NEW MEXICO

Public Education Department

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# High School Graduation Requirements Guidance

## HB171

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# INTRODUCTION

During the 2024 legislative session, Governor Michelle Lujan Grisham signed House Bill 171, School Graduation Requirements, updating high school graduation requirements for the first time in over a decade, with changes becoming effective for students entering ninth grade in the 2025-2026 school year. The new requirements require successful completion of a minimum of 24 units aligned to the state academic content and performance standards.

## Key Changes

- **Career Technical Education and Work-Based Learning:** Department-approved work-based learning and career technical education qualifying in the core content areas of English, mathematics, and science.
- **Algebra 2:** Removal of Algebra 2 as a requirement, although it must be offered as a mathematics course.
- **Credits Prior to High School**: Units in Health, Algebra 1, and Geometry prior to enrolling in high school shall satisfy unit requirements to earn a New Mexico Diploma of Excellence.
- **Honors/AP, Dual Credit, Distance Learning**: Removal of the required Advanced Placement®, honors, dual credit, or distance learning units, although a student's opportunity to take these courses shall not be affected.
- **Student Choice Two-Unit Elective Pathway**: Requirement that electives include a two-unit pathway concentration of the student's choice in a language other than English, including American sign language; fine arts; health; military career preparation; a career technical education program; or community learning, a capstone course, or work-based learning, provided that financial literacy and computer science shall be offered as electives.
- **Local Education Agency Choice Two Units**: Two units set by each local school board or governing body that meet department academic content and performance standards.
- **Demonstration of Competency:** Removal of the state required demonstrations of competency in five core subject areas (i.e., mathematics, reading and language arts, writing, social studies, and science). Although high school students must still participate in the state's required Every Student Succeeds Act (ESSA) assessments, the *additional* requirement of demonstrating competency in five core subject areas is no longer necessary.

# SECTION 1: NEW MEXICO DIPLOMA OF EXCELLENCE

Students in New Mexico must meet coursework requirements to earn a New Mexico Diploma of Excellence. Per state law, students must complete a minimum of 24 credits. Nothing in the minimum graduation requirements affects:

- A school district's or charter school's authority to require more units for graduation than provided in this section; or
- A student's opportunity to take Advanced Placement® or honors courses, International Baccalaureate® courses or distance learning courses offered by the public school, or dual credit courses offered in cooperation with institutions of higher education.

## Removal of Graduation Demonstrations of Competency

The passing of House Bill 171 (HB171) in the 2024 legislative session amends current law to update New Mexico's high school graduation requirements related to assessments. Students are **no longer required** to complete demonstrations of competency (DOCs) in core academic subjects (i.e., mathematics, reading and language arts, writing, social studies, and science) to receive a high school diploma. The PED formally announced this change to districts and charter schools in March of 2024 in a memorandum. Additionally, the removal of the state's DOC requirement should be retroactively applied to prior graduation cohorts (e.g., a 2018 cohort graduate that returns to complete high school diploma requirements would not be held to completing DOCs).

Although HB 171 removes the state's requirement for students to demonstrate competency in the five core subject areas, districts or charter schools may exercise their local authority to require local demonstrations of competency (e.g., portfolios, capstones, end-of-course exams).

## Coursework Requirements

Graduating class of 2029 and beyond. 24 total units required as outlined below:

| Content Area | Coursework Requirements | Coursework Options (Course Codes) |
|---|---|---|

| | | |
|---|---|---|
| **English**<br>**(Appendix A)** | **4 credits of English** (must include a 3-unit sequence)<br>**English development courses that meet ELA development academic content and performance standards. ELD courses are intended for English learners whose proficiency level is nearing proficiency, as measured by the PED-approved English language proficiency assessment. | • ELA 1 (1001)/ELA-ELD I (1064)**<br>• ELA 2 (1002)/ELA-ELD II (1065)**<br>• ELA 3 (1003)/ELA-ELD III (1066)**<br>• Additional options vary by school<br>> Department-approved WBL Course<br>> Department-approved CTE Course |
| **Mathematics**<br>**(Appendix B)** | **4 credits of math** (2 units shall include a sequence of Algebra I and Geometry or equivalent Integrated Pathway)<br>Units earned in Algebra 1 and Geometry prior to high school shall satisfy. | • Algebra I (2031) or Integrated Pathway: Math I (2080)<br>• Geometry (2034) or Integrated Pathway: Math II (2081)<br>• Additional options vary by school.<br>> Department-approved WBL Course<br>> Department-approved CTE Course<br>Algebra 2 and Financial Literacy shall be offered as math courses. |
| **Science**<br>**(Appendix C)** | **3 credits of science** (must include 2 units of a laboratory component) | • 2 laboratory sciences<br>• Additional options vary by school.<br>> Department-approved WBL Course<br>> Department-approved CTE Course |

| Content Area | Coursework Requirements | Coursework Options (Course Codes) |
|---|---|---|
| **Social Studies**<br>**(Appendix D)** | **4 credits of social studies** (Government/Economics and Personal Financial Literacy course content shall contain civics) | • U.S. History and Geography (2729)*<br>• U.S. Government (2730)^<br>• Economics (2741)^<br>• World History and Geography (2706)<br>• Additional options vary by school<br>*Course content shall contain NM history. Note: NM History can also be offered as a stand-alone course.<br>^Can be offered as 0.5 credit. |
| **Physical Education** | **1 unit in physical education** | • Physical Education (2305)<br>• Marching band<br>• JROTC<br>• Interscholastic sports sanctioned by the NMAA or other co-curricular physical activity<br>• Additional options vary by school |
| **Health** | **1 course (0.5 credit) in health** | • Health (1401) as an elective unit above (E) or as completed in middle school (MS) |
| **Electives** | **5.5 elective units** that meet department content & performance standards & provide a two-unit pathway concentration of the student's choice. (Computer Science & Financial Literacy shall be offered as electives) | • Language other than English (including American Sign Language)<br>• Fine arts<br>• Health<br>• Military career preparation<br>• Student service learning<br>• Technical Career education (CTE)<br>• Community or service learning<br>• Capstone course<br>• Work-based learning (WBL) |
| **Local Requirement** | ***2 units set by each local school board or governing body** that meet department academic content and performance standards.<br>*Choose 2 units as part of the 24 required units. | If a high school student who has taken one or both units moves from one district/charter to another, the receiving district/charter shall accept those earned units toward the student's graduation. |

A single course credit may fulfill the requirements for only one graduation category. Credit for the course cannot be applied simultaneously to multiple requirements, even if the course content overlaps with more than one category.

- For example, if a course satisfies both an "Elective" and a "Math" requirement, the official and student must designate which category the course will fulfill. The same credit cannot be counted toward both requirements.

The course can be listed on a record or transcript as meeting a graduation requirement, but a decision must be made as to which one the credit will be assigned to.

> **Department Approved CTE and WBL courses**. Ensure that Department-approved CTE and WBL courses align with college admissions and National Collegiate Athletic Association (NCAA) requirements. When selecting courses, carefully consider NCAA eligibility criteria, as they have specific requirements for admission and athletic participation. Additional considerations for college admissions requirements as the eligibility requirements are very specific on courses needed for admission/eligibility.

## Middle School Students Earning High School Credit

**Revised July 2025**

In accordance with HB 171 (NMSA Section 22-13-1.1), middle school students may only earn high school credit for the following courses:

- Algebra I
- Geometry
- Health

**Conditions:**
These credits may be awarded *only* if the course is taught by an educator who holds a valid New Mexico secondary-level endorsement in the relevant content area.

**Clarification for Gifted Students:**
While all middle school students, including gifted students, may participate in other high school-level courses for enrichment or acceleration, they **may not** receive high school credit for any courses that are not Algebra I, Geometry, or Health—regardless of content or delivery method.

This guidance ensures consistent application of current statutory requirements throughout the State and must be followed by all districts and charter schools.

## Coursework Waivers

The PED requires waivers for **any** change to the prescribed coursework requirements. Graduation coursework waivers are obtained from the PED Waivers web page and submitted to Waivers.PED@ped.nm.gov.

# SECTION 2: CAREER TECHNICAL EDUCATION (CTE) AND WORK-BASED LEARNING (WBL) COURSES FOR CORE CREDIT

The *CTE/WBL Core Credit Guidance Manual* will outline the process and specific course content standards to obtain core credit in English language arts (ELA), math, or science. The manual will be made available by the agency and posted on the PED website: Graduation Requirements – New Mexico Public Education Department

## Department-Approved CTE Courses

The CTE courses for core credit equivalency process outlined below must align with New Mexico's Core Content Standards to be eligible for core credit. New Mexico's Core Content Standards can be viewed on the PED website: NM Core Content Standards – New Mexico Public Education Department

### General Requirements

Students must earn credit in the following courses with a passing grade of C or better:

- English: English 1, English 2, and English 3
- Math: Algebra 1 and Geometry **or** Integrated Math 1 and Integrated Math 2
- Science: Two lab sciences

The CTE teacher of record must hold the proper licenses in the core content areas.

