use the rubric in this packet as a guide for the following)*

- ❖ *First use information about your academic core content fields (English, History, Math, and Science).*
- ❖ *Proceed by adding information about other areas of interest for you as a student at Albuquerque High. These areas can include electives, clubs, community service, athletics, etc.*

Because the seniors presenting a portfolio take on the responsibility documenting their academic progress and successes during high school, many teachers reward these students for taking on this task by accepting all or part of the **portfolio for a grade**.

**Some examples of this include:**

- *Asking seniors to include an assignment from a class in the portfolio, and then asking them to give a reflection on it.*
- *Asking them to present their course of study reflection in a particular discipline to their classmates.*
- *Accepting a senior's portfolio grade as his/her second semester final exam grade.*
- *Factoring in the portfolio grade as part of a senior's second semester final exam grade.*

# COURSE OFFERINGS



## ***Career & Technical Education***

Dale Pepke, Department Chair

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

### **Business Communication and Technology I**

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

**Course Number: 84303**

**Course Type: Regular**

**Fee: \$20 per year**

**NCAA: No**

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

**Important Notes:** Business Professionals of America (BPA), co-curricular organization, is an integral part of this course.

Opportunities to develop leadership skills and to participate in regional, state and national competitive events may be provided through club activities.

### **Business Communication and Technology II**

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

**Prerequisites: Business Communication and Technology I**

**Length/Credit: Year/1.0**

**Course Number: 84304**

**Course Type: Regular**

**Fee: \$20 per year**

**NCAA: No**

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

### **Fundamentals of Marketing**

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

**Course Number: 84309**

**Course Type: Regular**

**Fee: \$20 per year**

**NCAA: No**

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

**Important Notes:** Successful completion of Fundamentals of Marketing and Advanced Marketing fulfills the

Economics graduation requirement. DECA, an association of marketing students, is an integral part of this program.

### **Advanced Marketing**

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

**Prerequisites: Fundamentals of Marketing**

**Length/Credit: Year/1.0**

**Course Number: 84315**

**Course Type: Regular**

**Fee: \$20 per year**

**NCAA: No**

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

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

**Business Management****Grade Level(s): 12****Prerequisites: Fundamentals of Marketing and Advanced Marketing****Length/Credit: Year/1.0****Course Number: 84310****Course Type: Regular****Fee: \$20 per year****NCAA: No**

**Course Description:** Business Management is an instructional program that prepares individuals to undertake management of an existing enterprise, which includes franchise operations. Emphasis is given to management, social responsibilities, legal requirements, and risks involved in the conduct of a private enterprise. The formal study of management is an increasingly critical area of importance in business with emphasis in analyzing, synthesizing and evaluating data to make decisions for the business. Areas of study are career readiness, general management, human resources development, economics, and legal issues and ethics.

**Important Notes:** DECA, an association of marketing students, is an integral part of this program.

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

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

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

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

**Academic Career Experience (ACE) I/II/III****Grade Level(s): 9-12****Prerequisites: None****Length/Credit: Year/1.0****Course Number: 53060/3/6****Course Type: Regular****Fee: None****NCAA: No**

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

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

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



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### Culinary Arts I/II

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

**Prerequisites: Cul Arts I pre req for Cul Arts II**

**Length/Credit: Year/1.0**

**Course Number: 83001/2**

**Course Type: Regular**

**Fee: \$25 per semester**

**NCAA: No**

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

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

**Important Notes:** Students may be required to participate in fund raising activities to cover field trip and competition expenses.

### Food Services I/II

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

**Prerequisites: Cul Arts I & II pre req for Food Svc I, etc.**

**Length/Credit: Year 1.0**

**Course Number: 83011/2**

**Course Type: Regular**

**Fee: \$25 per**

**NCAA: No**

**Course Description: Food Services I** teaches the skills of basic gourmet food preparation and catering. The student learns and practices skills related to safety and sanitation on the worksite, customer relations, the preparation and serving of foods for customer consumption, and the use of food service equipment in a commercial kitchen. Career opportunities in the Food Services field are explored. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course. Skills are assessed through participation in culinary events throughout the year.

**Important Notes:** Additional hours are required outside traditional class time for field experience. Uniform and membership dues are required. Students may be required to participate in fund raising activities to cover field trip and competition expenses.

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

**Important Notes:** Uniform and membership dues are required. Students may be required to participate in fund raising activities to cover field trip and competition expenses.

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

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

**Prerequisites: CAD I pre req for II, II pre req for III, III pre req IV**

**Length/Credit: Year/1.0**

**Course Number: 80333/4/7/9**

**Course Type: Regular**

**Fee: \$20 per year**

**NCAA: No**

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

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

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

**Important Notes:** The student requires approval by instructor, parent/guardian, student, and school administrator before he/she pursues the study.

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

**Important Notes:** The student requires approval by instructor, parent/guardian, student, and school administrator before he/she pursues the study.





## Fine Arts

Lisa Gillette and Elsie Stott, Co-Department Chairs

*(Visual Arts and Performing Arts)*

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

### Visual Arts

#### Art I

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

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

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

**Course Number: 70030**

**Course Type: Regular**

**Fee: \$15 per semester**

**NCAA: No**

#### Ceramics I/II/III

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

**Prerequisites: Ceramics I pre req for II, II pre req for III**

**Length/Credit: Year/1.0**

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

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

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

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

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

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

**Course Number: 70511/2/3**

**Course Type: Regular**

**Fee: \$25 per semester**

**NCAA: No**

#### Drawing and Painting I/II/III

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

**Prerequisites: Art I**

**Length/Credit: Year/1.0**

**Course Description: Drawing and Painting I** is a studio course and requires the student to have an understanding of the basic design and visual art fundamentals acquired in Art I. The student works in various drawing and painting media (e.g., pencil, colored pencil, charcoal, 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.

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

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

**Course Number: 71010/2/4**

**Course Type: Regular**

**Fee: \$25 per semester**

**NCAA: No**

## **AP Studio Art Drawing**

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

**Prerequisites: Successful Completion of a High School Art Course**

**Length/Credit: Year/1.0**

**Course Number: 72070**

**Course Type: AP**

**Fee: \$25 per semester**

**NCAA: No**

**Course Description:** The AP Studio Art Drawing course is a rigorous college level course designed for students who are seriously interested in the practical experience of art. AP Studio Art Drawing is not based on a written exam; instead, students submit a portfolio for evaluation at the end of the school year. The student fully investigates the Breadth, Concentration and Quality components of AP Studio courses. Literacy is integrated throughout the course.

**Important Notes:** The course reflects skills required in the area of Drawing Portfolio as designed by the AP Curriculum. Student success in AP requires the following: student commitment, teacher expertise, and administrative support. **Important Notes:** The student is encouraged to take the Advanced Placement examination. Many universities and colleges consider successful completion of the class and taking the exam as evidence of an academic commitment. Depending on the student's score and the policy of the university or college, the student may receive college credits.

