



**ALBUQUERQUE
PUBLIC SCHOOLS**

NEW FUTURES SCHOOL COURSE CATALOG

2013 – 2014

Albuquerque Public Schools
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FROM THE CHIEF ACADEMIC OFFICER

Dear Students and Parents,

Albuquerque Public Schools is dedicated to providing outstanding educational opportunities for all our students. Preparing students for 21st century careers is our foremost goal for our entire community. To serve our diverse student populations we are focusing on the Common Core State Standards, College and Career Readiness skills and technological literacy.

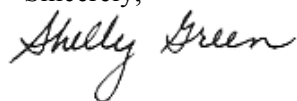
Common Core State Standards are designed to ensure high levels of student achievement through a rigorous curriculum. Students and teachers will focus on building knowledge through content rich nonfiction, informational texts and academic vocabulary. Mathematics instruction will focus on math fluency, applications and deep understanding of essential concepts.

College and Career Readiness skills are taught throughout the curriculum using project based learning, decision making, effective group work and time management. Students can also take advantage of honors, Advanced Placement, dual credit, online and Career and Technical Education classes.

Technological literacy is an essential skill for 21st Century Careers. Digital literacy skills include the ability to find, analyze and use online sources, data and tools. APS has purchased Discovery Education as one tool students will use to develop technological literacy.

These are a few examples of our commitment to our students' learning. Our students' academic success requires the support, encouragement and guidance of our teachers, administrators, parents and community. As you make course selections for next year, I encourage you to have meaningful discussions as a family that lead to the great learning opportunities APS schools have to offer.

Sincerely,



FROM THE PRINCIPAL:

Dear Students and Parents:

New Futures School is an APS "School of Choice" for pregnant and parenting students. We offer an environment that promotes rigorous learning as well as provides essential services to support and foster good parenting practices. We are committed to the needs of the whole student and believe we offer a learning environment that creates autonomous life-long learners who are prepared for post-secondary education and successful futures. Our curriculum is comprehensive, culminating in the acquisition of a high school diploma.

The curriculum at New Futures is aligned with District graduation requirements. Our students are able to meet the demanding expectations of the 21st Century. We offer AP classes, opportunities for dual credit and distance education. Our classes are small so students have the opportunity to work closely with their teachers, receiving individual attention. NFS students receive a lot of direct support in their post-secondary planning. Over 90% of our students are accepted into post-secondary institutions and have completed the FAFSA. Additionally, all students participate in a well-defined advisory program that focuses on current and post-secondary educational goals. Students receive instruction from highly trained educators, including National Board Certified teachers.

Inherent to our school's mission is the commitment to serve the unique needs of pregnant and parenting teens. NFS has incorporated the expertise of early childhood developmental theorists into its design. Our curriculum has received national recognition for its innovative programming.

Jinx Baskerville
Principal

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5400 Cutler NE
Albuquerque, NM 87111
505-883-5680
Fax 505-880-3977
CEEB code: 320033

Accreditation: State of New Mexico Public Education Department

Principal
Jinx Baskerville

Dean of Students
Jane Ripple

School Counselors
Barbara Fries – College & Career Counselor
Bonnie Sheehan – School Counselor

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GENERAL INFORMATION

SCHOOL PROFILE

New Futures School is a school of choice for pregnant and parenting teens. We have approximately 240 students enrolled in grade 6-12.

COURSE SELECTION/PRE-REGISTRATION PROCESS

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

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

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

All students will submit their course requests through the spring pre-registration process. The students' actual schedules will be determined by pre-requisite requirements, sufficient student interest through course requests and availability of highly qualified staff to teach the requested courses. Finalized student schedules for the 2012-2013 school year will be available in August at a "back-to school" registration event. Information on August registration can be obtained by calling 883-5680.

ENROLLMENT REQUIREMENTS

Students must be pregnant or parenting to attend New Futures School. Pregnant students must present proof of pregnancy at registration. All students must bring an up to date transcript with them so counselors can place students in appropriate classes. All students, full time or part time, are required to take all standardized tests.

TRANSFER STUDENTS

Students can transfer to New Futures from their neighborhood (comprehensive) school at 4 different times during the school year. Our school year is based on a 4x4 schedule. Students can enter during any of the 4 terms or possibly during the term if they have transfer grades.

SCHEDULE CORRECTIONS

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

Student course selections will be considered final unless the selections fail to prepare the student for minimum graduation requirements. Review for schedule correction should be requested through your school counselor. Any corrections must be made within the first five days of the semester. Some schedule changes are generated due to over or under projection of student enrollment by the district.

Requests for level changes (AP class to regular or regular to AP) must be completed no later than the end of the first two weeks. If a level change from an AP course into a regular course is being considered, the student will be asked to meet with the AP teacher, his or her parent, and counselor to consider strategies for helping the student succeed in the class. After implementing the strategies if the student so desires he or she may request a transfer to regular class. If a student's schedule is changed, the grades earned in his or her original class will be averaged with the grades earned in the new class.

SCHOOL SCHEDULE

Our school has a 4 x 4 schedule comprised of 4 classes per day, five days each week for 9 weeks that provide additional instructional time for academic standards and requirements and offers varied electives that support career pathways and academic rigor. Four terms divide the school year of 181 instructional days. You may earn up to 2 credits each term, a total of 8 credits per year. Students can transfer in at the beginning of each 9-week term.