### Process

1. LEA establishes a committee to review the CTE course for core credit in the area of interest: English, math, or science. A core content area teacher in the area of interest must be included in the committee. For:
    - ELA credit, a secondary ELA teacher must be included.
    - Math credit, a secondary math teacher must be included.
    - Science credit, a secondary science teacher must be included.
2. The committee, student, and parent or guardian select the path that best meets the needs of the student.
3. The LEA maintains a detailed documentation of this process.
4. The LEA requests the approval of their school board/governing council.

5. The LEA submits documentation to the PED. Refer to the *CTE/WBL Core Credit Guidance Manual* for instructions on submitting documentation.

### Core Credit Process

Must align with student's Next-Step Plan.

## Department-Approved WBL Courses

To allow for the integration of WBL experiences with core academic credits, the criteria outlined below must be met. Additionally, this integration depends significantly on local district policies and the specific arrangements made between schools, students, and employers. WBL programs must align with New Mexico's Core Content Standards to be eligible for core credit, ensuring that students' work experiences contribute directly to the academic competencies**.** New Mexico's Core Content Standards can be viewed on the PED website: NM Core Content Standards – New Mexico Public Education Department

### General Requirements

Students must earn credit in the following courses with a passing grade of C or better:

- English: English 1, English 2, and English 3
- Math: Algebra 1 and Geometry **or** Integrated Math 1 and Integrated Math 2
- Science: Two lab sciences

The WBL teacher of record must hold the proper licenses in the core content area.

### Process

1. LEA establishes a committee to review the WBL course for core credit in the area of interest: English, math, or science. A core content area teacher in the area of interest must be included in the committee. For:
    - ELA credit, a secondary ELA teacher must be included.
    - Math credit, a secondary math teacher must be included.
    - Science credit, a secondary science teacher must be included.
2. The committee, student, and parent or guardian select the path that best meets the needs of the student.
3. The LEA maintains a detailed documentation of this process.
4. The LEA requests the approval of their school board/governing council.

5. The LEA submits documentation to the PED. Refer to the *CTE/WBL Core Credit Guidance Manual* for instructions on submitting documentation.

## Path Process

Must align to students' Next-Step Plan.

- Educational alignment
- Collaboration among stakeholders
- Personalized learning gains
- Documentation and accreditation

## WBL Paths

The committee will choose the path that best meets student needs and will follow the steps outlined below, **a-d**. The plan must align with the students' Next-Step Plan and be documented within. NMAC 22.13-1.1

**a. Educational Alignment:** For WBL to count as core academic credit, the activities involved in the WBL experience must align with the New Mexico Core Content Standards for the relevant subject area. This alignment is critical to ensure that students are not just working but are engaging in tasks that enhance their understanding of academic content.

**b. Collaboration Among Stakeholders:** The development of WBL programs that award core academic credits involves collaboration among WBL coordinators, academic teachers, and employers. This teamwork helps design work tasks that are meaningful from an academic perspective and ensures that the experiences are educational.

**c. Personalized Learning Plans:** Students participating in WBL programs should have personalized learning plans that outline how their work activities will help achieve specific academic and career objectives. These plans are particularly important when the work experience is intended to count towards core academic credits.

**d. Documentation and Accreditation:** Schools are required to maintain detailed documentation of all WBL experiences, especially those counting towards core credits. This includes logs of student activities, assessments, and periodic evaluations by both workplace supervisors and school faculty.

| Path 1 | Path 2 | Path 3 |
|---|---|---|
| **Core Content Standards Crosswalk** | **Mastery Scores** | **CTE WBL Capstone Completer Course** |
| Complete the CTE_WBL for Core Credit Application<br><br>*More information will be provided in the CTE/WBL Core Credit Guidance Manual.* | Evaluate a student's performance in WBL placements through a variety of assessments. | Complete an approved CTE three-course sequence including a WBL capstone course.<br><br>*More information will be provided in the CTE/WBL Core Credit Guidance Manual.* |
| Submit the CTE_WBL for Core Credit Application and all supporting documents to the New Mexico Public Education Department<br><br>*More information will be provided in the CTE/WBL Core Credit Guidance Manual.* | English and Math<br>• PSAT 10 & PSAT/NMSQT<br>• SAT School Day<br>• Work Keys<br><br>Science<br>• Assessment of Science Readiness (ASR) | A list of approved programs of study is available here: NM CTE Approved Programs of Study PDF |

## Examples of Integration into Core Subjects

- Mathematics Credits: A student engaged in an accounting internship could apply their mathematical skills in real-world contexts, potentially earning math credits if the experience aligns with the academic standards for Algebra 1 and Geometry.
- Science Credits: Environmental science students working on conservation projects could earn science credits by applying biological and ecological concepts in fieldwork.
- English Credits: Students working in communications or media roles where they create and edit written content could earn English credits if their tasks align with NM Core Content Standards.

### Mastery Scores

| PSAT 10 & PSAT/NMSQT | SAT School Day | NM-ASR | Work Keys |
|---|---|---|---|
| Reading and Writing 430+ | Reading and Writing 480+ | Science 1160+ | Career Readiness Certificate – Silver NCRC Level |
| Math 480+ | Math 530+ | | |

## Graduate Profile

The graduate profile is a document that a school district or charter school uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate.

Subject to the department's academic content and performance standards and other provisions of this section, every school district and charter school shall develop a graduate profile:

- That is specific to each community;
- That articulates the core academic competencies and subjects that are key to graduates' post high school success; and
- To which required units are aligned.

## Next-Step Plan

The requirement for high school students to create Next-Step Plans, in which they set personal post high-school goals, became effective on July 1, 2003, following the signing of HB 305: Next-Step Plans for High School Students. Since then, completing a final Next-Step Plan has been a mandatory prerequisite for graduation. The Next-Step Plan is not a new requirement but rather an established part of the graduation process aimed at guiding students toward future success. HB0305.wpd

**Interim Next-Step Plans (Grades 8–11)**
At the end of each school year, students in grades 8 through 11 must complete an Interim Next-Step Plan. The plan shall be aligned to the school district or charter school's graduate profile. The interim Next-Step Plan:

- Details the coursework for the remaining years until graduation.
- Aligns with the graduate profile established by the school district/charter school.

- Is completed using the **PED-approved Next-Step Plan template**, which is available on the **New Mexico Public Education Department (NMPED) website**.
- Documents any changes from previous plans.
- Is filed with the school principal.
- Is signed by the student, the student's parent/guardian, and the assigned school counselor or designated school official responsible for coursework planning.
- State rule requires that each year's NSP must be completed within 60 days of the preceding school year.

**Final Next-Step Plan (Grade 12)**
Before graduation, each **senior** must complete a **Final Next-Step Plan.** The plan shall be aligned to the school district or charter school's graduate profile. The Final Next-Step Plan:

- Confirms the student's intended postsecondary path (college, career, military, etc.).
- Continues to align with the school district or charter school's graduate profile.
- Is completed using the **PED-approved template**, available online.
- Is filed with the school principal.
- Is signed by the student, the student's parent/guardian, and the assigned school counselor or designated school official.
- Each student must complete a final NSP during the senior year (grade 12) and prior to graduation.

**Next-Step Plan Requirements for Students with IEPs**
For students with disabilities, an **Individualized Education Plan (IEP)** may satisfy the Next-Step Plan requirement if it:

- Meets all transition and procedural requirements under the **Individuals with Disabilities Education Act (IDEA)**.
- Aligns with the Next-Step Plan framework to ensure the student's academic and postsecondary goals are met.

**Digital Completion via Level All**
To streamline the Next-Step Plan process, **PED provides access to Level All**, a **college and career readiness platform** available at **no cost** to all New Mexico school districts and charter schools. This platform allows students to complete their Next-Step Plans **virtually**, providing an accessible and efficient tool for planning coursework and future goals.

By ensuring compliance with these Next-Step Plan requirements and utilizing the available resources, schools play a vital role in supporting students' readiness for graduation and future success.

House Bill 171 emphasizes aligning students' Next-Step Plans with their school district or charter school's graduate profile. The graduate profile outlines the skills and

competencies students should attain by graduation, focusing on post-secondary success, workforce readiness, and citizenship. Schools must ensure that students' coursework and plans reflect these profiles and prepare them effectively for future opportunities.

## Aligning Next Step Plans to Graduate Profiles

**Course Availability:** School districts and charter schools are encouraged to offer courses and programs that prepare students for various post-secondary and workforce opportunities. Programs should include knowledge of entrepreneurship principles.

**Alignment with Next-Step Plan:** Course offerings should align with each student's next-step plan, which outlines their goals for education or career after high school.