## **AP Art History**

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

**Length/Credit: Year/1.0**

**Course Number: 72053**

**Course Type: AP**

**NCAA: No**

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

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

## **Computer Graphics I/II/III**

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

**Prerequisites: Com Graph I pre req for II, II pre req for III**

**Length/Credit: Year/1.0**

**Course Number: 71570/2/4**

**Course Type: Regular**

**Fee: \$25 per year**

**NCAA: No**

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

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

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



### **Jewelry I/II/III**

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

**Prerequisites: Jewelry I pre req for II, II pre req for III**

**Length/Credit: Year 1.0**

**Course Number: 70530/2/4**

**Course Type: Regular**

**Fee: \$25 per semester**

**NCAA: No**

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

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

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

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

### **Photography I/II/III/IV**

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

**Prerequisites: Photo I pre req for II, II pre req for III, etc.**

**Length/Credit: Year/1.0**

**Course Number: 71530/2/4/6**

**Course Type: Regular**

**Fee: \$30 per semester**

**NCAA: No**

**Course Description: Photography I** 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.

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

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

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

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

## Performing Arts

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

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

**Prerequisites: Audition or Permission of Instructor**

**Corequisite: Concurrent enrollment in Symphonic Band**

**Length/Credit: Year/1.0**

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

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

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

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

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

**Course Number: 7303F/G/H/J**

**Course Type: Regular**

**NCAA: No**

### Marching Auxillary I/II/III/IV

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

**Prerequisites: Instructor Approval**

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

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

**Length/Credit: Year/1.0**

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

**Course Number: 92211/12/13/14**

**Course Type: Regular**

**NCAA: No**

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

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

**Prerequisites: Audition**

**Corequisite: Concurrent enrollment in Symphonic Band is necessary for Wind and Percussion players.**

**Concurrent enrollment in piano lab is necessary for piano players. Concurrent enrollment in orchestra is necessary for bass players. Exceptions will be made at the discretion of the instructor.**

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

**Length/Credit: Year/1.0**

**NCAA: No**

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

**Course Description: Jazz Band I** is a performance course for the student to receive experience and knowledge in Jazz Band stylings (e.g., swing, blues, rock) and experience on standard woodwind brass and rhythm section instruments. Jazz Band teaches the application of the basic techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy in the Jazz style. The student is introduced to and performs within the traditions and standards of a Jazz Band using graded music I- through II+. The student provides instruments and accessories although some school instruments may be

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

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

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

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

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

**Prerequisites: Audition/Instructor Approval**

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

**Length/Credit: Year/1.0**

**Description:** Symphonic Band 1-4 is a series of courses for students with previous instrumental experience on standard woodwind, brass, or percussion instruments. Symphonic band teaches intermediate techniques of tone production, articulation, intonation, instrument care and maintenance, general musicianship, and musical literacy. The student performs within the traditions and standards of a Wind Band using graded music appropriate for the level of the class while progressing toward more advanced music literature performed at subsequent course levels. Literacy is integrated throughout the course.

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

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

**Course Type: Regular**

**NCAA: No**

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

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

**Prerequisites: Audition or Instructor Approval**

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

**Length/Credit: Year/1.0**

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

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

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

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

**Course Type: Regular**

**NCAA: No**

## **Guitar Beginning/Intermediate/Advanced**

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

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

**Length/Credit: Year/1.0**

**Course Number: 75555/6/7**

**Course Type: Regular**

**NCAA: No**

**Important Notes:** 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.

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

**Course Description: In Course 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.

**Course Description: In Advanced Guitar** the student develops higher level playing skills and an in-depth knowledge of music theory. The student expands his/her technical ability through a variety of different styles of music and utilizes complex chord forms, scales and arpeggios, standard music notation, guitar tablature and both solo and ensemble guitar literature. He/She participates in school and community performances. Literacy is integrated throughout the course.

## **Guitar Literature:**

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

**Prerequisites: Successful Completion of Intermediate Guitar and Audition**

**Length/Credit: Year/1.0**

**Course Number: 75554**

**Course Type: Regular**

**NCAA: No**

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

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

## **Piano I-IV**

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

**Prerequisites: None for the Piano I course, satisfactory completion of Piano I for Piano II, etc.**

**Fee: Up to, but not to exceed \$50 per year**

**Length/Credit: Year/1**

**Course Number: 75558/59/60/61**

**Course Type: Regular**

**NCAA: No**

**Course Description:** The **Piano I** course is designed as a basic keyboard orientation for the beginning pianist. No previous musical experience is required. The ability to play simple two-handed compositions and chords should be the result of this class.

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

**Course Description:** The **Piano II** course is designed as a continuation of the basic keyboard orientation for the beginning pianist. The ability to play medium-difficult, two-handed compositions and chords should be the result of the class.

**Description:** The **Piano III** course is designed as a continuation of beginning and intermediate piano lab. Daily technique exercises, ear training, and sight reading will be given. Performance of solos and ensembles for each other in the class is required as well as one recital evening each semester.

**Concert Choir I/II/III/IV****Grade Level(s): 9-12****Prerequisites: Audition / Permission of Instructor****Fee: Up to, but not to exceed \$100 per year for materials, accompanists, and costume expenses.****Length/Credit: Year/1.0****Course Number: 74048/A/B/C****Course Type: Regular****NCAA: No****Important Notes:** 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.**Course Description:** 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.**Course Description:** The student enrolled in the **Concert Choir II** develops musicianship and specific performance skills through ensemble and solo singing. This course is offered to any male or female 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 serve as a culmination of daily rehearsal and music goals and demonstrates mastery of basic choral techniques. The choir repertoire is of the highest caliber.**Course Description:** The student enrolled in the **Concert Choir III** continues to develop musicianship and specific performance skills through advanced ensemble and solo singing. The difficulty and range of the music is tailored for singers who have prior choral experience. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, 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.**Course Description:** The student enrolled in **Concert Choir IV** continues to develop musicianship and specific performance skills through advanced ensemble and solo singing, and begins to develop leadership skills in directing and working with small group ensembles. The difficulty and range of the music is tailored for the singer who has advanced choral experience. This course is offered to any male or female desiring the opportunity to sing in an advanced choir. The student/singer experiences activities in this class designed in diverse styles of choral literature. The student receives instruction that enables him/her to connect, examine, imagine, define, 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.**Mariachi I/II/III/IV****Grade Level(s): 9-12****Prerequisites: Audition****Fee: Up to, but not to exceed \$100 per year for materials, supplies, out of town travel, and instrument maintenance and, additionally, pays for uniform costs and some out of school activities.****Length/Credit: Year/1.0****Course Number: 73521/2/3/4****Course Type: Regular****NCAA: No****Important Notes:** At least one year of previous music study.**Course Description:** Mariachi is an ensemble designed for the study and performance of the popular Latin music. The popular music of South America, Mexico, the Southwestern United States, and Latin population is included in this course offering.

## AP Music Theory

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

**Prerequisites: Successful completion of two years of a music course or audition with the instructor.**

**Length/Credit: Year/1**

**Course Number: 72533**

**Course Type: AP**

**NCAA: No**

**Description:** AP Music Theory is a college music course introducing the first-year student to musicianship, theory, musical materials, and procedures. This course incorporates a variety of titles: Basic Musicianship, Elementary Theory, Harmony, and Diction, Structure of Music. AP Music Theory emphasizes one aspect of music, such as harmony and integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered and important part of the theory course. The student's ability to read and write musical notation is fundamental to this course. It is recommended that the student have acquired at least basic performance skills in voice or on an instrument for two years prior to taking this course. The goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard of presented in a score. Literacy is integrated throughout the course.

**Special Requirements:** The course reflects skills required in the area of AP Music Theory as designed by the AP Curriculum. Student success in AP requires the following: counseling advisement, student commitment, teacher expertise, and administrative support. It is strongly recommended, but not required, that the student take the AP Music Theory exam at the end of the second semester. The student incurs this fee.

## Drama I/II/III

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

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

**Length/Credit: Year/1.0**

**Course Number: 75019/20/30**

**Course Type: AP**

**NCAA: No**

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

**Course Description: Drama I** is a full-year, performance based course that serves as an introduction to theater arts. The student studies basic principles and techniques in acting, 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. **Course**

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

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

## Stagecraft I/II

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

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

**Length/Credit: Year/1.0**

**Course Number: 75015/6**

**Course Type: Regular**

**NCAA: No**

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

**Course Description:** Stagecraft I addresses the analysis, planning, and practical application of stagecrafts. Stagecraft I includes all aspects of theatre except acting. The students defines fundamental stage terms, learn basic stock scenery construction, basic scene painting techniques, basic stage lighting, work with basic sound equipment, learn basic costume terminology and basic make-up technique. He/She is required to perform various technical projects and learn techniques through problem-solving and workshop

procedure. Emphasis is placed shop safety, the proper handling of tools and materials and backstage etiquette. The student also learns the application of technical skills and their relationship to theatrical and other trade careers. Literacy is integrated throughout the course.