REGULAR BELL SCHEDULE

1st period	8:10 am to 9:40 am
2nd period	9:45 am to 11:10 am
LUNCH	11:15 am to 11:45 am
3rd period	11:55 am to 1:25 pm
4th period	1:30 pm to 3:00 pm

SNOW DAY DELAY SCHEDULE

1st period	10:10 am to 11:08 am
LUNCH	11:15 am to 11:45 am
2nd period	11:58 am to 12:56 pm
3rd period	12:59 am to 1:57 pm
4th period	2:00 pm to 2:58 pm

ACTIVITY SCHEDULE A (Monday)

1st period	8:10 am to 9:40 am
2nd period	9:45 am to 11:10 am
LUNCH	11:15 am to 11:45 am
3rd period	11:55 am to 1:10 pm
ADVISORY/SWR	1:10 pm to 1:40 pm
4th period	1:45 pm to 3:00 pm

ACTIVITY SCHEDULE B (Friday)

1st period	8:10 am to 9:25 am
2nd period	9:30 am to 10:45 am
3rd period	10:50 am to 11:10 am
LUNCH	11:15 am to 11:45 am
3rd period	11:55 am to 12:55 pm
ADVISORY/SWR	12:55 pm to 1:25 pm
4th period	1:30 pm to 3:00 pm

GRADING POLICIES

Report cards are issued every nine (9) weeks. Progress grade reports are issued at 4-5 weeks. Semester grades are posted on a student's permanent record (transcript). The final examination may count for no more than 20% of the final semester grade. The grading scale is:

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

Credit is granted for successful completion of each class at the end of the term/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). 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.

TRANSCRIPTS

Please allow 24 hours for transcripts to be copied. Unofficial transcripts are stamped "Unofficial" and can be used for job applications and as useful information in educational planning. Official transcripts are stamped "Official," have the school seal, and are mailed directly from school to school. Official transcripts are primarily for college applications and the military.

TEXTBOOKS

Textbooks, **including textbooks used for UNM, CNM or IAIA coursework**, are the property of the State of New Mexico and are loaned to students with the expectation that they will be used appropriately, treated with care, and returned in good condition. Charges will be assessed for lost or damaged books.

All textbooks must be returned to the Montgomery Complex Dual Credit Textbook Room. Students who do not return textbooks within five (5) days may be assessed a fee.

Students will be informed of the materials they have checked out and of any fines, fees, or other charges they have incurred.

SCHOOL COUNSELING SERVICES

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

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

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

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

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

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

Resources for Academic and Career Planning – The School Counseling Center maintains a wide variety of resources for academic and career planning that are available for student and parent use. Career information includes career institutions and armed services brochures. College information includes catalogs, directories, videos, applications, and scholarships. Handouts with scholarship and career information website search engines are also available. Other resources include registration materials and study guides for national college entrance tests (ACT, and SAT Subject Tests). Files are maintained for high school students on alternative schools, tutoring programs, summer opportunities & scholarships. A College and Career Counselor is available to assist students with specific questions regarding their post-secondary plans.

Professional School Counselors address all of these student needs through a delivery system that includes **guidance curriculum** (within the classroom or small groups), **individual student planning** (individually and in small groups), **responsive services** (emergencies, crises, etc.) and **system support** (program planning and professional development).

How To Schedule An Appointment With A School Counselor:

Our goal is to assist students and families in a timely fashion. A parent who wishes to meet with a school counselor or a College and Career Counselor may schedule an appointment by calling the 883-5680 x0. Students can make appointments by requesting an appointment at the front desk.

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 8-3, M-F. If the library is not going to be open during our regular hours, there will be a notice posted on the library doors and an announcement will be made during the daily announcements prior to the closing. A student identification card (ID) is required to check out any library materials. Fines are charged for items not returned on time or items that have been damaged or lost.

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

Computers are available in the Library Media Center for student use. All computers access the Internet. The Library Media computers provide students with Microsoft Office; the opportunity to communicate via e-mail; and access to a myriad of diverse and unique resources from the Internet. The Library Media Center connects students with an increasing number of high-quality electronic and online resources that provide reputable information on a wide range of subjects.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS

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

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

*Students must take:

- one unit of Advanced Placement, honors, dual credit, or distance learning
- one unit of a career cluster course, workplace readiness course, or a language other than English
- **Two credits of marketing (fundamentals and advanced) or two credits of business, marketing and finance can be substituted for the economics requirement.

Most colleges and universities require 2-4 credits of the same modern, classical, or native language.



COLLEGE NOW with CNM Dual Credit!

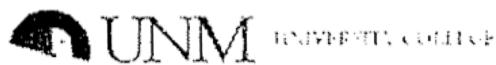
The Dual Credit Program at Central New Mexico Community College (CNM) gives high school sophomores, juniors and seniors the opportunity to earn college credit and high school elective credit at the same time. Classes are tuition free and your high school district pays for your textbooks. When you take a three to four credit hour class at CNM, you also earn one elective credit at your high school.

With Dual Credit, you will get a jump start on college and earn a degree or certificate faster. Choose from classes available here at your high school or take classes at any of our other campuses. Dual Credit is also one of the options for meeting new state graduation requirements.

For more information about Dual Credit at CNM:

- Talk to your school counselor
- Call CNM's School Relations Department at (505) 224-4238
- Go to cnm.edu/dualcredit
- Check out our CNM Dual Credit video at youtube.com/watch?v=koZEmg82bZA

*Enter CNMDC on your
registration card*



Take Classes at UNM—Apply Now!

The University of New Mexico's Dual Credit Program provides high school juniors and seniors with the opportunity to earn college credit while completing high school elective requirements. Tuition and books are paid for by your school district.

Apply now and start working towards your degree at UNM!

For more information on UNM's Dual Credit Program:

- Visit http://advisement.unm.edu/dual_enrollment/
- or, contact Scott Karlman at (505) 277-7204, skarlman@unm.edu

*Enter UNMDC on your
registration card*

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

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

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

For more information about Dual Credit:

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

DISTANCE LEARNING

Blended online course instruction is delivered in both face-to-face and online settings. Students are required to complete assignments and take exams as described in the course syllabus. Computer labs are available on site for students who do not have access to technology at home. Space is limited in all classes, with priority given to seniors. Students wishing to enroll in one or more classes must meet with their counselors to obtain a permission form prior to the registration period. Registration is the same process for blended online courses at each school except for eCADEMY whereupon registration is typically held during the second week of each semester. There is a non-refundable enrollment fee for each course.