**Graduate Profile Integration:** Programs should also reflect the school district's or charter school's graduate profile, which defines the skills and competencies students should have upon graduation.

# SECTION 3: ESSA, TITLE I ASSESSMENT REQUIREMENTS FOR HIGH SCHOOL STUDENTS

As required by state and federal law, **all high school students must participate in the state and federally required ESSA, Title I summative assessments in grade 11. The** PED actively monitors high school assessment participation rates. The requirements for high school assessment administration are as follows:

## SAT School Day, Grade 11

- Qualifying English learners (ELs) may participate in the Standards-Based Assessment (SBA) Spanish Reading in lieu of the SAT School Day Evidence-Based Reading & Writing domain, but will not receive a college reportable score, per College Board policy. ELs may elect to participate in the SAT School Day Evidence-Based Reading & Writing domain in order to have a college reportable score.

- A student with a *most significant cognitive disability* in their IEP will participate in the Dynamic Learning Maps (DLM) alternate assessment for math and language arts in lieu of SAT School Day.

## New Mexico Assessment of Science Readiness (NM-ASR), Grade 11

- A student with a *most significant cognitive disability* in their IEP will participate in the Dynamic Learning Maps (DLM) alternate assessment for science in lieu of NM-ASR.

## ACCESS for ELLs, Grades 9–12

- A student in grades 9–12 identified as an English learner is required to take ACCESS for ELLs—a measure of the student's progress toward proficiency in the English language. However, if the student has met the ACCESS exit criteria, they should not be administered the ACCESS in subsequent years.

- An English learner identified as having a *most significant cognitive disability* in their IEP must participate in the Alternate ACCESS for ELLs assessment to measure their progress toward English language proficiency in lieu of ACCESS for ELLs.

Please note that the PED does not require a specific cut score or achievement level on SAT School Day or NM-ASR in order for a student to graduate; however, local school boards can establish minimum achievement level requirements for these assessments as part of local graduation requirements.

## Clarifications for Early Graduates and Grade 12 Students

- For students graduating earlier than the spring grade 11 testing window: Districts and charter schools are responsible for planning testing in advance of this anticipated graduation status (e.g., an early college grade 10 student participating in grade 11 testing). District test coordinators must submit an Off-Grade Testing Waiver to the PED's Assessment Bureau.
- Districts and charter schools are **required** to administer ACCESS for ELLs for students identified as English learners in grade 12, in accordance with the PED's Test Assignment Guidance, which complies with state and federal requirements.
- Grade 12 students who were absent during their grade 11 spring ESSA Title I assessment are not required to participate in state assessments during their grade 12 year but may choose to do so. District test coordinators must submit an Off-Grade Testing Waiver to the Assessment Bureau. However, students are eligible to graduate if they decline this opportunity.
- Grade 12 transfer students, within state or from another state, with prior records or evidence of having completed their federally required math, language arts, and science ESSA Title I assessments should **not** be provided an additional testing opportunity in the grade year.
- Students who transfer to a New Mexico school from another country after the spring ESSA Title I assessments in grade 11 are encouraged to participate in testing during their grade 12 year. However, students are eligible to graduate if they decline this opportunity.
- Districts and state charters with unique scenarios not addressed in the above bullets should send an email to PED.Assessment@ped.nm.gov with the subject line: Testing Requirements for High School Students.

For questions related to high school student assessment requirements: PED.Assessment@ped.nm.gov

# SECTION 4: GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities can obtain a Diploma of Excellence through one of two programs of study.[1] The determination of the appropriate program of study is based entirely on the student's individualized needs and the requirements of Paragraph 13 of Subsection J of 6.29.1.9 of the New Mexico Administrative Code. The determination of a student's appropriate program of study should be made by the student's IEP team no later than the first IEP to be in effect when a student turns 14, or younger, if determined appropriate by the IEP team. This determination shall be reviewed annually thereafter until the student meets the requirements to receive a diploma through the Standard Program of Study obtains a diploma or the end of the academic year in which the student reaches 22 years of age. IEPs for students with disabilities shall specify which assessments each student will participate in and what, if any, accommodations are needed to enable the student to participate.
Students with disabilities that obtain a diploma through the Ability Program of Study are entitled to continue receiving a free appropriate public education (FAPE) (regular and special education services) from their respective charter schools or school districts until they meet the requirements to receive a diploma through the Standard Program of Study or the end of the academic year in which the student turns 22 years of age.

The IEP team determines the appropriate program of study for the student.

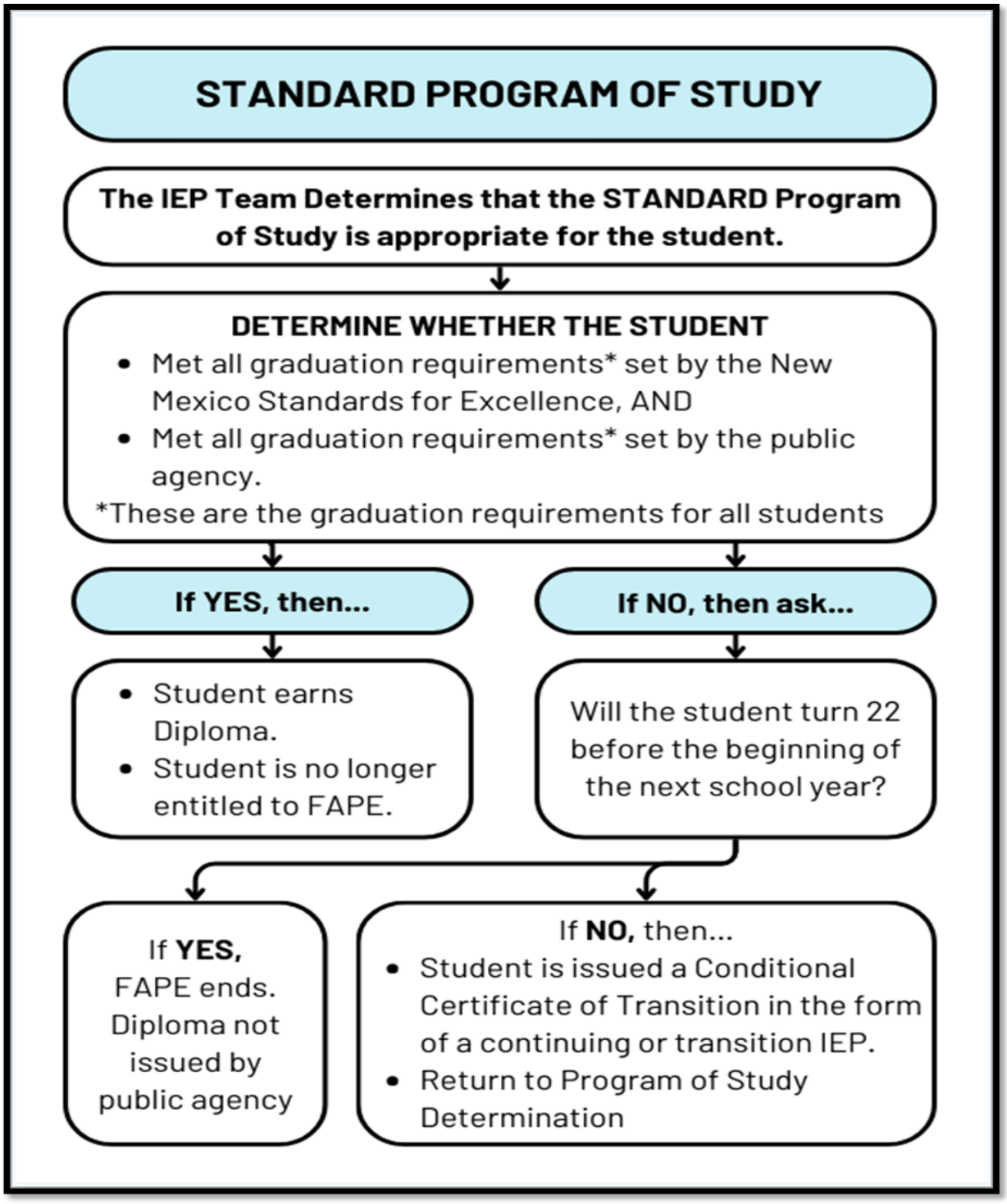
The program of study:

- MUST be determined no later than the first IEP to be in effect when a student turns 14, or younger, if determined appropriate by the IEP team.
- MUST be reviewed annually until the student receives a diploma OR reaches the age of 22.
- MAY be altered up to the 20th day of the student's final year of high school. The "final year" may be later than the student's senior/4th year of high school.

## Standard Program of Study

To receive a Diploma of Excellence through the Standard Program of Study, a special education student must meet or exceed all requirements for graduation based on the New Mexico Standards for Excellence with or without reasonable accommodations of delivery and assessment methods. In addition, the student must meet all of the other standard graduation requirements of the school district or charter school.