**Course Description: Stagecraft II** is a more in-depth analysis, planning, and practical application of 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 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.

**Theatre Production/Advanced Theatre Production**

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

**Prerequisites: Audition/Teacher Recommendation**

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

**Length/Credit: Year/1.0**

**Course Number: 75025/6**

**Course Type: Regular**

**NCAA: No**

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

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



## *General Electives*

### **AP Computer Science**

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

**Prerequisite: Successful completion of Algebra I or permission of the instructor**

**Length/Credit: Year/1.0**

**Important Notes:** The course reflects skills required in the area of AP Computer Science A as designed by the AP Curriculum. Student success in AP requires the following: student commitment, teacher expertise, and administrative support. It is strongly recommended, but not required, that the student take the AP Computer Science A exam at the end of the second semester.

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

**Course Number: 65511**

**Course Type: AP**

**NCAA: No**

### **AVID I/II/III/IV**

**Grade Level(s): 9-11**

**Prerequisites: GPA of 2.0 to 3.5 and student application and/or interview, parent signature, and acceptance by school site team.**

**Length/Credit: Year/1.0**

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

**Important Notes:** The student must maintain 2.0 or higher GPA throughout the school year. He/She must be able to complete four-year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID I student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes and must complete all homework assignments and commit to up to two hours of homework every night. The student must be enrolled in an Algebra I course or higher. There is an expectation that the student enroll in an Honors/AP course during his/her 10th grade year.

**Course Description:** In the AVID II course, the student continues to study a program designed to increase school wide learning and performance for students in grades 7 through 12. The AVID II student is involved in a program, that restructures the teaching methods of an entire school and opens access to the curricula that ensures four-year college eligibility for almost all students. The mission of AVID 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.

**Important Notes:** The students must maintain 2.0 or higher GPA throughout the school year and must be able to complete four-year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. He/She must

**Course Number: 55509/10/11/12**

**Course Type: Regular**

**NCAA: No**



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.

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

**Important Notes:** This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. The students must maintain 2.0 or higher GPA throughout the school year. He/She must be able to complete four-year university requirements prior to graduation. The student must be a hard worker, have a positive attitude, and be collaborative in nature. Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. He/She must maintain attendance in all classes, complete all homework assignments, and commit to up to two hours of homework every night. The student completes a required research paper.

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

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

### **Community Service**

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

**Length/Credit: Year/1.0**

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

**Important Notes:** This course is designed to give the student the opportunity to receive school credit for volunteering his/her time, energy, and talents in a community service organization and/or public schools. This course is for the special education student who, because of supervision requirements, does his/her community service within the school or the regular education student who does his/her community service outside of the school setting after school hours.

**Course Number: 53010**

**Course Type: Regular**

**NCAA: No**

### **Defensive Driving**

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

**Length/Credit: Semester/0.50**

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

**Important Notes:** Students must be 15 years of age or turn 15 years of age by the last official day of this semester course. This course may be taught before and/or after the school day.

**Course Number: 53020**

**Course Type: Regular**

**NCAA: No**

## **Philosophy**

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

**Length/Credit: Year/1.0**

**Course Description:** Philosophy is an elective survey social studies course in which the student examines the history of philosophy and the basis of philosophical / logical thought. The student develops thoughtful attitudes toward life and the world through encounters with the ideas of great philosophers, acquires philosophical materials and skills that build upon and integrate previous social studies classes and obtains a foundation in knowledge and skills that prepare him/her for post-secondary education. Literacy is integrated throughout the course.

**Course Number: 14009**

**Course Type: Regular**

**NCAA: No**

## **Read 180**

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

**Length/Credit: Year/1.0**

**Course Description:** This course is designed to provide both individual and small group instruction in order to meet each student's needs in reading. Instruction is guided by ongoing assessments. The student practices the essential reading elements: fluency, vocabulary, word study, academic language, text structure, and comprehension. The student uses several strategies for increasing comprehension of diverse texts such as summarizing, questioning, predicting and previewing, using text structure, visualizing, and inferring. The student has a variety of opportunities to learn, practice, and internalize these reading behaviors and strategies. To provide authentic opportunities to use and develop language, the student works collaboratively, in pairs and in small groups, discussing text in order to build background knowledge and increase comprehension. The reading process, reading application, and personal engagement with reading are major areas of focus.

and strategies for emergent readers in grades 9-12. Each school administers a reading assessment for placement in this course.

**Course Number: 21042/3**

**Course Type: Regular**

**NCAA: No**

## **Student Leadership I/II/III/IV**

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

**Length/Credit: Year/1.0**

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

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

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

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

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

**Course Number: 92301/2/3/4**

**Course Type: Regular**

**NCAA: No**



# Language Arts

Lisa Harmon-Martinez - Department Chair

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

## **English 9**

**Grade Level(s): 9**

**Length/Credit: Year/1.0**

**Course Number: 25031**

**Course Type: Regular**

**NCAA: Yes**

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

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

## **English 9 Honors**

**Grade Level(s): 9**

**Length/Credit: Year/1.0**

**Course Number: 25034**

**Course Type: Honors**

**NCAA: Yes**

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

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

## **English 10**

**Grade Level(s): 10**

**Prerequisites: English 9 (or substitute)**

**Length/Credit: Year/1.0**

**Course Number: 25041**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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

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

**English 10 Honors**  
**Grade Level(s): 10**  
**Prerequisites: English 9 or English 9 Honors**  
**Length/Credit: Year/1.0**

**Course Number: 25044**  
**Course Type: Honors**  
**Fee: None**  
**NCAA: Yes**

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

**English 11**  
**Grade Level(s): 11**  
**Prerequisites: English 10**  
**Length/Credit: Year/1.0**

**Course Number: 25051**  
**Course Type: Regular**  
**Fee: None**  
**NCAA: Yes**

**Course Description:** In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607-1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys 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.  
**Important Notes:** The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials.

**AP English Language and Composition 11**  
**Grade Level(s): 11**  
**Prerequisites: English 10 or English 10 Honors**  
**Length/Credit: Year/1.0**

**Course Number: 25058**  
**Course Type: AP**  
**Fee: None**  
**NCAA: Yes**

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

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

## **English 12**

**Grade Level(s): 12**

**Prerequisites: English 11 or English 11 AP**

**Length/Credit: Year/1.0**

**Course Number: 25061**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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

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

## **AP English Literature and Composition 12**

**Grade Level(s): 12**

**Prerequisites: English 11 or English 11 AP**

**Length/Credit: Year/1.0**

**Course Number: 25064**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

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

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

## **ESL CLASSES**

	<b>9<sup>th</sup> Grade English</b>	<b>10<sup>th</sup> Grade English</b>	<b>11<sup>th</sup> Grade English</b>	<b>12<sup>th</sup> Grade English</b>
<b>ESL I</b>	<b>2055A</b>	<b>2055B</b>	<b>2055C</b>	<b>2055D</b>
<b>ESL II</b>	<b>2055E</b>	<b>2055F</b>	<b>2055G</b>	<b>2055H</b>
<b>ESL III</b>	<b>2055J</b>	<b>2055K</b>	<b>2055L</b>	<b>2055M</b>
<b>ESL IV</b>	<b>2055N</b>	<b>2055P</b>	<b>2055Q</b>	<b>2055R</b>

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

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

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

**ESL IV Description:** Level IV Transitional ESL is intended for students who have mastered the listening comprehension, speaking, reading, writing, and study skills presented in Level I, II, II, III ESL classes. It's designed to provide advanced language support for a mainstreamed limited English speaker.