We recommend students not take more than 3 online courses at one time, or if this is their first experience, students should only enroll in one class. **See your counselor for more information and before registering for any courses.**

ADVANCED PLACEMENT PROGRAMS

The Advanced Placement Program is the most academically challenging curriculum that our district offers. These courses are available to all students. AP courses are based on guidelines from the College Board and have been approved by the College Board. They expose students to college level curriculum, emphasize critical thinking skills, and provide preparation for the Advanced Placement examination. Students who pass the Advanced Placement examination may earn college credit (credit varies among colleges). Advanced Placement examinations are administered in May of each year. Taking the Advanced Placement examination is highly recommended.

Most AP courses require an average of 1-2 hours of homework every night. Students should carefully consider their overall academic load when making course selections.

The schedule of classes is based on student requests. Advanced Placement courses will be offered based on sufficient enrollment. Moving students in or out of AP classes will be considered only during the first two (2) weeks of their term and the first five (5) days of second term.

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

CAREER CLUSTER AND WORKPLACE READINESS COURSES

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

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

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

THE NEXT STEP PLAN

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

SPECIAL EDUCATION PATHWAYS FOR GRADUATION

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

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

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

GRADE LEVEL CLASSIFICATION

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

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

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

Students are reclassified in January and the summer.

EARLY GRADUATES

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

1. Students must declare their plans to their school counselor during the period of time between the beginning of their sophomore year and before the start of the second semester of their junior year.
2. Students must enroll in senior classes (English 12, a fourth math course, government and economics) during their graduating (3rd) year. Failure to do so will jeopardize their plans for early graduation.
3. Early graduates must take and pass the 11th grade NMSBA (New Mexico Standards Based Assessment) / HSGA (High School Graduation Assessment). They will be classified as juniors when the diploma is granted.
4. Students completing graduation requirements at mid-year may participate in the spring commencement and receive their diplomas at that time. Diplomas are not issued mid-year.
5. Students who complete graduation requirements at mid-year must follow withdrawal procedures at the end of Semester I.

CLASS RANKING

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

DIPLOMAS

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

TESTING INFORMATION

MANDATORY TESTING

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

State law requires that students take the NMSBA / HSGA in their second & third year of high school. It is a criterion-referenced, standardized assessment providing data on student achievement in terms of their proficiency in state standards. The examination is composed of multiple choice, constructed response, and open-ended items in math, language arts, and science. The examination is designed to provide schools and students information on how successfully they have mastered the state standards. Students' results are posted on their transcripts. The SBA is the graduation exit exam for students entering high school in 2009-10 and later. **Students will have two opportunities to retake sections of the NMSBA/HSGA during their senior year, if necessary.**

OPTIONAL TESTING

Schools may use a combination of the tests below.

College Entrance Tests

1. **PLAN** – 10th graders – pre-test for the ACT, which gives students information on their strengths and weaknesses to help them prepare for the ACT. It includes a career interest inventory.
2. **PSAT/NMSQT** – 10th and 11th graders – pre-test for the SAT and qualifying test for National Merit Scholarships, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program.
3. **ACT** – 11th and 12th graders – required for admission to colleges and universities and accepted at all New Mexico schools.
4. **SAT and Subject Tests** (formerly SAT I & II) – 11th and 12th graders – college admission test preferred by some out-of-state colleges and universities.
5. **Advanced Placement Examinations** – may result in college credit and advanced placement in the college program, depending on the student's scores and the each college's specific policy.
6. **Accuplacer** – 10th, 11th and 12th graders – Exams in reading, English and math that determine course placement in the community college program.

Our counselors recommend the following testing schedule for students:

- Juniors take the ACT and/or the SAT in April/ May/ or June.
- Seniors retake the ACT and/or the SAT in September or October to raise their scores, if desired.

Assessments

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

Next Step Plan (NSP)

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.

COLLEGE PREPARATORY PROGRAM

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

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

COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES

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

ADVANCED PLACEMENT (AP) PROGRAM

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

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Many colleges and universities participate in the College-Level Examination Program (CLEP), which allows students to gain advanced standing and college-level credit to fulfill basic graduation requirements and/or accelerate their program of study to graduate early.

There are two kinds of CLEP examinations. The general examinations are given in the areas of English composition, humanities, natural sciences, mathematics, and social sciences. The subject examination is used to award credit in specific college courses. These are given by the college or university.

DEPARTMENTAL EXAMINATIONS

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

NEW MEXICO FIRST SEMESTER* AND LOTTERY SCHOLARSHIPS

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

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

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

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

- be a New Mexico high school graduate— spring 1996 or later,
- be a New Mexico resident,
- have 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 2.5 GPA and be enrolled for a minimum of 12 hours each semester, excluding summer

*Post-secondary schools have different titles for this first semester scholarship (e.g., Bridge Scholarship, NM Lottery Success Scholarship, NM Legislative Lottery Scholarship).

CAREER ACADEMIES

All APS high schools have established career academies or are in the process of developing career academies. See the program of studies section for academies available at our high school.