A student who obtains a diploma through the Standard Program of Study is no longer entitled to receive a FAPE from their charter school or school district.



### Standard Program of Study Flowchart

The IEP Team determines that the Standard Program of Study is appropriate for the student.

Determine whether the student:

- Met all graduation requirements* set by the New Mexico Standards of Excellence.
- Met all graduation requirements* set by the public agency.

*These are the graduation requirements for all students.

**If YES**, then the student earns a diploma and is no longer entitled to FAPE.

**If NO**, then ask: Will the student turn 22 before the beginning of the next school year?

- **If YES**, then FAPE ends. A diploma is not issued by the public agency.

- **If NO**, then the student is issued a conditional Certificate of Transition in the form of a continuing or transition IEP. The student returns to the program of study determination phase.

## Ability Program of Study

The Ability Program of Study is a program for students who are determined to have a most significant cognitive disability through the Alternate Assessment Addendum review process conducted by the student's IEP team.

For a local education agency to classify a student as having a most significant cognitive disability, all of the following must be true:

- Student is already determined eligible for special education and has an IEP.

- Student demonstrates cognitive functioning and adaptive behavior which are significantly below age expectations even with program modifications and accommodations (typically characterized as having IQ or adaptive behavior scores 2.5 or more standard deviations below the mean).

- Student requires intensive, repeated, and direct individualized instruction and substantial supports in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings.

- Student requires substantial modifications to access the general education curriculum.
- Student has a disability that results in dependence on others for meeting their daily living needs and they are expected to require considerable ongoing support into adulthood.

A local education agency shall not classify a student as having a most significant cognitive disability based solely on:

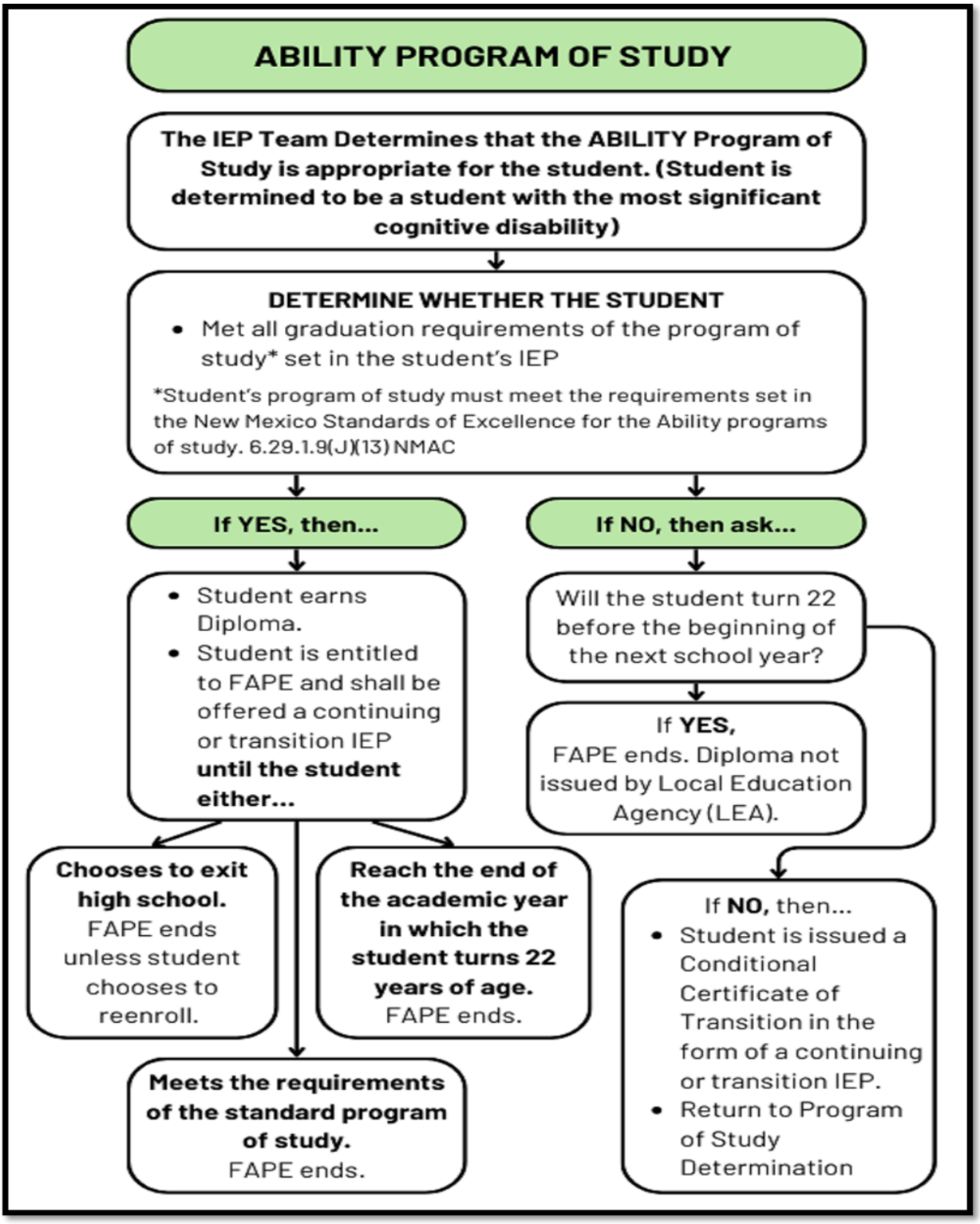
- Disability classification
- Below grade level academic achievement
- Expected poor performance on the general assessment
- Anticipated impact of student's scores on accountability system
- Anticipated disruptive behavior if student takes general assessment
- Poor attendance
- English learner status
- Need for accommodations to participate in the general assessment.

Students assigned to the Ability Program of Study shall earn the minimum number of credits aligned with state requirements for a diploma obtained through the Standard Program of Study or be provided equivalent educational opportunities required by the district or charter school, with course work individualized to meet the unique needs of the student through support of the IEP. IEP goals and functional curriculum course work must be based on New Mexico alternate achievement standards (Essential Elements). Students accessing the Ability Program of Study shall be assigned to take the state-approved alternate assessment (Dynamic Learning Maps).

A student who obtains a diploma through the Ability Program of Study may choose to exit high school after receiving the diploma but continues to have an entitlement to receive a FAPE from their charter school or school district. A student may elect to resume their high school education until the student either meets the requirements to obtain a diploma through the Standard Program of Study, or until the end of the

academic year in which the student becomes 22 years of age.

A diploma obtained through the Ability Program of Study is not considered a “regular high school diploma” as defined in federal regulation 34 C.F.R. § 300.102(a)(3)(iv), but is considered a state-defined alternate diploma for students with the most significant cognitive disabilities as defined in federal law 20 U.S.C. § 7801(25)(A)(ii)(I)(bb).




## Ability Program of Study Flowchart

The IEP team determines that the Ability Program of Study is appropriate for the student (student is determined to have a most significant cognitive disability).

Determine whether the student met all graduation requirements of the program of study* set in the student's IEP.

*Student's program of study must meet the requirements set in the New Mexico Standards of Excellence for the Ability Program of Study. 6.29.1.9(J)(13)NMAC.

**If YES**, then…

- Student earns diploma.

- Student is entitled to FAPE and shall be offered a continuing or transitioning IEP until the student either...
    - Chooses to exit high school—FAPE ends unless student chooses to reenroll.
    - Reaches the end of the academic year in which the student turns 22 years of age—FAPE ends.
    - Meets the requirements of the Standard program of study—FAPE ends.

**If NO,** then ask: Will the student turn 22 before the beginning of the next school year?

- **If YES**, then FAPE ends. The diploma is not issued by the local education agency.

- **If NO**, then the student is issued a conditional Certificate of Transition in the form of a continuing or transition IEP. The student returns to the program of study determination phase.

# SECTION 5: MORE INFORMATION & RESOURCES

All resources and links in the manual can be found on the PED website Graduation Requirements – New Mexico Public Education Department along with:

- High School Graduation Requirements Manual
- Graduation Course Requirements and Checklists
- List of Industry Recognized Credentials
- Graduation Options for Students with Disabilities and Entitlement to FAPE

**Additional Resources:**

NM Career Cluster Guide

Resource: CTE Approved Programs of Study (Editable.XLS)

Approved Computer Science Courses

**For more information, please email:**

Grad.Questions@ped.nm.gov for high school graduation coursework questions.

PED.Assessment@ped.nm.gov for high school graduation demonstration of competency questions.

OSE.Support@ped.nm.gov for Ability Program of Study questions.

# APPENDIX A

## English Language and Literature Course Options

**Updated October 2025 to include course codes 1005, 1006, 1007, 1008, 1009. 1010, 1011, 1021, 1022, 1023, 1037, 1041, 1042, 1044**

**Updated July 2025 to include AP Seminar, and teacher endorsements.**

The PED requires waivers for **any** change to the prescribed coursework requirements. Graduation coursework waivers are obtained from the PED Waivers web page and submitted to Waivers.PED@ped.nm.gov.