**Creative Writing I/II**

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

**Prerequisites: For Creative Writing II, completion of Creative Writing I. Creative Writing I must be taken in the junior year and Creative Writing II must be taken in the senior year for the class to count as English 12 credit.**

**Length/Credit: Year/1.0**

**Course Number: 24540/1**

**Course Type: Regular**

**NCAA: No**

**Course Description:** 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.

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

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

**Newspaper I/II/III/IV**

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

**Length/Credit: Year/1.0**

**Course Number: 24001/2/3/4**

**Course Type: Regular**

**NCAA: No**

**Course Description:** In **Newspaper I** The student applies entry-level journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and "deadlining" with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor. The student generates authentic work by producing a series of newspapers for the school and community.

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

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

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

**Course Description:** In **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 r-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 Newspaper IV student models collaborative leadership qualities in addition to making the newspaper a viable and complete medium. The student generates authentic work by producing a series of newspapers for the school and community.

**Yearbook I/II/III**  
**Grade Level(s): 9-12**  
**Length/Credit: Year/1.0**

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

**Course Description:** In Yearbook I, the student applies entry-level journalistic skills introduced in Journalism/Mass Communications and participates in specialized areas depending on interests and staffing needs. The student gains experience with cooperative and group processes in areas of planning, decision-making, conflict resolution, team building, business management, elements of design and photography, desktop publishing, time management, and “deadlining” with guidance, coaching, and mentoring from more advanced student editors and supervision from the teacher/advisor. The student generates authentic work by producing a yearbook for the school and community.

**Important Notes:** **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

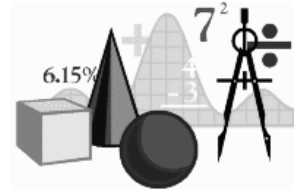
**Course Description:** In **Yearbook II**, the student enhances individual skills in all journalistic areas and also develops areas of expertise, specializing in one or more areas of the yearbook production process. The student also refines skills with group processes, such as decision-making, conflict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

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

**Course Description:** In **Yearbook IV**, the student assumes more responsibility for visioning, leading, organizing, and mentoring less experienced editors and staff. As specified in the specific staff position description, the editor is responsible for long-range planning, reinforcing editorial policy, and operating the budget and orchestrating the co-curricular aspect of the program in cooperation with other editors and the teacher/advisor. Besides honing specialty areas of interests, the editor also supervises desktop publishing according to printers' specifications within legal and ethical parameters and within deadlines. The Yearbook IV student 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.

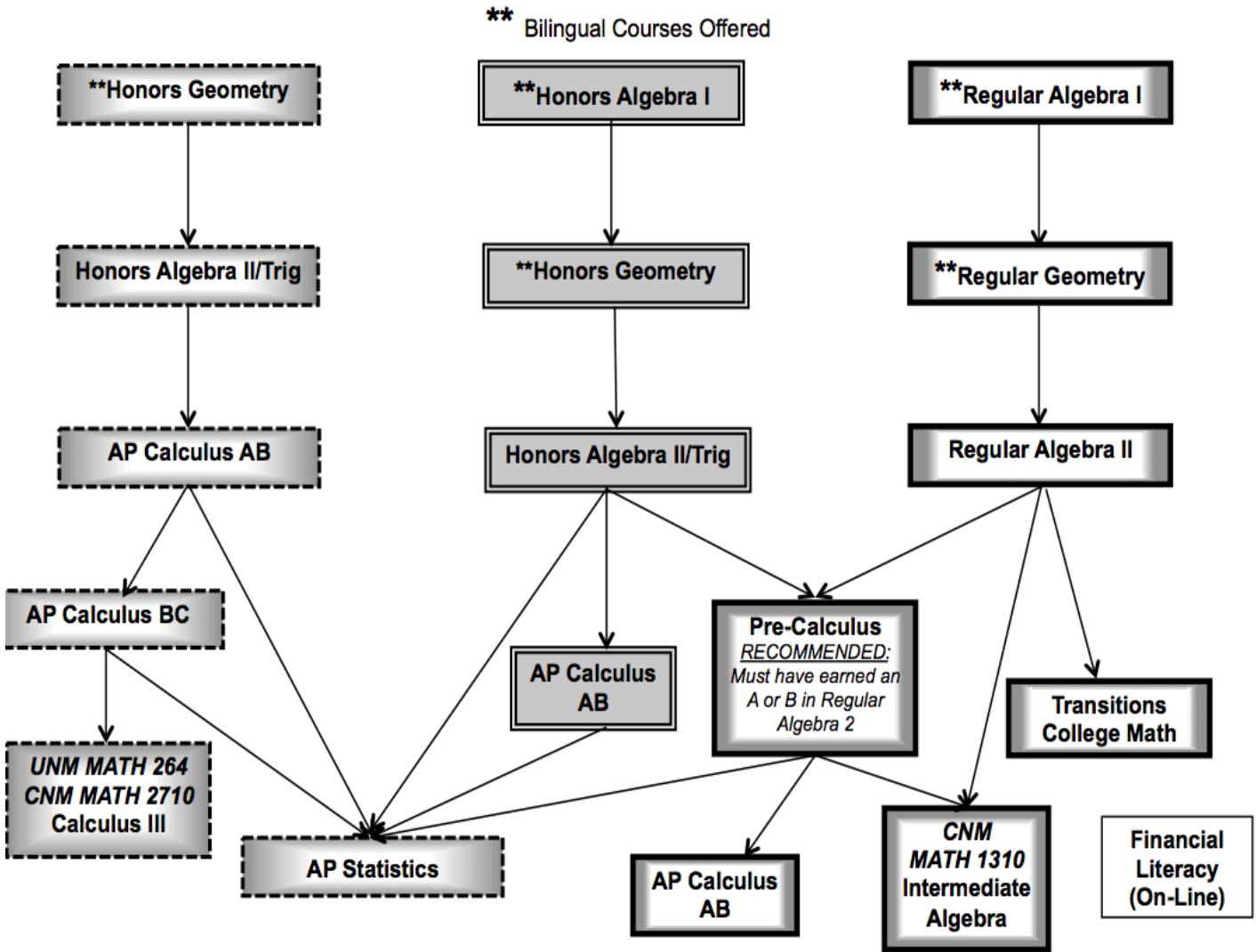


# AHS Math Department



**Department Chairs:** *Jimmy Phillips: [Phillips\\_jm@aps.edu](mailto:Phillips_jm@aps.edu) Liz Alvarado: [alvarado\\_el@aps.edu](mailto:alvarado_el@aps.edu)*

- Please note that a student who fails one or both semesters of a course may not take the next course in the pattern until they have earned one full credit.
- All students should have access to a graphing calculator at school and at home.



➤ More CNM and UNM courses are available. All CNM course have Accuplacer score requirements.