Introduction and Definitions

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

A description of Career Academies identifies three defining characteristics:

Rigor

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

Relevance

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

Relationships

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

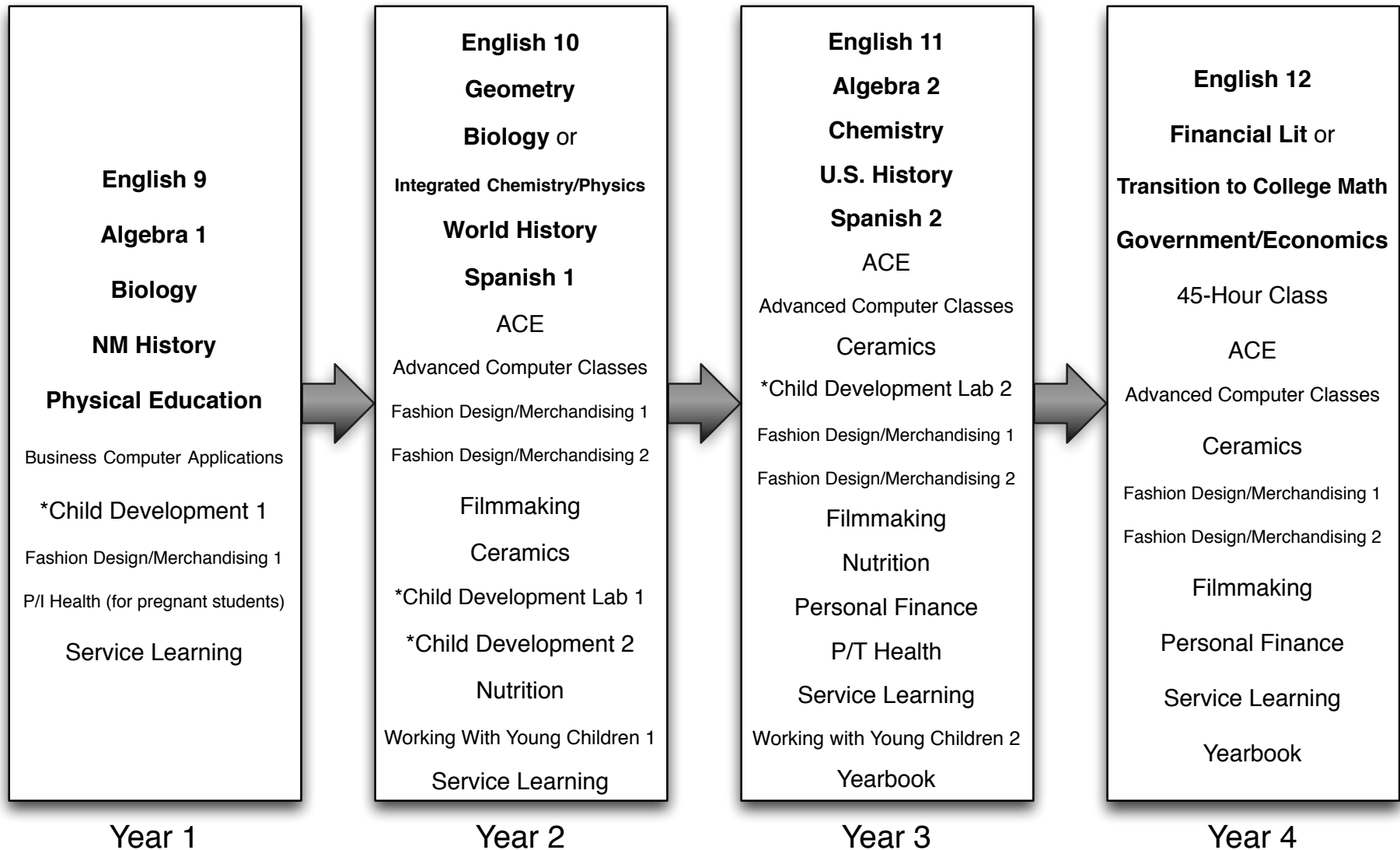
Albuquerque Public Schools’ Program of Study document for each career cluster is a source of information for students as they develop their own personal educational plan. These plans serve as a guide and list examples of suggested coursework. Courses listed within these plans are only recommendations;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

PROGRAM OF STUDY

New Futures School has chosen to follow the **Education and Training** Program of Study. The following is a 4-year course planner for that Program of Study.

Have you thought about becoming a: social worker, elementary teacher, early childhood teacher, high school teacher, special education teacher, college/university professor, psychologist, counselor (substance abuse/family/marriage/vocational), child care worker, coach, speech-language pathologist, daycare manager or job corps program director?

Career Pathway Program of Study: Education and Training



Core classes are listed in bold.

*Child development classes will vary based on age of child.

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.

CORRESPONDENCE COURSES

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

SUMMER SCHOOL (Summer Extended Learning)

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

SCHOOLS OF CHOICE

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

CAREER ENRICHMENT CENTER (CEC)

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

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

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

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

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

EARLY COLLEGE ACADEMY (ECA)

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

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

Program Features: The Early College Academy (ECA) is a magnet high school focused on college preparation. Core academic classes are offered in the morning so that students may take a full load of CEC, UNM, or CNM classes in the afternoon. UNM and CNM classes may apply toward an associate or university degree. ECA's small-school environment offers students an intimate and personalized college-readiness learning experience.

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

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

Student Enrollment: Students who are interested in a challenging curriculum with nightly homework should apply for admission to ECA. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA. Residency documentation must be provided during the registration process. Because of space limitations, student enrollment is limited to a maximum of 50 students per grade level for a maximum enrollment of 200. The school maintains a "waiting list" if interest exceeds space. Students may apply for admission to ECA by contacting the school's counselor or administrative staff.

eCADEMY

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

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

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

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

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

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 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 their advisors who have a mentorship role. Advisors work closely with parents from enrollment to graduation to support students in graduating from high school with a plan for their future. The advisement program allows students to earn credit for work or volunteering and enjoy job-shadowing experiences in line with their career interests.

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

Enrollment Information: Students must be a sophomore or higher in credits to enroll at Freedom High. The enrollment process starts with a placement exam to determine reading and math skills and the need for support classes in these content areas. Students and their parents are then scheduled to come to an interview and orientation where they can further discuss the student's needs, school policies, and determine if the school is a fit for them. Call the school office for placement exam times, further information, or to begin the enrollment process.

NEX+GEN ACADEMY

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

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

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

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

Enrollment Information: Enrollment is determined by self-selection by families that are committed to the unique features and expectations of the school.