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| 1001 | English/Language Arts I | English/Language Arts I - **Required for Graduation** - Grade 9 - Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 09 | Yes |
| 1002 | English/Language Arts II | English/Language Arts II - **Required for Graduation** - Grade 10 - Course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 10 | 10 | Yes |
| 1003 | English/Language Arts III | English/Language Arts III - **Required for Graduation** - Grade 11 - Course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Preparation for the PSAT may be included. NM 9-12 Language Arts Content Standards: IV:D:1, IX: A:1, IX:C:1-3, IX:D:1, II:A:1-3, II:B:1-2, II:C:1, IX:F:1. Common Core State Standards: W.11-12.2, W.11-12.5, RI.11-12.9, RL.11-12. 3, RL.11-12.10, L.11.12.2, L.11-12.1, L.11.12.2, L.11-12.1, L.11.12.2, L.11-12.1, RI.11-12.1 ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 11 | Yes |
| 1004 | English/Language Arts IV | English/Language Arts IV - **Required for Graduation OR a course substituted for 4th ELA credit** - Grade 12 - Course blends composition and literature into a cohesive whole, as students write critical and comparative analyses of selected literature. Typically, multi paragraph essays predominate as the form of student composition, but one or more major research papers may also be written. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 12 | 12 | Yes |
| 1005 | English/Literature Grd 9-10 | English/Literature - Elective - Grades 9 - 10- Course is designed for freshmen and/or sophomores and typically introduces two or more genres of literature (novel, short story, poetry, and so on). Exploration of each genre's literary elements; determination of theme and intent; and vocabulary and semantics are often included as part of the course content. Writing assignments may be required as an additional method to improve understanding and comprehension. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 10 | Yes |
| 1006 | English/Literature Grd 11-12 | English/Literature - Elective - Grades 11 - 12 - Course is designed for juniors and/or seniors and emphasizes comprehension, discernment, and critical thinking skills in the reading of texts and literature. More advanced literary techniques, such as irony, satire, humor, connotation, tone, rhythm, symbolism, are introduced and explored through two or more literary genres. Writing assignments may be required as an additional method to develop and improve critical thinking and analytic skills. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| 1008 | English/Composition 11-12 | English/Composition - Elective - Grades 11 - 12 - Course is designed for juniors and/or seniors and builds upon previous writing skills. Reinforcing the logic and critical thinking skills that accompany good writing, these courses provide continued and advanced instruction in writing for a variety of purposes and audiences. Word choice, usage, and writing mechanics are frequently emphasized. English/Composition (upper level) courses may emphasize college or business preparation; literature study may be an additional component in order to analyze examples of several genres. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 12 | Yes |
| 1009 | Language Arts Laboratory-Other | Language Arts Laboratory - Elective - Grades 9 - 12 - Course provides instruction in basic language skills, integrating reading, writing, speaking and listening while placing great emphasis on individual student progress. Course content depends upon student abilities upon entrance into the course, and may include vocabulary building, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension abilities. Language Arts Laboratory courses may or may not be taught in a laboratory setting or resource center. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1010 | Literature | Literature - Elective - Grades 11 - 12 - Course offers the opportunity for students to study and reflect upon the themes presented in the body of literature being presented. Students improve their critical thinking skills as they determine the underlying assumptions and values within the reading selection, and as they understand how the work reflects society's problems and culture. Oral discussion is an integral part of literature courses and written compositions are sometimes required, often with an emphasis toward college preparation. Literature courses may survey representative works, reflect a particular genre or a specific theme, or survey works of a particular time or people. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 12 | Yes |
| 1011 | Composition | Composition - Elective -Grades 9 - 12 - Course focuses on a student's writing skills, and develops the student's ability to compose different types of papers for different purposes and audiences. Descriptive, narrative, persuasive, or expositive styles are explored and practiced as students write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although creative writing opportunities may be presented, the focus of composition courses usually remains on nonfiction, scholarly, or formal writing. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1012 | AP English Language and Composition | AP English Language and Composition - Grades 11 - 12 - Course is designed to parallel college level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. Emphasis is placed on the interaction of authorial purpose, intended audience, and the subject at hand; students learn to develop stylistic flexibility as they write compositions covering a variety of subjects and intended for various purposes. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 12 | Yes |
| 1013 | AP Eng Literature/Composition | AP English Literature and Composition - Grades 11 - 12 - Course is designed to parallel college level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 12 | Yes |
| 1014 | IB Language A (English) | IB Language A (English) - Grades 9 - 12 - Course prepares students to take the International Baccalaureate Language A exams at either the Subsidiary or Higher level. Course content includes in depth study of literature chosen from the IB recommended list of text, authors, written analyses of literature, in addition to other oral and written assignments. All course content is designed to improve students' accuracy and fluency in the English language. IB Language A (English) may be offered as a singular or progressive series of courses. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1021 | Creative Writing | Creative Writing - Elective - Grades 9 - 12 - Course offers students the opportunity to develop and improve their technique and individual style in poetry, | 09 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | short story, drama, essays, and other forms of prose. The emphasis of the class is on writing, although exemplary representations and authors may be studied to provide a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others may concentrate exclusively on one particular form (such as poetry or playwriting). ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | | | |
| 1022 | Technical Writing | Technical Writing - Elective - Grades 9 - 12 - Course prepares students to write research papers and/or technical reports. Researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style are emphasized topics. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1023 | Poetry | Poetry - Elective - Grades 9 - 12 - Students will learn and apply the elements of poetry; develop an appreciation for the language of poetry; become familiar with poets from various backgrounds and beliefs; and study multi-cultural and ethnic poetry. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1037 | SREB Literacy Ready | SREB Literacy Ready Grade 12 - This Southern Regional Educational Board (SREB) course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in various subject areas. Students learn to develop and defend ideas from textbooks and write about them in several disciplines such as English, history and biology on a college level. The unit structure conforms to the Literacy Design Collaborative (LDC) framework while addressing college- and career-readiness standards in a challenging curriculum. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1041 | American Literature | American Literature - Elective -Grades 9 - 12 - Course integrates the study of American literature with an overview of U.S. history. These courses may also include other aspects of American culture, such as art or music. A two-year sequence or two periods per day class may be required to cover the same objectives as would be covered separately in U.S. History Overview and American Literature. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1042 | Literature/Fine Arts | Literature/Fine Arts - Elective - Grades 9 - 12 - Course provides students with the opportunity to explore the connection and interrelationships between a society's expressions of ideas and philosophies through its literature and its fine art (visual art, drama, architecture, music, and so on). Students may study a particular period in a country or region, or may explore the changes and development of literature and art over time. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1044 | British Literature | British Literature - Elective - Grade 12 - is designed as a survey course to give students an overview of British Literature from the early 600's to the present. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 12 | 12 | Yes |
| 1062 | English as 2nd Lang (ESL)/ELD | English Language Development (ELD) - Grades 9 - 12 - This course satisfies obligations under Title VI of the Civil Rights Act of 1964 for English Learner (EL) students to attain English language proficiency (ELP). This course is for pull-out ELD instruction, or at the elementary level, for a dedicated ELD block of minimum 45 minutes during self-contained instruction. This course is for ELs to attain ELP, as measured by the department-approved annual ELP assessment. This course must consider the ELP level of ELs and include instruction in social, instructional, and academic uses of the English language and its basic structures, and focus on reading, writing, speaking, and listening. This course must follow the current state-adopted ELD Standards Framework. This course code may be repeated. If this course code is used for ELD instruction as part of a state-funded bilingual program at the elementary level, the teacher must have a Bilingual or TESOL endorsement; at the secondary level a TESOL endorsement. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 1064 | English Language Arts ELD I | English Language Arts ELD I - Substituted for Graduation - Grade 9 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (Els) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of Els. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support Els (under federal legal obligations to Els). Course 1064 may be substituted for 1001 to receive high school graduation credit, where applicable, if 1064 meets all course requirements for 1001. See course description for 1001 above for more information. If this course is used for Els participating in a state-funded bilingual program, | 09 | 09 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | the teacher must also have a TESOL endorsement. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | | | |
| 1065 | English Language Arts ELD II | English Language Arts ELD II - Substituted for Graduation - Grade 10 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (Els) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of Els. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support Els (under federal legal obligations to Els). Course 1065 may be substituted for 1002 to receive high school graduation credit, where applicable, if 1065 meets all course requirements for 1002. See course description for 1002 above for more information. If this course is used for Els participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 10 | 10 | Yes |
| 1066 | English Language Arts ELD III | English Language Arts ELD III - Substituted for Graduation - Grade 11 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (ELs) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of ELs. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support ELs (under federal legal obligations to ELs). Course 1066 may be substituted for 1003 to receive high school graduation credit, where applicable, if 1066 meets all course requirements for 1003. See course description for 1003 above for more information. If this course is used for ELs participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 11 | Yes |
| 1067 | English Language Arts ELD IV | English Language Arts ELD IV - Substituted for Graduation - Grade 12 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (Els) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of Els. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support Els (under federal legal obligations to Els). Course 1067 may be substituted for 1004 to receive high school graduation credit, where applicable, if 1067 meets all course requirements for 1004. See course description for 1004 above for more information. If this course is used for Els participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 12 | 12 | Yes |
| 1096 | English Language and Literature | English Language and Literature Independent Study - Elective - Grades 11 - 12 - Course is often conducted with instructors as mentors; allowing students the opportunity to explore particular topics within the field of language arts that are not offered as part of the regular curriculum. These courses may be offered in conjunction with other subject area courses or as an opportunity for students to explore a particular topic of special interest. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 12 | Yes |
| 1099 | Eng Language/Literature-Other | English Language and Literature - Elective - Grades 9- 12 - Other. Typically used with advanced dual credit topics. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 09 | 12 | Yes |
| 0897 | AP Seminar | AP Seminar - Grades 10-11 - This course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts, listening to and viewing speeches, broadcasts, and personal accounts. Students learn to synthesize information from multiple sources, develop their perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as a team. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. AP Seminar may count as English/Language Arts II or English/Language Arts III when taught by a Language Arts endorsed teacher and aligned to the NM 9-12 Language Arts Content Standards. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 10 | 11 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | | | | |
| 0898 | AP Research | AP Research - Grades 11-12 - This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Students design, plan, and conduct a year-long mentored, research-based investigation to address a research question through this exploration. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods, employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. AP Research may count as English/Language Arts III or English/Language Arts IV when taught by a Language Arts endorsed teacher and aligned to the NM 9-12 Language Arts Content Standards. ***Teacher of record must hold a secondary endorsement in English Language Arts.*** | 11 | 12 | Yes |