**Algebra I/Algebra 1 Bilingual****Grade Level(s): 9-12****Prerequisites: 8th grade teacher recommendation****Length/Credit: Year/1.0****Course Number: 33040/3304A****Course Type: Regular****Fee: None****NCAA: Yes**

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

**Important Notes:** 8th grade teacher recommendation

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

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

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

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

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

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

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

**Honors Geometry/Honors Geometry Bilingual****Grade Level(s): 9-12****Prerequisites: Teacher/Counselor advisement****Length/Credit: Year/1.0****Course Number: 35080/35081****Course Type: Honors****Fee: None****NCAA: Yes**

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

## Algebra II

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

**Prerequisites: Algebra I and/or Geometry or Equivalents**

**Length/Credit: Year/1.0**

**Course Number: 36040**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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

## Algebra II/Trigonometry Honors

**Grade Level: 9-12**

**Prerequisites: Successful Completion of Algebra I and/or Geometry or Equivalents**

**Length/Credit: Year 1.0**

**Course Number: 36080**

**Course Type: Honors**

**NCAA: Yes**

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

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

## Transition to College Math

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

**Prerequisites: Algebra II**

**Length/Credit: Year/1.0**

**Course Number: 38010**

**Course Type: Regular**

**Fee: None**

**NCAA: No**

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

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

## Financial Literacy

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

**Prerequisites: Algebra I and Geometry**

**Length/Credit: Year/1.0**

**Course Number: 38011**

**Course Type: Regular**

**Fee: None**

**NCAA: No**

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

## AP Statistics

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

**Prerequisites: Algebra II**

**Length/Credit: Year/1.0**

**Course Number: 38022**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

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

1. Exploration: Observing patterns and departure from patterns

2. Study design
3. Producing models using probability theory and simulation
4. Statistical inference

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

**Important Notes:** It is not required, but strongly recommended, that the student purchase a TI83+ graphing calculator. The Advanced Placement Statistics course is a basic introduction to statistics. The AP title is an indication that the course may be preparation for the AP exam but taking the exam is wholly optional.

### Pre-Calculus

**Grade Level: 10-12**

**Prerequisites: Successful Completion of Algebra II or Geometry I Honors**

**Length/Credit: Year 1.0**

**Course Number: 38040**

**Course Type: Regular**

**Fee: None**

**NCAA: Yes**

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

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

### AP Honors Calculus AB

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

**Prerequisites: Pre-Calculus or Algebra II**

**Length/Credit: Year/1.0**

**Course Number: 38080**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

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

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

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

### AP Honors Calculus BC

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

**Prerequisites: AP Honors Calculus AB**

**Length/Credit: Year/1.0**

**Course Number: 38085**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

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

**Important Notes:** This calculus course consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. The student is expected to seek college credit, college placement, or both from the college of his/her choice. The student is required to use a graphing calculator and must have access to the graphing calculator at school and at home. The student must agree to participate in at least one organized mathematics competition held in the district.



# Modern Languages

Daniel Cofer, Department Chair

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

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

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

<b>French I (9-12)</b>	<b>Spanish I (9-12)</b>	<b>Spanish Language Arts I (9-12)</b>
↓	↓	↓
<b>French II (10-12)</b>	<b>Spanish II (9-12)</b>	<b>Spanish Language Arts II (10-12)</b>
↓	↓	↓
<b>French III (11-12)</b>	<b>Spanish III (9-12)</b>	<b>AP Spanish Language and Culture (11-12)</b>
↓	↓	↓
<b>AP French Language and Culture (12)</b>	<b>AP Spanish Language and Culture (11-12)</b>	<b>AP Spanish Literature and Culture (12)</b>

## French I

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

**Course Number: 60010**

**Course Type: Regular**

**Fee: \$5 per year**

**NCAA: Yes**

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

## French II

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

**Prerequisites: French I**

**Length/Credit: Year/1.0**

**Course Number: 60011**

**Course Type: Regular**

**Fee: \$5 per year**

**NCAA: Yes**

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

### **French III**

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

**Prerequisites: French II**

**Length/Credit: Year/1.0**

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

**Course Number: 60012**

**Course Type: Regular**

**Fee: \$5 per year**

**NCAA: Yes**

### **AP French V**

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

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

Although the Advanced Placement examination is not a course requirement, students are encouraged to take the exam.

**Course Number: 60014**

**Course Type: AP**

**Fee: None**

**NCAA: Yes**

### **Spanish I**

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

**Prerequisites:**

**Length/Credit: Year/1.0**

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

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

**Course Number: 61010**

**Course Type: Regular**

**Fee: \$5 per year**

**NCAA: Yes**

### **Spanish II**

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

**Prerequisites: Successful Completion of Spanish I**

**Length/Credit: Year/1.0**

**Course Description:** Language acquisition is a developmental process aimed at the ultimate goal of communication. Over time the students develop the ability to write and speak in a meaningful and appropriate manner. 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.

**Course Number: 61011**

**Course Type: Regular**

**Fee: \$5 per year**

**NCAA: Yes**

### **Spanish III**

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

**Prerequisites: Successful Completion of Spanish II**

**Length/Credit: Year 1.0**

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

**Course Number: 61012**

**Course Type: Regular**

**Fee: \$5 per year**

**NCAA: Yes**

**AP Spanish Literature and Culture V****Grade Level(s): 12****Prerequisites: None****Length/Credit: Year/1.0****Course Number: 61025****Course Type: AP****Fee: \$5 per year****NCAA: No**

**Course Description:** Colleges and universities identify the AP Spanish Literature V course as a third-year college introduction to Hispanic Literature. The course includes selected works from seven centuries of Hispanic Literature and exposes students to a wide range of genre that traces the history of the development of literature written in Spanish.

Areas of study include expression, comprehension, language and culture, cultures, language functions, connections, and personal applications.

**Important Notes:** This course is taught in both English and Spanish. The content of this course is the same as the standard New Mexico AP Spanish Literature V course. Course materials and instruction are presented in both languages. This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Although the Advanced Placement-Literature examination is not a course requirement, students are encouraged to take the exam.

**AP Spanish Language and Culture V****Grade Level(s): 12****Prerequisites: None****Length/Credit: Year/1.0****Course Number: 61026****Course Type: AP****Fee: \$5 per year****NCAA: No**

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

**Important Notes:** Although the Advanced Placement examination is not a course requirement, students are encouraged to take the exam.

**Spanish Language Arts I****Grade Level(s): 9-12****Prerequisites: None****Length/Credit: Year/1.0****Course Number: 61027****Course Type: Regular****Fee: \$5 per year****NCAA: Yes**

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

**Spanish Language Arts II****Grade Level(s): 9-12****Prerequisites: Spanish Language Arts I or Placement Test****Length/Credit: Year/1.0****Course Number: 61028****Course Type: Regular****Fee: \$5 per year****NCAA: Yes**

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

**Mexican Folkdance, Culture, and Music I/II/III/IV****Grade Level(s): 9-12****Prerequisites: None****Length/Credit: Year/1.0****Course Number: 61040/1/2/3****Course Type: Regular****Fee: \$10 per year****NCAA: No**

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



# Physical Education

Jacqueline Cole, Department Chair

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

## **Foundations of Physical Education**

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

**Course Number: 90000**

**Course Type: Regular**

**Fee: None**

**NCAA: No**

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

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

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

**Grade Level: 10-12**

**Prerequisites: Successful Completion of Foundations of Physical Education**

**Length/Credit: Year 1.0**

**Course Number: 90160/1/2**

**Course Type: Regular**

**Fee: \$15.00**

**NCAA: No**

**Course Description:** Team and Individual Sports emphasizes learning and improving techniques, skills, and strategies in team and individual sports, and prepares the student to aide with teaching and coaching sports to young children. The student is introduced to at least six of the following sports or activities, but not limited to: badminton, European handball, flag football, soccer, basketball, tennis, lacrosse, ultimate frisbee, racquetball, and softball. Literacy strategies are integrated throughout the course.

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

**Course Description: 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.

**Course Description: 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.

## **Sports Medicine I/II/III**

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

**Course Number: 90700/1/2**

**Course Type: Regular**

**Fee: \$25 per year**

**NCAA: No**

**Course Description: Sports Medicine I** is recommended for the student who is considering a career in the health- or medicine-related field. The student examines anatomical and physiological systems of the human body and how they relate to physical activity. Special attention is given to the following topics: skeletal, muscular, respiratory, and nervous systems; the prevention, cause/effect, treatment, and reconditioning of athletic injuries; emergency care and first aid; and athletic training. Literacy strategies are integrated throughout the curriculum. The student is encouraged to acquire CPR and First Aid certification. This course may require outside observation hours at athletic events or practices. This course may require outside observation hours at athletic events or practices.