SCHOOL ON WHEELS

***Main Campus**

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

***Western Trails Campus (Unser at Western Trails)**

6440 Western Trails Blvd, Albuquerque, New Mexico 87120 – (505) 877-0201

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

Program Features:

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

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

Enrollment information:

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

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 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 an arts elective over two years. Students complete assessment tasks in the classroom, which are scored by their teachers, and then moderated by IB. Additionally, students take written examinations at the end of the program, which are marked by external IB examiners.

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 take an entrance assessment, provide teacher recommendations, and participate in a personal interview prior to admittance.

SCHOOL OFFERINGS:

- CAREER & TECHNICAL EDUCATION
- GENERAL ELECTIVES
- HEALTH
- LANGUAGE ARTS
- MATHEMATICS
- MODERN & CLASSICAL LANGUAGES
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- SPECIAL EDUCATION

Career & Technical Education

Class Name: Computer Applications for Business Technology

Course Number: 84301

Prerequisite: None

Length of Course: 2 Terms

Course Description:

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

Class Name: Desktop Publishing I

Course Number: 65504

Prerequisite: Successful Completion of Computer Applications for Technology

Length of Course: 2 Terms

Course Description:

In Desktop Publishing I the student acquires skills in desktop publishing and applies design and layout principles to a variety of publications and uses them to develop creative and artistic projects (e.g., calendars, course offering handbooks, newsletters). Literacy is integrated throughout the course.

Class Name: Word Processing for Business

Course Number: 84302

Prerequisite: Successful Completion of Computer Applications for Technology

Length of Course: 2 Terms

Course Description:

Word Processing for Business is intended for the student who desires additional hands-on training in the use of computer software programs with an emphasis in word processing (e.g., Microsoft Word_). Topics include merges, macros, tables with formulas and templates used in a real-life work simulation within the classroom.

Class Name: Desktop Publishing II

Course Number: 65506

Prerequisite: Successful Completion of Desktop Publishing I

Length of Course: 2 Terms

Course Description:

In Desktop Publishing II, the student continues to build on his/her technical design skills developed in Desktop Publishing I. He/She produces professional high-quality page design for business publications (e.g., newsletters, flyers, brochures, business cards) using page layout tools for print and the Web. Literacy is integrated throughout the course.

Class Name: Culinary Arts I

Course Number: 83001

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: Fashion Design and Merchandising I

Course Number: 83021

Prerequisite: None

Length of Course: 2 Terms

Course Description:

Fashion Design and Merchandising I provides opportunity for students to explore careers in the fashion industry. Students learn the artistic, economic and social-psychological role clothing plays in the world today while following apparel from conception to production and mass marketing. Students learn to operate a sewing machine and gain knowledge and skills through the construction of projects for themselves and as donations to charitable institutions.

Class Name: Culinary Arts II

Course Number: 83002

Prerequisite: Successful completion of Culinary Arts I

Length of Course: 2 Terms

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 integral parts of the course.

Class Name: Fashion Design and Merchandising II

Course Number: 83022

Prerequisite: Successful Completion (C or better)
Fashion Design and Merchandising I

Length of Course: 2 Terms

Course Description:

Fashion Design and Merchandising II builds upon Fashion Design and Merchandising I basic concepts by applying knowledge of fabrics, patterns, and construction to projects. Students research fibers and fabrics and familiarize themselves with well-known designers. They learn fashion illustration techniques and design principles while finding ways to express themselves as designers. Students investigate higher education opportunities in the field of fashion.

Class Name: Nutrition

Course Number: 83359

Prerequisite: None

Length of Course: 2 Terms

Course Description:

Nutrition covers the major components of what a student needs to know to maintain a healthy well being. The main focus areas are, but not limited to, factors that influence nutrition and wellness, categories and functions of nutrients, wellness needs of families and individuals, preparation/safety and sanitation, and science and technology. Careers in nutrition are explored. Nutrition labs help facilitate learning throughout the course. Literacy strategies are integrated throughout the curriculum.

Class Name: Child Development II

Course Number: 83204

Prerequisite: Successful Completion of Child Development I

Length of Course: 1 Term

Course Description:

In Child Development II, the student/mother learns about infants ranging in age from birth to fifteen months. The student works cooperatively with the instructor and the childcare assistants, observing and participating in activities, routines, and practices that encourage the physical, social, cognitive, and emotional development of the infants. Some of the topics in Child Development II include, but are not restricted to, child growth and development, safety and health, learning environment, relationships, pregnancy and prenatal care, and career readiness.

Class Name: Child Development I

Course Number: 83203

Prerequisite: None

Length of Course: 1 Term

Course Description:

In Child Development I, the student/mother learns about infants ranging in age from birth to four months. The student works cooperatively with the instructor and the childcare assistants, observing and participating in activities, routines, and practices that encourage the physical, social, cognitive, and emotional development of the infants. Some of the topics in Child Development I include, but are not restricted to, child growth and development, safety and health, learning environment, relationships, pregnancy and prenatal care, and career readiness.

Class Name: Child Development Laboratory I

Course Number: 83205

Prerequisite: Successful Completion of Child Development I

Length of Course: 2 Terms

Course Description:

Child Development Laboratory I is the first lab experience for a student studying infant growth and development. In this lab, the pregnant student or new parent observes the growth and development of an infant from birth to approximately four months, unless the student has an older infant or toddler. In this instance, the student's lab assignment corresponds to that of his/her child's stage of development. In addition to child growth, the student studies the health, safety, and environmental requirements of a licensed childcare center and explores the personal characteristics necessary for employment as an early childhood caregiver.