# APPENDIX B

## Mathematics Course Options

**Updated July 2025 to include teacher endorsements.**

The PED requires waivers for **any** change to the prescribed coursework requirements. Graduation coursework waivers are obtained from the PED Waivers web page and submitted to Waivers.PED@ped.nm.gov.

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| 2031 | Algebra I | Algebra I - Grades 9 - 10 - **Required for Graduation. (Alternate course 2080)** This course aligns to the high school standards for Algebra I and formalizes and extends mathematical concepts. The critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 10 | Yes |
| 2028 | Algebra I Eighth Grade | Algebra I Eighth Grade - Grade 8 - Pre-requisite: 2036 Accelerated Traditional Mathematics - Grade 7 - **For high school credit, the teacher must hold a secondary math endorsement.** This course aligns to high school Algebra I and some of the grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. The five critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 08 | 08 | Yes |
| 2080 | Integrated Math 1 Grds 9-10 | Integrated Pathway: Mathematics I - Grades 9-10 - **Required for Graduation. (Alternate course 2031)** The fundamental purpose of Mathematics I is to formalize and extend the mathematical concepts and to deepen and extend understanding of linear relationships by contrasting them with exponential phenomena and by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades and ties together the algebraic and geometric ideas studied. The six critical areas include: (1) relationships between quantities; (2) linear and exponential relationships; (3) reasoning with equations; (4) descriptive statistics; (5) congruence, proof, and constructions; and (6) connecting algebra and geometry through coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 10 | Yes |
| 2034 | Geometry | Geometry - Grades 9 - 12 - **Required for Graduation. (Alternate course 2081)** This course aligns to the high school standards for Geometry and is designed for students who have attained Algebra I objectives. This course formalizes and extends geometric concepts by exploring more complex geometric situations and deepening explanations of geometric relationships, moving towards formal mathematical arguments. The six critical areas include: (1) congruence, proof, and constructions; (2) similarity, proof, and trigonometry; (3) extending to three dimensions; (4) connecting algebra and geometry through coordinates; (5) circles with and without coordinates; and (6) applications of probability. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| 2081 | Integrated Math 2 Grds 9-11 | Integrated Pathway: Mathematics II - Grades 9 - 11 **Required for Graduation. (Alternate course 2034)**- Focus is on quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships. Introducing real and complex numbers to solve all quadratic equations. Conditional probability and counting methods explore the link between probability and data, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles are included with their quadratic algebraic representations. Six critical areas include: (1) extending the number system; (2) quadratic functions and modeling; (3) expressions and equations; (4) applications of probability; (5) similarity, right triangle trigonometry, and proof; and (6) circles with and without coordinates. SMPs and content standards are interwoven throughout this course. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 11 | Yes |
| 2081 | Integrated Math 2 Grds 9-11 | Integrated Pathway: Mathematics II - Grades 9 - 11 **Required for Graduation. (Alternate course 2034)**- Focus is on quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships. Introducing real and complex numbers to solve all quadratic equations. Conditional probability and counting methods explore the link between probability and data, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles are included with their quadratic algebraic representations. Six critical areas include: (1) extending the number system; (2) quadratic functions and modeling; (3) expressions and equations; (4) applications of probability; (5) similarity, right triangle trigonometry, and proof; and (6) circles with and without coordinates. SMPs and content standards are interwoven throughout this course. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 11 | Yes |
| 2019 | Resource Center Math 9-12 | Resource Center Math - Grades 9 - 12 - Course taught in a resource center or laboratory setting where the emphasis is on individual student progress. Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations. This course is intended for students who have disabilities in the area of math and it is intended to provide them the individual services needed to meet their individualized education program (IEP). Topics are determined by individual student need and grade level. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2024 | Applied Math | Applied Math - Grades 9 - 12 - This course aligns to the high school standards for Mathematics I or Algebra I and Geometry with an emphasis on application in a contextual environment. The fundamental purpose of this course is to extend the mathematics that students learned in Mathematics I or Algebra I and Geometry through applications. This course should allow the students to apply the concepts learned in Mathematics I or Algebra I and Geometry and should not be the first time students learn these concepts. The critical areas deepen and extend understanding of linear and exponential relationships through analyzing, solving, and using quadratic functions. The course expands and explores more complex geometric situations and geometric relationships. The Standards for Mathematical Practice are interwoven with the content standards throughout the course, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2029 | Probability and Statistics | Probability and Statistics - Grades 9 -12 - This course aligns to the Probability and Statistics standards and is designed for students who have attained Algebra 1 and Geometry objectives. This course aims to support students in applying statistical concepts and methods to solve real-world problems and examine real-life scenarios based on data analysis. Four critical areas addressed in the course include: (1) Interpret categorical and quantitative data; (2) Make inferences and justify conclusions; (3) Apply conditional probability and probability rules and interpret data using rules of probability; (4) Apply probability to make decisions and use probability to evaluate outcomes of decisions. Appropriate use of technology is important in statistical applications. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2036 | Accelerated Traditional Math-Grd 7 | Accelerated Traditional Mathematics - Grade 7- This course is a pre-requisite for 2028 Algebra I Eighth Grade. This course aligns to grade 7 and some of grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. This course is compacted to prepare students for Grade 8 Algebra I. The four critical areas are: | 07 | 07 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | (1) rational numbers and exponents, (2) proportionality and linear relationships, (3) sampling inference, and (4) geometric figures. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | | | |
| 2039 | Fractal Mathematics | Fractal Mathematics - Grades 9 - 12 - This course is higher than the level of Algebra II and is intended for students who have attained Algebra II objectives. This course develops computational thinking skills, builds on mathematics conceptual understanding of algebra, and utilizes mathematical tools to model fractal geometry in the environment. This course includes projects where students use computational thinking skills such as pattern matching, algorithms, abstraction, and decomposition and further develops knowledge and skills around algebra, geometry, functions, and writing and solving algebraic expressions and equations. Extensive use of technology tools and applications should be included in student learning opportunities. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2041 | Algebra II | Algebra II - Grades 9 - 12 - This course aligns to the high school standards for Algebra II and is designed for students who have attained Algebra I and Geometry objectives. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. The four critical areas for Algebra II are: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2043 | Trigonometry | Trigonometry - Grades 10 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives. This course is intended to support students in preparation for precalculus and calculus learning through an in-depth study of trigonometric and circular functions, including modeling, graphing, and connecting to polar coordinates, complex numbers, and series. Topics include study of right and oblique triangles, trigonometric functions (including graphs, transformations, and modeling), solving trigonometric equations, trigonometric identities, circular functions, vectors, the complex plane, polar coordinates, conic sections, and applications of trigonometric functions and other listed concepts. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 10 | 12 | Yes |
| 2044 | Algebra II/Trigonometry | Algebra II/Trigonometry - Grades 10 - 12 - This course is above the level of Algebra 1 and is designed for students who have attained Algebra I and Geometry objectives. This course covers Algebra II concepts and looks more deeply at specifically trigonometric functions and relationships. The four critical areas for Algebra II are: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data. Topics for Trigonometry in this course include study of right and oblique triangles, trigonometric functions (including graphs, transformations, and modeling), solving trigonometric equations, trigonometric identities, circular functions, and applications of trigonometric and circular functions. If time allows, study of vectors, the complex plane, polar coordinates, and conic sections may be possible. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 10 | 12 | Yes |
| 2045 | Elementary Functions | Elementary Functions - Grades 10 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained precalculus objectives. This course is intended to support preparation for a calculus course and offers a deeper study of elementary functions -polynomial, rational, algebraic, exponential, logarithmic, circular, and trigonometric functions - their graphs, and their applications. Topics include examination of functions verbally, graphically, numerically, and symbolically, as well as properties of functions, such as domain and range, rates of change, concavity, asymptotes, and piece-wise functions. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 10 | 12 | Yes |
| 2047 | Math Analysis | Math Analysis - Grades 10 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives. This is a precalculus course that offers an in-depth, conceptual analysis of algebraic, polynomial, rational, logarithmic, exponential, and trigonometric functions, including solving and graphing all types of functions. Topics include patterns in behavior of graphs, study of domains and ranges, roots of functions that are Real or Complex, turns in graphs and the first derivative, | 10 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | graphing using transformations (with and without a graphing calculator), study of limits, introduction to integration, study of matrices, algebraic proofs and conceptual explanations, and application. problem solving. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | | | |
| 2048 | Trigonometry/Analytic Geometry | Trigonometry/Analytic Geometry - Grades 9 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives. This is a precalculus course covering topics in both Trigonometry and Analytic Geometry in preparation for a calculus course. Topics for Trigonometry include: study of right and oblique triangles, trigonometric functions (including graphs, transformations, and modeling), solving trigonometric equations, trigonometric identities, circular functions, vectors, the complex plane, polar coordinates, conic sections, and applications of trigonometric functions and other listed concepts. Topics for Analytic Geometry include: vectors, lines in two dimensions, circles, conics, transformation of coordinates, polar coordinates, parametric equations, and the solid analytic geometry of vectors, lines, planes, cylinders, spherical and cylindrical coordinates. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2049 | Trigonometry/Math Analysis | Trigonometry/Math Analysis - Grades 9 - 12 - This course is higher than the level of Algebra II, designed for students who have attained Algebra II objectives, and covering topics in both Trigonometry and Math Analysis in preparation for a calculus course. Topics for Trigonometry include: study of right and oblique triangles, trigonometric functions (including graphs, transformations, and modeling), solving trigonometric equations, trigonometric identities, circular functions, vectors, the complex plane, polar coordinates, conic sections, and applications of trigonometric functions and other listed concepts. Topics for Math Analysis include: patterns in behavior of graphs, study of domains and ranges, roots of functions that are Real or Complex, turns in graphs and the first derivative, graphing using transformations (with and without a graphing calculator), study of limits, introduction to integration, study of matrices, algebraic proofs and conceptual explanations, and application problem solving. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2050 | Analytic Geometry/Math Analysis | Analytic Geometry/Math Analysis - Grades 9 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives. This is a precalculus course covering topics in both Analytic Geometry and Math Analysis in preparation for a calculus course. Topics for Analytic Geometry include: vectors, lines in two dimensions, circles, conics, transformation of coordinates, polar coordinates, parametric equations, and the solid analytic geometry of vectors, lines, planes, cylinders, spherical and cylindrical coordinates. Topics for Math Analysis include: patterns in behavior of graphs, study of domains and ranges, roots of functions that are Real or Complex, turns in graphs and the first derivative, graphing using transformations (with and without a graphing calculator), study of limits, introduction to integration, study of matrices, algebraic proofs and conceptual explanations, and application problem solving. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2051 | IB Mathematical Studies | IB Mathematical Studies - Grades 9 - 12 - This course aligns to 9-12 math standards. Course prepares students to take the International Baccalaureate Mathematical Studies exam at the Subsidiary or Higher level. The course is intended to provide the skills needed to cope with the mathematical demands of a technological society. Course topics include linear, quadratic, and exponential functions, solutions, and graphs; skills in computation, estimation, and development of algorithms; data analysis, including collection, calculation, and presentation of statistics; set operations and logic; business techniques, including progressions and linear programming; and geometry and trigonometry. Enhancement topics: numerical functions, variation properties, financial mathematics, critical path analysis, model building, and multi-dimensional geometry. Addresses IB standards. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2052 | IB Mathematics | IB Mathematics - Grades 9 - 12 - This course aligns to 9-12 math standards. Course prepares students to take the International Baccalaureate Mathematics exams at either the Subsidiary or Higher levels. Topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry; simultaneous linear equations; polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; two-dimensional vectors and matrices; and probability. Enhancement topics: analysis and numerical calculation; analytical geometry; further calculus, including integration; complex numbers; statistics; two | 09 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | dimensional particle dynamics. Addresses IB standards. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | | | |