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

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

**Weight Training I/II/III**

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

**Prerequisites: Foundations of Physical Education**

**Length/Credit: Year/1.0**

**Course Number: 90421/2/3**

**Course Type: Regular**

**Fee: \$15 per year**

**NCAA: No**

**Course Description: Weight Training I** is a basic weight training course. The student investigates strength training principles, routines, fundamental techniques and methods of lifting for the development of major muscle groups, and nutrition and diet information for health and fitness. Safety techniques and proper spotting are emphasized. Literacy strategies are integrated throughout the course.

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

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

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

**Interscholastic Athletics I/II/II**

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

**Prerequisites: Foundations of Physical Education**

**Length/Credit: Year/1.0**

**Course Number: 9241A-G**

**Course Type: Regular**

**Fee: None**

**NCAA: No**

**Course Description: Interscholastic Athletics I** is designed for the student athlete who participates in a school-sponsored team sport or activity. The student explores the fundamental concepts and skills related to a specific sport or activity and gains introductory knowledge of the rules, safety issues, proper techniques in performing special skills, and building personal strength, endurance, and flexibility specific to the sport or activity.

**Important Notes:** Enrollment in this course is limited to the student athlete who is eligible to participate in a school-sponsored athletic program. The student is required to participate in competition. The student may be expected to purchase personal equipment or supplies. A physical exam and a signed contract agreeing to comply with all requirements of the District and the New Mexico Activities Association for participation in the sport or activity are required the first day of class.





# JROTC

Lt. Col. Gary Gomez, Department Chair

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

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

*Once a year, JROTC also hosts a Military Ball (formal dinner and dance). JROTC also takes their most active and hardworking cadets on a free trip once a year. In the past, JROTC has traveled to such places as Denver, Phoenix, San Antonio and San Diego.*

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

*Objectives of the Army JROTC Program:*

- *Maximize potential for success through learning and self-management.*
- *Develop leadership skills.*
- *Incorporate principles of mental and physical wellness into behaviors and decisions.*
- *Build effective relationships with peers, co-workers, and the community.*
- *Apply physical and political geography to building global awareness.*
- *Correlate the rights and responsibilities of citizenship to the purpose of the US Government.*
- *Relate events in U.S. History to choices and responsibilities Americans have today.*
- *Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society.*

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

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

**Prerequisites: LET I pre req for LET II, LET II for Let III, etc.**

**Length/Credit: Year/1.0**

**Course Number: 09601/2/3/4**

**Course Type: Regular**

**Fee: \$25 per year**

**NCAA: No**

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

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

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

**Course Description: Army JROTC LET III** is a co-ed ROTC program that continues the development of leadership/management ability through the examination of techniques used in developing teamwork and the influences of individual and group behavior. The

emphasis of this course is the practical exercise in the problem solving and management process. The student is given instruction on rifle marksmanship and safety with emphasis on coaching. Time is spent on reading maps, with outdoor exercise used to develop confidence. Continued experience is provided in communication skills through the presentation of oral instruction in the classroom. Physical exercise and conditioning are continued with the student who is encouraged to improve his/her PT scores. The student receives benefits and opportunities for military service (e.g., ROTC Scholarship, Service Academy appointments, enlisted training available) orientation. Literacy strategies are integrated throughout the curriculum.

**Course Description: Army JROTC LET IV** is a co-ed ROTC program designed to give the student practical experience in command and leadership. The student acquires practical exercise in planning, preparing, and conducting inspections and drills. He/She also gains experience in preparing for and presenting formal classroom instruction. The student demonstrates a general understanding of staff actions and responsibility and has an opportunity to apply knowledge gained by participating as a battalion staff member and leading his/her unit in the development of the program. The student receives additional instruction in American military history and unit administration and studies the role of the Army in support of national objectives with emphasis given to the fact that civilian authority is the maker of policy and the Army is the executor of that policy. Literacy strategies are integrated throughout the curriculum.

### **JROTC Survival I**

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

**Prerequisites: None**

**Length/Credit: Year/1.0**

**Course Number: 09907**

**Course Type: Regular**

**Fee: \$25 per year**

**NCAA: No**

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

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



# Science/Health

Connie Adkins, Department Chair

Welcome to the science department of Albuquerque High School! We strive to offer a quality science curriculum with as many options as possible. All of our courses are designed to meet and exceed the New Mexico Science Standards. Our science faculty brings a variety of backgrounds and experiences to Bulldog City.

Students may meet the science requirements in the following ways:

**Plan I: ABC** A student selects one course from each of the columns in the current A/B/C column structure.

**Plan II: Two Plus** A student selects one course from column A **AND** takes Integrated Physics/Chemistry (chemistry/physics/earth science) course(s) **PLUS** any other science course of his/her choice.

Strand A	Strand B	Strand C	Electives
Biology*	Chemistry*	Physics*	Anatomy & Physiology
Biology Analytical*	Chemistry Analytical	Physics Analytical	AP Biology
		Geology/Astronomy	
		AP Physics B (CEC)	
		AP Physics C (CEC)	
*Offered bilingually	Integrated Chemistry/Physics		

## Health Education I

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

**Length/Credit: Semester/0.50**

**Course Number: 48010**

**Course Type: Regular**

**NCAA: No**

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

## Biology I / Biology I Bilingual

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

**Length/Credit: Year/1.0**

**Course Number: 41111/B**

**Course Type: Regular**

**NCAA: Yes**

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

## Biology I (Analytical)/ Biology I (Analytical)/Bilingual

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

**Length/Credit: Year/1.0**

**Course Number: 41121/B**

**Course Type: Regular**

**NCAA: Yes**

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

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

**AP Biology****Grade Level(s): 11-12****Prerequisites: Completion of Biology and Chemistry with a C or better is strongly recommended****Fee: \$30.00****Length/Credit: Year/1.0****Course Number: 44131****Course Type: AP****NCAA: Yes****Important Notes:** The College Board states that, "The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well."**Course Description:** This laboratory course\* is designed to be the equivalent of a college introductory biology course taken by biology majors. It is an intense course of study stressing strong study skills, critical thinking skills, and time management skills. Topics of study include molecules, cells, heredity, evolution, organisms, populations, and ecology. Laboratory work is strongly emphasized, including DNA biotechnology, biochemistry, and population dynamics. At the completion of this course, the student is strongly encouraged to take the AP exam. The student who demonstrates sufficient qualification on this exam may receive college level credit and advance to upper level course work in biology at the college level. The student is expected to complete some course assignments outside the school year (i.e., summer).**Integrated Physics/Chemistry****Grade Level(s): 9-12****Length/Credit: Year/1.0****Course Number: 43080****Course Type: Regular****NCAA: Yes****Course Description:** This laboratory course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of our world. The student explores principles of physics, chemistry, earth science and astronomy. Topics covered include, but are not limited to, scientific investigation, properties and structure of matter, the relationships between matter and energy, forces of nature, and the origins of Earth and the solar system. The course promotes critical analysis, application of scientific information, and awareness of the impact of scientific advances upon society.**Note:** Successful Completion of Algebra I or Concurrent Enrollment in Algebra I is highly recommended**Chemistry I/Chemistry I Bilingual****Grade Level(s): 9-12****Length/Credit: Year/1.0****Course Number: 42111/B****Course Type: Regular****NCAA: Yes****Course Description:** This laboratory course is designed so the student studies chemistry and its applications, especially as applied to the impact on society. He/She investigates substances and how they react with one another. Concepts of study include, but are not limited to, scientific measurement, properties and structure of matter, atomic theory, classification and periodic trends, ionic and covalent bonding, chemical reactions, energy, nuclear chemistry, acids and bases, and solutions. In addition, the student studies how chemistry and Earth and space science are related. Concepts include, but are not limited to, electromagnetic radiation, radioactivity, the structure of the Earth, and groundwater. Scientific thinking and practice (e.g., extensive laboratory activities, critical thinking, and problem solving), science and society, and literacy are integrated throughout all science courses.**Important Notes:** It is strongly recommended that the student has successfully completed Algebra I prior to taking Chemistry I. This course meets college entrance requirements.**Chemistry I (Analytical)****Grade Level(s): 9-12****Length/Credit: Year/1.0****Course Number: 42121****Course Type: Regular****NCAA: Yes****Course Description:** This laboratory course exceeds state standards and offers extended opportunities for students. It provides preparation for all subsequent science courses including Advanced Placement courses. The student investigates substances and how they react with one another. Concepts of study include, but are not limited to, scientific measurement, properties and structures of matter, atomic theory, classification and periodic trends, bonding theory, chemical reactions (e.g., general types, acid/base, redox), rates, equilibrium, stoichiometry, energy, (e.g., EMR, bonding), nuclear chemistry, and solubility. In addition the student learns how chemistry and Earth and space science are related by studying electromagnetic radiation, radioactivity, the structure of the Earth, and the groundwater. Scientific thinking and practice (e.g., extensive laboratory activities, critical thinking, problem solving), science and society, and literacy are integrated in all science courses. **Important Notes:** It is strongly recommended that the student has successfully completed Algebra I prior to taking Chemistry I. This course meets college entrance requirements.