Class Name: Child Development Laboratory II

Course Number: 83206

Prerequisite: Successful Completion of Child Development Laboratory I

Length of Course: 2 Terms

Course Description:

Child Development Laboratory II (CDLII) is the second lab experience for a student developing proficiency in the care and education of infants and toddlers. In this lab, the parenting student applies health and safety standards in age-appropriate learning environments and identifies interests and aptitudes that relate to early childhood careers. The student also identifies counseling and mental health resources that may be of assistance to the student and/or his/her child. The student's lab experiences correspond to his/her child's developmental stage.

Class Name: Child Development Laboratory IV

Course Number: 83208

Prerequisite: Successful Completion of Child Development Laboratory III

Length of Course: 2 Terms

Course Description:

Child Development Laboratory IV (CDLIV) is the fourth lab experience for a student employing proficiency in the care and education of infants and toddlers. The parenting student assesses the health and safety procedures in a licensed childcare facility, evaluates the counseling and mental health services available to pregnant and parenting teens, analyzes a variety of learning environments for age appropriateness, and evaluates personal interests that determine career choices.

Class Name: Child Development Laboratory III

Course Number: 83207

Prerequisite: Successful Completion of Child Development Laboratory II

Length of Course: 2 Terms

Course Description:

Child Development Laboratory III (CDLIII) is the third lab experience for a student demonstrating proficiency in the care and education of infants and toddlers. The parenting student demonstrates proficiency in the application of health and safety standards in a state-licensed childcare facility and applies knowledge of developmentally-appropriate activities in a learning center. The student engages counseling and/or mental health services to solve relationship issues and analyzes personal interests that correspond to early childhood careers. The student's lab experiences correspond to his/her child's developmental stage.

Class Name: 45-Hour Entry-Level Class (Dual Credit)

Course Number: CDV1020

Prerequisite: Preference given to grades 11 & 12

Length of Course: 1 Term

Course Description:

Assists entry-level early care, education and family support individuals to advance their understanding and practice in the seven competency areas as defined by the state of New Mexico. Provides opportunities for students to construct knowledge about children, families, communities and support systems through discussion, reflection and skill practice. Does not require a high school diploma or GED.

Class Name: College Success (Dual Credit)
Course Number: CSE1101
Prerequisite: Preference given to grades 11 & 12
Length of Course: 1 Term

Course Description:

Introduces students to academic and personal skills essential for college success. Topics include techniques for time management, learning strategies, test preparation, decision making, critical thinking, and applied research. Students learn to create success by applying proven principles for active learning, self-motivation, self-management, self-awareness, and interdependence. Note(s): 45 theory + 15 lab hours

Class Name: Teaching and Working with Young Children II
Course Number: 83202
Prerequisite: Successful Completion of Teaching and Working with Young Children I
Length of Course: 2 Terms

Course Description:

The student focuses on child development, researching its theories and theorists, and application of child development principles with young children, using this knowledge in a learning environment for young children. The course emphasizes child growth and development, health and safety, learning environments, relationships, and career readiness.

Class Name: Teaching and Working with Young Children I
Course Number: 83201
Prerequisite: None
Length of Course: 2 Terms

Course Description:

The student explores significant child development theorists and theories, child development milestones from pre-birth through preschool, components of a quality early childhood environment, and ways to promote healthy relationships. Careers in an early childhood setting are explored. Areas of study include, but are not limited to, child growth and development, safety and health, the learning environment, relationships, pregnancy and prenatal care, and career readiness.

Class Name: Ceramics I
Course Number: 70511
Prerequisite: None
Length of Course: 2 Terms

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.

Class Name: Ceramics II

Course Number: 70512

Prerequisite: Ceramics I

Length of Course: 2 Terms

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.

Class Name: Digital Film Production II

Course Number: 71582

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

Length of Course: 2 Terms

Course Description:

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

Class Name: Digital Film Production I

Course Number: 71581

Prerequisite: None

Length of Course: 2 Terms

Course Description:

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

Class Name: Academic Career Experience (ACE) I

Course Number: 53060

Prerequisite: None

Length of Course: 2 Terms

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.

General Electives

Class Name: Academic Career Experience (ACE) I

Course Number: 53061

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: Academic Career Experience (ACE) II

Course Number: 53063

Prerequisite: Successful Completion of ACE I

Length of Course: 2 Terms

Course Description:

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

Class Name: Academic Career Experience (ACE) I

Course Number: 53062

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: Academic Career Experience (ACE) II

Course Number: 53064

Prerequisite: Successful Completion of ACE I

Length of Course: 2 Terms

Course Description:

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

Class Name: Academic Career Experience (ACE) III
Course Number: 53066
Prerequisite: Successful Completion of ACE II
Length of Course: 2 Terms

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.

Class Name: Defensive Driving
Course Number: 53020
Prerequisite: Ages 15-17
Length of Course: 1 Term

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.

Class Name: Math Strategies I
Course Number: 31001
Prerequisite: None
Length of Course: 2 Terms

Course Description:

Math Strategies I is for the student who needs support with Algebra I skills and concepts (e.g., operations with integers, solving equations, graphing). The student receives personalized instruction and progress monitoring assessment in his/her areas of need and learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), and technology (e.g., graphing calculators and computers). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

Class Name: Math Strategies II
Course Number: 31002
Prerequisite: Successful Completion of Algebra I or Equivalent
Length of Course: 2 Terms

Course Description:

Math Strategies II is for the student who needs support with geometry skills and concepts (e.g., lines, planes, polygons, circles, three-dimensional figures and their measurements). The student learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), technology (e.g., Geometer's Sketchpad, calculators), and the use of construction tools (e.g., compass, protractor, straight edge). These strategies and techniques improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations through a variety of opportunities to learn, practice, and internalize critical-thinking skills.

Class Name: Math Strategies III

Course Number: 31003

Prerequisite: Successful Completion of Algebra I and/or Geometry or Equivalent

Length of Course: 2 Terms

Course Description:

Math Strategies III is for the student who needs support with Algebra II skills and concepts (e.g., systems of equations, quadratics, functions, probability, statistics). The student learns through a variety of strategies, techniques (e.g., graphic organizers, Teaching and Learning with Text), and technology (e.g., graphing calculators, computers) designed to improve the student's abilities to interpret the text, problem solve, and make connections to real-world situations.