| 2053 | Pre-Calculus | Precalculus - Grades 10 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives, in preparation for a calculus course. Precalculus incorporates algebraic, graphical, numerical, and verbal analyses through the study of complex numbers; expanded understanding of polynomial and rational, logarithmic and exponential, and trigonometric functions; trigonometric identities and equations; vectors; the polar coordinate system; conic sections; and an introduction to limits; Application-based problem solving using appropriate technology tools is an integral part of the course. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 10 | 12 | Yes |
| 2054 | Discrete Mathematics | Discrete Mathematics - Grades 9 - 12 - This course is higher than the level of Algebra II and is designed for students who have attained Algebra II objectives, Discrete Mathematics courses focus on conceptual categories Number and Quantity; Statistics and Probability; and Modeling, as well as briefly covering some concepts in Algebra and Functions. Discrete Mathematics is a problem-based learning course that is heavily based in modeling with mathematics, especially with topics like elections and weight voting, graph theory, game theory, and apportionment. This course expands on the topics of matrices; combinatorial reasoning; counting techniques; algorithms; sequences and series; and applications of each. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2055 | Calculus | Calculus - Grades 11 - 12 - This course is higher than the level of Algebra II and is intended for students who have attained pre-calculus objectives, including trigonometry. Calculus deepens student understanding of functions and introduces the process of differentiation and integration. Concepts explored include limits and continuity; derivatives; definite integrals; exponential and logarithmic functions, trigonometric functions, the fundamental theorem of calculus; and techniques of integration. anti-derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2056 | Multivariate Calculus | Multivariate Calculus - Grades 11 - 12 - This course is higher than the level of Algebra II and is intended for students who have attained objectives in Calculus. Topics include vectors in Euclidean space; vector analysis; analytic geometry of three dimensions; curves in space; partial derivatives; optimization techniques; multiple integrals; vector fields, Green's theorem, divergence theorem; Stokes's theorem; differential forms. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2057 | Differential Calculus | Differential Equations - Grades 11 - 12 - This course is higher than the level of Algebra II and is intended for students who have attained objectives in Calculus. Course includes the study of elementary differential equations including first and higher order differential equations, partial differential equations, linear equations, systems of linear equations, transformations, series solutions, numerical methods, boundary value problems, and existence theorems. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2058 | AP Calculus AB | AP Calculus AB - Grades 11 - 12 - This course is higher than the level of Algebra II and aligns to College Board's AP Calculus AB content. This course is intended for students who have attained the objectives of pre-calculus. Topics for AP Calculus AB include limits and continuity; differentiation; integration and accumulation of change; differential equations; application of integration. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2059 | AP Calculus BC | AP Calculus BC - Grades 11 - 12 - This course is higher than the level of Algebra II and aligns to College Board's AP Calculus BC content. This course is intended for students who have attained the objectives of pre-calculus. AP Calculus BC covers the same topics as AP Calculus AB (Refer to course code 2058 for topics) plus parametric equations, polar coordinates, vector-valued functions, and infinite sequences and series. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2060 | AP Statistics | AP Statistics - Grades 11 - 12 - This course is higher than the level of Algebra II and aligns to College Board's AP Statistics content. This course is intended for students how have | 11 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | attained the objectives of pre-calculus. AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation, distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | | | |
| 2071 | IB Mathematics/Computing-SL | IB Mathematics and Computing - SL - Grades 9 - 12 - This course prepares students to take the International Baccalaureate Mathematics and Computing exam at the Subsidiary level. Designed to give students a working knowledge of a high level programming language developed in the context of sound mathematical training, course topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry, including simultaneous linear equations, binomial theorem, and polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; vectors and matrices; and numerical analysis. The courses also contain components on computer problem solving and programming. Topics regarding computer hardware, software, modes of operation, and data types and structures. Addresses IB standards. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2073 | Number Theory-Algebra II Level | Number Theory - Grades 11 - 12 - This course is higher than the level of Algebra II. Course intended for students who have attained the objectives of Algebra II. Number Theory courses are devoted primarily to the study of the integers, their additive and multiplicative structures, the Fundamental Theorem of Arithmetic, congruence, and divisibility. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2074 | Abstract Algebra-Pre Calculus | Abstract Algebra - Pre Calculus level - Grades 11 - 12 - This course is higher than the level of Algebra II. Course intended for students who have attained pre-calculus objectives. Abstract algebra is the set of advanced topics in algebra that deal with abstract algebraic structures rather than the usual number systems. Abstract Algebra-Pre Calculus level courses include a study of the properties of the number system from an abstract perspective, including such topics as number fields (i.e., rational, real, and complex numbers), integral domains, rings, groups, polynomials, and the fundamental theorem of algebra. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2075 | Linear Algebra-Pre Calculus | Linear Algebra - Pre Calculus level - Grades 11 - 12 - This course is higher than the level of Algebra II. Course intended for students who have attained pre-calculus objectives. Linear Algebra-Pre Calculus level courses include matrix algebra, determinants, elementary vector spaces, characteristics equations and eigenvalues. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2076 | Linear Programming-Precalculus | Linear Programming - Pre Calculus level - Grades 11 - 12 - This course is higher than the level of Algebra II. Course intended for students who have attained pre-calculus objectives. Linear programming is the fundamental modelling technique in optimal decision-making. Linear Algebra-Pre Calculus level courses include a study of the concepts of LP modelling, exploration of the mathematical properties of LP problems, and a study of the theory of the simplex algorithm as a solution technique. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2077 | SREB Math Ready | SREB Math Ready - Grade 12 - Pre-requisite: either the course series of Algebra I, Geometry and Algebra II or the course series of Integrated Pathway: Mathematics I, II and III. This course is higher than the level of Algebra II. This Southern Regional Educational Board (SREB) course emphasizes an understanding of math concepts. Math Ready students learn the context behind procedures and come to understand the WHYS of using certain formulas or methods to solve a problem. By engaging students in real-world applications, this course develops critical thinking skills that students will use in college and careers. Refer to course code 2076 for standards. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 12 | 12 | Yes |
| 2078 | Mathematical Modeling Grades | Mathematical Modeling - Grades 10 - 12 - This course is higher than the level of Algebra II. This is a project based course using emergent technologies to give students hands on experience exploring mathematical modeling and processes. Students will create an independent research project to address real world situations including using robotics, supercomputing, 3D modeling or other techniques. Students may present their projects and/or compete in robotics, supercomputing or other competitions. Licensure Requirements | 10 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | are the same as course code 2053. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | | | |
| 2079 | Data Science | Data Science - Grades 10 - 12 - Prerequisite: either the course series of Algebra I and Geometry or the course series of Integrated Pathway: Mathematics I and II. This course is higher than the level of Algebra II. This course develops computational thinking and builds on mathematics conceptual understanding to support skills and abilities necessary to extract actionable knowledge from data. The course is focused on rigorous learning that fuses mathematics with computer science, understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and other practical applications of data analysis to give students concrete and applicable skills, engaging in statistical inference using randomization and simulation techniques, to enable students to learn about their world. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 10 | 12 | Yes |
| 2082 | Integrated Math 3 Grds 11-12 | Integrated Pathway: Mathematics III - Grades 11-12 - This course integrates and applies the accumulation of learning including: drawing inferences and conclusions from data; using polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles; and creating models and solving contextual problems. The four critical areas include: (1) inferences and conclusions from data; (2) polynomial, rational, and radical relationships; (3) trigonometry of general triangles and trigonometric functions; and (4) mathematical modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 11 | 12 | Yes |
| 2083 | Integrated Math 4 12th | Integrated Pathway: Mathematics IV - Grade 12 - This course is higher than the level of Algebra II and may include topics in pre-calculus, trigonometry, math analysis and/or calculus. This course is for students who have successfully attained the standards for Integrated Pathway: Mathematics III course and seek an integrated approach to further study mathematics. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 12 | 12 | Yes |
| 2087 | Pathway2Careers Algebra 2A | Pathway2Careers Algebra 2A - Grades 9-11 - This course uses Pathway2Careers (P2C) curriculum and is aligned to half of the Algebra 2 Common Core State Standards, as well as concepts from higher math courses. It includes Linear, Polynomial, Quadratic, and Piecewise Functions and Graphs, Vectors, and Matrices as well as Data, Discrete Math, and Logic. Pathway2Careers connects mathematical concepts to their applications in various careers. Students who pass both P2C Algebra IIA and P2C Algebra IIB fulfill graduation requirements for Algebra 2. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 11 | Yes |
| 2088 | Pathway2Careers Algebra 2B | Pathway2Careers Algebra 2B - Grades 10-12 - Pre-requisite: Pathway2Careers Algebra 2A. This course uses Pathway2Careers curriculum and is aligned to half of the Algebra 2 Common Core State Standards, as well as concepts from higher math courses. It includes Radical, Rational, Exponential, and Logarithmic Functions, Conic Sections, Complex Numbers, Trigonometry, and Series and Sequences as well as Binary Numbers, Computer Science Math, and Topology. Pathway2Careers connects mathematical concepts to their applications in various careers. Students who pass both P2C Algebra IIA and P2C Algebra IIB fulfill graduation requirements for Algebra 2. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 10 | 12 | Yes |
| 2089 | AP Precalculus | This course is higher than the level of Algebra II. Prerequisites: Algebra I, Geometry, Algebra II, or Integrated Math I, II, and III. It is designed for students who have attained Algebra II objectives in preparation for a calculus or AP calculus course. Precalculus incorporates algebraic, graphical, numerical, and verbal analyses through the study of complex numbers; expanded understanding of polynomial and rational, logarithmic, exponential, and trigonometric functions; trigonometric identities and equations; vectors; matrices; the polar coordinate system; conic sections; and an introduction to limits; application-based problem solving using appropriate technology tools is an integral part of the course. This course is intended to prepare students for the optional Advanced Placement Exam in the subject and should follow the published College Board guidelines. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| 2096 | Mathematics-Independent Study | Mathematics - Independent Study - Grades 9 - 12 - This course is higher than the level of Algebra II, often conducted with instructors as mentors, enables students to explore mathematics topics of interest. This course may be offered in conjunction with other rigorous math courses, or may serve as an opportunity to explore a topic of special interest. They may also serve as an opportunity to study for AP exams if the school does not offer specific courses for that endeavor. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |
| 2097 | Financial Literacy-Math | Financial Literacy - Math - Grades 9 -12 - This course provides an understanding of the topics of finance while reinforcing concepts and skills in the high school mathematics standards. This course aligns to at least the Algebra I standards. The finance topics may include: income and careers; money management; credit and debt; and savings and investing. Topic sections cover: personal income, business ownership; budget; taxes; insurance; credit cards; buying verses leasing, mortgages; rent; credit ratings; bankruptcy, bank and brokerage accounts; interest rates; stocks and bonds; retirement; pensions; inheritance; and government financing. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. ***Teacher of record must hold a secondary endorsement in Mathematics.*** | 09 | 12 | Yes |