**Geology/Astronomy I****Grade Level: 9-12****Prerequisites: Successful Completion of Algebra I or Concurrent Enrollment in Algebra I****Length/Credit: Year 1.0****Course Number: 43141****Course Type: Regular****NCAA: Yes**

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

**Physics I/Physics I Bilingual****Grade Level(s): 9-12****Length/Credit: Year/1.0****Course Number: 43111/B****Course Type: Regular****NCAA: Yes**

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

**Physics I (Analytical)/Physics I (Analytical) Bilingual****Grade Level(s): 9-12****Length/Credit: Year/1.0****Course Number: 43121/B****Course Type: Regular****NCAA: Yes**

**Course Description:** This laboratory class is designed to exceed state standards and offer extended opportunities for students. It provides preparation for all subsequent science courses including Advanced Placement classes. The student investigates topics of study that include, but are not restricted to, principles of motion, gravitation, heat, light, sound, electricity and magnetism, forces of nature, plate tectonics, and cosmology. As appropriate these topics are examined at scales ranging from atomic to astronomical. The focus is on conceptual understanding and mathematical relationships and applications. Literacy strategies are integrated throughout the curriculum.

**Anatomy and Physiology****Grade Level(s): 11-12****Prerequisites: Biology I and Chemistry I are highly recommended.****Length/Credit: Year/1.0****Course Number: 44115****Course Type: Regular****Fee: None****NCAA: Yes**

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



## Social Studies

Mary Kelly, Department Chair

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

### **New Mexico History**

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

**Length/Credit: Semester/0.50**

**Course Number: 10043**

**Course Type: Regular**

**NCAA: Yes**

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

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

**Grade Level(s): 10**

**Length/Credit: Year/1.0**

**Course Number: 12019/1201B**

**Course Type: Regular**

**NCAA: Yes**

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

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

**Grade Level(s): 10**

**Length/Credit: Year/1.0**

**Course Number: 12013/B1201**

**Course Type: AP**

**NCAA: Yes**

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

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

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

**Grade Level(s): 11**

**Length/Credit: Year/1.0**

**Course Number: 11011/1101B**

**Course Type: Regular**

**NCAA: Yes**

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

**AP US History/Geography/ AP US History/Geography Bilingual****Grade Level(s): 11****Length/Credit: Year/1.0****Course Number: 11013/B1101****Course Type: AP****NCAA: Yes**

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

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

**Government/Government Bilingual****Grade Level: 12****Length/Credit: Semester .50****Course Number: 13011/1301B****Course Type: Regular****NCAA: Yes**

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

**AP US Government/Politics****Grade Level(s): 12****Length/Credit: Semester/0.50****Course Number: 13016****Course Type: AP****NCAA: Yes**

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

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

**Economics/Economics Bilingual****Grade Level(s): 12****Length/Credit: Semester/0.50****Course Number: 15011/1501B****Course Type: Regular****NCAA: Yes**

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

**AP Macro Economics****Grade Level(s): 12****Length/Credit: Semester/0.50****Course Number: 15015****Course Type: AP****NCAA: Yes**

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

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

**AP Human Geography**  
**Grade Level(s): 9-12**  
**Length/Credit: Year/1.0**

**Course Number: 16015**  
**Course Type: AP**  
**NCAA: Yes**

**Course Description:** Human Geography AP focuses on the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The student employs spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The student uses and thinks about maps and spatial data; understands and interprets the implications of associations among phenomena in place; recognizes and interprets at different scales the relationships among patterns and processes; defines regions and evaluates the regionalization process; and characterizes and analyzes changing interconnections among places. The student is encouraged, but is not required, to take the AP exam at the end of the school year.

**Ethnic Studies: Mexican American Studies**  
**Grade Level(s): 11-12**  
**Length/Credit: Year/1.0**

**Course Number: 51507**  
**Course Type: Regular**  
**NCAA: No**

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

**Psychology**  
**Grade Level(s): 10-12**  
**Length/Credit: Year/1.0**

**Course Number: 53040**  
**Course Type: Regular**  
**NCAA: Yes**

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

**AP Psychology**  
**Grade Level(s): 10-12**  
**Length/Credit: Year/1.0**

**Course Number: 53041**  
**Course Type: AP**  
**NCAA: Yes**

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





# Special Education

Nicole Slayton, Department Chair

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

<b>ELECTIVES: Small Group Instruction</b>		
<b>064FA</b>	<b>Functional Academics</b>	These courses are available to those students following an <b>ability pathway</b> to the diploma. Placement is determined by the IEP Committee
<b>064HC</b>	<b>Home/Community Living</b>	
<b>064VA</b>	<b>Vocational Skills</b>	
<b>060AB/061AB</b> <b>060AC/061AC</b> <b>060AD/061AD</b>	<b>Life Skills I/II/III</b>	This course is designed to improve interpersonal skills by developing independence, self-confidence, socially acceptable behaviors, and the maintenance of relationships.
<b>060BA/061BA</b> <b>060BC/061BC</b> <b>060BD/061BD</b> <b>060BE/060BE</b>	<b>Occupational Life Skills I/II/III/IV</b>	This course provides and awareness of job entry skills, requirements of various occupations, and practices of job maintenance skills. Emphasis is placed on incorporating career math skills, person/social skills, and developing an awareness of community resources that will aid in locating, applying for and keeping a job.
<b>0600E/0610E</b> <b>0600F/0610F</b> <b>0600G/0610G</b> <b>0600H/0610H</b>	<b>Study Skills</b>	The study skills curriculum is designed to enhance the student's ability to process, store and recall information. These skills are taught directly and then applied to the content area courses the student is taking. The curriculum is particularly beneficial to students as they are included into general education courses and are increasingly more responsible for their own study and learning. Note taking, test taking and outlining skills are stressed. This is not a study hall.
<b>061CE</b> <b>061DE</b>	<b>Computer Experience</b>	Computer Applications I/Computer Applications for Business 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, but may not be limited to, Technology, Language Literacy, Computational Literacy, and Career Readiness. This course is intended as a foundation for technology that may be used in multiple career pathways
<b>Level 2: 06132</b> <b>Level 3: 06133</b> <b>Level 4: 06134</b> <b>Level 5: 06135</b>	<b>Literacy Strategies– SPIRE</b>	SPIRE is a comprehensive, multisensory systematic reading and language arts program designed for struggling readers. It is a reading system that integrates phonics, phonological awareness, handwriting, fluency, vocabulary, spelling, and comprehension. It is being used throughout the country with great success by thousands of students who need a systematic and sequential approach to reading. The SPIRE program is aligned with New Mexico Public Education standards.
<b>06161/2</b>	<b>Math Strategies I</b>	
<b>0606A/0616A</b> <b>0606B/0616B</b> <b>0606C/0616C</b> <b>0606D/0616D</b>	<b>Math Skills I/II/III/IV</b>	Math Skills Elective class for the student in the Career Program Study.