Class Name: READ180B

Course Number: 24131

Prerequisite: Recommendation of Data Analysis

Length of Course: 2 Terms

Course Description:

READ180 B supports the adolescent reader. An adolescent reader often exhibits many of the following characteristics: needs teacher direction to make connections between text and background knowledge, has difficulty summarizing what is read, possesses a limited vocabulary and needs strategies for word study, does not read instruction in order to meet each student's needs in reading components. 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 text 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 learning behaviors and strategies. The reading process, reading application, and personal engagement with reading are major areas of focus.

Class Name: READ180A

Course Number: 24121

Prerequisite: Recommendation of Data Analysis

Length of Course: 2 Terms

Course Description:

READ180 A supports the emergent adolescent reader. An emergent adolescent reader often exhibits many of the following characteristics: needs teacher direction to make connections between text and background knowledge, has difficulty summarizing what is read, possesses a limited vocabulary and needs strategies for word study, does not read fluently and is hesitant to read independently. This course is designed to provide both individual and small group instruction in order to meet each student's needs in reading components. 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 text 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 learning behaviors and strategies. The reading process, reading application and personal engagement with reading are major areas of focus.

Class Name: Service Learning

Course Number: 53012

Prerequisite: None

Length of Course: 2 Terms

Course Description:

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

Health

Class Name: Health Careers I

Course Number: 48020

Prerequisite: Successful Completion of Health I and Biology I

Length of Course: 2 Terms

Course Description:

Health care has grown into a multibillion dollar industry that has profound effects on our society. As medical advancements continue to grow, so do issues faced by society, patients, and health care providers. In Health Careers I, the student studies a variety of topics that include, but are not limited to, health promotion; acquisition of health information; health behaviors; health factors; interpersonal communications skills; goal setting; health advocacy; safety, first aid, and emergency care; and career readiness. The student networks with health care professionals both in and out of the classroom setting. He/She explores a variety of health careers (e.g., dentistry, pharmacy, geriatric care). Literacy strategies are integrated throughout the course.

Class Name: Personal and Infant Health

Course Number: 48015

Prerequisite: Pregnant or Parenting

Length of Course: 1 Term

Course Description:

The student addresses the conceptual aspects related to health and wellness during pregnancy as well as experiencing opportunities to apply health concepts. By the end of the course, the student has an increased awareness of health behaviors and decision-making skills required to maintain personal health as well as that of her family and is able to apply the information acquired. Literacy strategies are integrated throughout the curriculum.

Class Name: Personal and Toddler Health

Course Number: 48016

Prerequisite: Pregnant or Parenting

Length of Course: 1 Term

Course Description:

The curriculum is designed to address the conceptual aspects related to health and wellness during the toddler years. The physical, cognitive, social, and emotional growth and development of the toddler are covered as are related subjects that deal with physical and mental health issues. Topics cover, but are not limited to, appropriate interaction between parent and child during play, learning, safety, discipline, teething, illness, toileting, nutrition, immunization, language acquisition, violence, and abuse and neglect. The student has opportunities to apply this information to the decision-making process required to maintain and promote a healthy family. Literacy strategies are integrated throughout the curriculum.

Language Arts

Class Name: English 9

Course Number: 25031

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: English 10

Course Number: 25041

Prerequisite: Successful Completion of English 9 (or substitute)

Length of Course: 2 Terms

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.

Class Name: AP English Language and Composition 11

Course Number: 25058

Prerequisite: Successful Completion of English 10 or English 10 Honors

Length of Course: 2 Terms

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),

Class Name: English 11

Course Number: 25051

Prerequisite: Successful Completion of English 10

Length of Course: 2 Terms

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.

Class Name: English 12

Course Number: 25061

Prerequisite: Successful Completion of English 11 (or substitute)

Length of Course: 2 Terms

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

Class Name: English as a Second Language (ESL)
Level I

Course Number: 2055A

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 1.0-1.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 9. The teacher will access the 9th grade language arts standards in order for students to receive English 9 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: English as a Second Language (ESL)
Level I

Course Number: 2055C

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 1.0-1.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level I

Course Number: 2055B

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 1.0-1.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level I

Course Number: 2055D

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 1.0-1.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 12. The teacher will access the 12th grade language arts standards in order for students to receive English 12 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: English as a Second Language (ESL)
Level II

Course Number: 2055E

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 2.0-2.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 9. The teacher will access the 9th grade language arts standards in order for students to receive English 9 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from a basic understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: English as a Second Language (ESL)
Level II

Course Number: 2055G

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 2.0-2.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level II

Course Number: 2055F

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 2.0-2.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level II

Course Number: 2055H

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 2.0-2.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 12. The teacher will access the 12th grade language arts standards in order for students to receive English 12 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from a basic understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: English as a Second Language (ESL)
Level III

Course Number: 2055J

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 3.0-3.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 9. The teacher will access the 9th grade language arts standards in order for students to receive English 9 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an adequate understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: English as a Second Language (ESL)
Level III

Course Number: 2055L

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 3.0-3.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level III

Course Number: 2055K

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 3.0-3.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level III

Course Number: 2055M

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 3.0-3.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 12. The teacher will access the 12th grade language arts standards in order for students to receive English 12 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an adequate understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: English as a Second Language (ESL)
Level IV English Language Develop-

Course Number: 2055N

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 4.0-4.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 9. The teacher will access the 9th grade language arts standards in order for students to receive English 9 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an average understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: English as a Second Language (ESL)
Level IV English Language Develop-

Course Number: 2055Q

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 4.0-4.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level IV English Language Develop-

Course Number: 2055P

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 4.0-4.9

Length of Course: 2 Terms

Course Description:

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

Class Name: English as a Second Language (ESL)
Level IV English Language Develop-

Course Number: 2055R

Prerequisite: ACCESS for ELLs or Wida Access
Placement Test - Overall Score 4.0-4.9

Length of Course: 2 Terms

Course Description:

This course fulfills the requirement for English 12. The teacher will access the 12th grade language arts standards in order for students to receive English 12 credit. In addition, this course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. This course begins with extensive listening and speaking practice, building on auditory and oral skills, and then moves to reading and writing. Basic structures of the English language are explained and students progress from an average understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.