<b>CORE REPLACEMENT: Small Group Instruction</b>		
0614A	English 9	See course descriptions under Language Arts Department
0614B	English 10	
0614C	English 11	
0614D	English 12	
061C4	Algebra I	See course descriptions under Math Department
061C3	Geometry	
062C4	Algebra II	
062D2	Financial Literacy	
0612A	Health	See course descriptions under Science Department
061MD	Biology I	
061MJ	Integrated Physics/Chemistry	
061MW	Geology/Astronomy	
061RD	World History-Geography	
061KC	US History-Geography	See course descriptions under Social Studies Department
0611A	Government	
061FA	Economics	
060RG/061RG	New Mexico History	
065PE	Adaptive P.E.	Placement by IEP committee

## GIFTED EDUCATION PROGRAM

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

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

**Length/Credit: Sem/0.5**

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

**Course Number: 063TF**

**Course Type: Special Ed**

**NCAA: No**

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

**Great Books I/II**  
**Grade Level(s): 10-12**  
**Length/Credit: Year/1.0**

**Course Number: 063GB/2**  
**Course Type: Special Ed**  
**NCAA: No**

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

**Course Description:** Great Books I is an elective course in which the student examines a variety of literature and texts considered to be relevant within the history of human thought. The student studies and considers a broad spectrum of themes and perspectives across a variety of traditional texts while making connections between themselves, his/her peers, and society. Although there may be a wide variety of supplemental and anticipatory activities, Great Books I 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.

**Course Description: Great Books II** is an elective course in which the student builds on literary analysis and discussion skills from Great Books I in order to examine a wider variety of literature and relevant texts. The student is expected to develop skills for an increasing leadership role during discussion and text selection as well as to begin to examine sustained themes across increasingly more complicated texts. The student is also encouraged to expand the definition of relevant texts across cultures and non-traditional formats. The student studies and considers a broad spectrum of themes and perspectives across a variety of texts while making connections between themselves, his/her peers, and society. Although there may be a wide variety of supplemental and anticipatory activities, Great Books combines Great Books materials and the Shared Inquiry™ method. The Great Books curriculum develops thinking and language together through interactive learning; develops oral language and literacy through appropriately challenging learning; draws on literature from many genres, time periods, and cultures; emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse; provides for literacy in all forms of media, embeds skills instruction in meaningful learning; teaches the strategies necessary for acquiring academic knowledge and attaining independence in learning; builds on the language, experiences, strategies, and interests that the student brings to school; and develops each student's distinctive writing or speaking voice.

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

**Course Number: 063GH/I**  
**Course Type: Special Ed**  
**NCAA: No**

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

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

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

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

**Course Number: 0631G/0632G**  
**Course Type: Special Ed**  
**NCAA: No**

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

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

**Important Notes:** The student must currently be receiving gifted services through an Individualized Education Plan (IEP). This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. Standards and skills are acquired through course and/or work experiences and demonstrated in a cumulative ACE portfolio. Minimum requirements are documentation of time sheets, evaluation, work site agreement, and proof of APS insurance where applicable.

**Contemporary Issues I/II**

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

**Prerequisites: Contemp Issues I pre req for Contemp Issues II**

**Length/Credit: Year/1.0**

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

**Course Description:** The Gifted Contemporary Issues I class is a Social Studies elective course designed to provide the student with an up-to-date view of the world around him/her. Emphasis is placed on an analysis of real-world issues, which have a direct impact on students' lives. The student focuses on improving geographic knowledge, reading, writing, and vocabulary skills as a means for understanding important issues and communicating facts, his/her ideas, and opinions to others. The curriculum framework contained in this document identifies learner outcomes, suggested classroom illustrations, and suggested valuation/assessment activities.

**Course Description:** The **Contemporary Issues II** class is a gifted elective course designed to provide the student with an up-to-date view of the world around them. Emphasis is placed on an analysis of real-world issues, which have a direct impact on students' lives. In Contemporary Issues II the expectation is that the student has experience with the Problem Solving Model and is able to choose topics that are more global, complex, or controversial. The student focuses on improving geographic knowledge, reading, writing, and vocabulary skills as a means for understanding important issues and communicating facts, his/her ideas, and opinions to others. The curriculum framework contained in this document identifies learner outcomes, suggested classroom illustrations, and suggested valuation/assessment activities.

**Course Number: 063GC/D**

**Course Type: Special Ed**

**Fee:**

**NCAA: No**

<b>CREDIT CHECK</b>	
Date	
NAME	
ID#	

Graduation Year (GSY)	2017	2018	2019	2020	2021
Pathway:	Standard	Career	Ability		

**ELECTIVES (9)**

1	S1		S2	
2	S1		S2	
3	S1		S2	
4	S1		S2	
5	S1		S2	
6	S1		S2	
7	S1		S2	
8	S1		S2	
9	S1		S2	

**EXTRA ELECTIVES**

	S1		S2	
	S1		S2	
	S1		S2	
	S1		S2	
	S1		S2	
	S1		S2	
	S1		S2	
	S1		S2	
	S1		S2	

**SOCIAL STUDIES (3.5)**

World History	S1		S2	
US History	S1		S2	
Gov (.5)				
Econ (.5)				
NM H (.5)				

**ENGLISH (4)**

English 9	S1		S2	
English 10	S1		S2	
English 11	S1		S2	
English 12	S1		S2	

**MATH (4)**

Algebra 1	S1		S2	
Geometry	S1		S2	
Alg II/Alg M	S1		S2	
4th year	S1		S2	

**SCIENCE (3)**

Column A	S1		S2	
Column B	S1		S2	
Column C	S1		S2	

Column A = Biology, Eco Biology, Botany\*

Column B = Chemistry, Integrated Physics/Chem, Geology\*

Column C = Physics, Geology/Astronomy, Integrated Physics/Chem, Astronomy\*

\*See counselor, re: questions on science credits

<b>HEALTH (.5)</b>				
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<b>PE (1)</b>	<b>(1)</b>	S1		S2	
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List course and credit earned.

<b>DC/DE/H/AP</b>	
<b>Career Cluster</b>	

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

SBA/PARCC	20__	20__	20__	Pass
Reading				
Mathematics				
Science				
Writing (EOC)				
Social Studies (EOC)				

<b>IEP Date</b>				
Hours of Service	RE		SEG	
Areas of identified need, specific courses, etc.				



**2017-2018  
ALBUQUERQUE HIGH  
AVID APPLICATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Current Grade Level \_\_\_\_\_ Birth Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

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

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

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

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

Thank you!

**I agree to enroll in the AVID class for the entire 9<sup>th</sup> or 10<sup>th</sup> grade academic year.**

**I agree to take notes in all my core subject areas as required in AVID**

**I agree to keep my binder organized as required by AVID.**

**I agree to maintain good attendance and be punctual for all my classes.**

**I agree to participate fully in tutorials as required by AVID.**

**I agree to participate in field trips, college visitation and other AVID activities.**

**I agree to keep my parents fully informed of AVID program activities.**

**I agree to complete all my assignments in all classes including AVID.**

**I agree to ask for help, talk to my AVID teacher or counselor if necessary.**

**I agree to keep a positive attitude and be enthusiastic about preparing for college.**

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Parent/Guardian Signature)