Class Name: Yearbook I

Course Number: 24036

Prerequisite: None

Length of Course: 2 Terms

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 _dead-liningÓ 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.

Class Name: Yearbook II

Course Number: 24037

Prerequisite: Successful Completion of Yearbook I

Length of Course: 2 Terms

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.

Mathematics

Class Name: Algebra I

Course Number: 33040

Prerequisite: 8th grade teacher recommendation

Length of Course: 2 Terms

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.

Class Name: Algebra II

Course Number: 36040

Prerequisite: Algebra I and/or Geometry

Length of Course: 2 Terms

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 aof equations including quadratic systems, inequalities, and absolute value relations. Other areas of study are gemetry and data analysis and probability. The student applies problem-solving techniques and literacy strategies throughout the course as an integral part of the Subject. This course exceeds state standards.

Class Name:	Geometry	Class Name:	Pre-calculus (previously Math Analysis)
Course Number:	35040	Course Number:	38040
Prerequisite:	Successful Completion of Algebra I	Prerequisite:	Successful Completion of Algebra II or Geometry I Honors
Length of Course:	2 Terms	Length of Course:	2 Terms
Course Description:		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.		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.	
Class Name:	Algebraic Models	Class Name:	Transitions to College Math
Course Number:	36035	Course Number:	38010
Prerequisite:	Successful Completion of Algebra I and/or Geometry or Equivalents	Prerequisite:	Algebra II
Length of Course:	2 Terms	Length of Course:	2 Terms
Course Description:		Course Description:	
In this course, the student learns to use real-world applications to show the <i>how</i> and <i>why</i> of an algebraic concept or skill. Areas of study include, but are not limited to, algebra, functions, and graphs; geometry and trigonometry; and data analysis and probability. The student explores graphing technology as a means to visualize concepts and develop a deeper understanding of algebraic equations and functions.		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.	

Modern & Classical Languages

Class Name: Spanish I

Course Number: 61010

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: Spanish II

Course Number: 61011

Prerequisite: Successful Completion of Spanish I

Length of Course: 2 Terms

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.

Physical Education

Class Name: Aerobics and Body Conditioning I

Course Number: 90446

Prerequisite: Foundations of Physical Education

Length of Course: 2 Terms

Course Description:

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

Class Name: Aerobics and Body Conditioning II

Course Number: 90447

Prerequisite: Successful Completion of Aerobics and Body Conditioning I

Length of Course: 2 Terms

Course Description:

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

Class Name: Foundations of Physical Education

Course Number: 90000

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: Integrated Physics/Chemistry

Course Number: 43080

Prerequisite: None

Length of Course: 2 Terms

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.

Science

Class Name: Biology I

Course Number: 41111

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: Chemistry I

Course Number: 42111

Prerequisite: Successful completion of Algebra I

Length of Course: 2 Terms

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.

Social Studies

Class Name: New Mexico History

Course Number: 10043

Prerequisite: None

Length of Course: 1 Term

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.

Class Name: World History/Geography

Course Number: 12019

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: US History/Geography

Course Number: 11011

Prerequisite: None

Length of Course: 2 Terms

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.

Class Name: Economics

Course Number: 15011

Prerequisite: None

Length of Course: 1 Term

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.

Class Name: Government

Course Number: 13011

Prerequisite: None

Length of Course: 1 Term

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.

Middle school classes are available for students in grades 6-8. Counselors will work with parent & student to develop a schedule.

Class Name: Personal Finance

Course Number: 15017

Prerequisite: None

Length of Course: 1 Term

Course Description:

Course provides an understanding of the concepts and principles involved in managing one's personal finances. Topics may include, but are not limited to, saving and investing, banking/financial services, credit and debt, predatory lending practices, insurance, taxes and social security, spending patterns, setting goals and budget planning, contracts, mortgages and home ownership, rental agreements, planning for retirement, consumer protection, cultural, social, and emotional influences on financial behavior, and rights and responsibilities of buyers and sellers. An overview of the American economy may be provided.

SPECIAL EDUCATION

Admission into special education programs is determined by the following criteria:

1. Referral
2. Parental permission
3. Multidisciplinary diagnostic evaluation
4. Identification of an exceptionality
5. Eligibility determined by the Multidisciplinary Team
6. Individualized Education Program (IEP) committee meeting to determine the educational program of the student and to develop the IEP document

The IEP committee determines the appropriate educational setting(s) in which the student can receive educational services consistent with annual goals and short-term objectives. This committee, or a meeting between parent, student and sponsor teacher will review and determine and enter appropriate course requests on registration cards.

To the maximum extent appropriate, the student will participate in the general education program. The IEP Committee will decide the amount of time your child will participate in general education. Modifications and/or adaptations that are needed in the general program will also be discussed.

Educational services which will be considered (in order of consideration).

- Full time general education program with no special education services
- Full time general education program with consultation and/or minimal special education services
- General education program with moderate special education services
- General education program with extensive special education services
- General education program with maximum special education services
- Maximum special education services

Please contact our Special Education Department regarding inquiries of any kind pertaining to special education.

Curriculum: The Special Education Department offers all courses required for graduation. Courses include appropriate regular education classes and special education classes needed for individual educational program determined by an IEP committee.

Registration for appropriate classes will be decided during IEP meetings.