# APPENDIX C

## Science Course Options

**Updated July 2025 to include teacher endorsements.**

The PED requires waivers for **any** change to the prescribed coursework requirements. Graduation coursework waivers are obtained from the PED Waivers web page and submitted to Waivers.PED@ped.nm.gov.

***New Mexico Administrative Code (NMAC) 6.29.1 for the laboratory component. The NMAC defines "laboratory component".***

*"W. "Laboratory component" means an experience in the laboratory, classroom or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques and models. Throughout the process, students should have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings."*

*The NMSAC 6.29.1.11, lists the program requirements for the laboratory component.*

*"(10) In every grade, inquiry-based laboratory components are at the core of the science program and shall be woven into every lesson and concept strand. For required science units in grades nine through twelve, "laboratory component" means an experience in the laboratory, classroom or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques and models. Throughout the process, students shall have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results and discuss their findings. The laboratory component comprises at least 40 per cent of the unit's instructional time. All science classes that include dissection activities as part of the curriculum shall provide virtual dissection techniques as alternative activities for any student who is opposed to real dissections for ethical, moral, cultural or religious reasons. Alternative techniques shall approximate the experience of real dissection activities as closely and appropriately as possible. A virtual dissection technique means carrying out dissection activities using computer two-dimensional or three-dimensional simulations, videotape or videodisk simulations, take-apart anatomical models, photographs or anatomical atlases."*

***The courses within the local school district that could count as a laboratory course are determined by the district**, which could be articulated by school board policy or district guidance, since the school counselor and school administrators sign off on high school transcripts. Local district guidelines and policies determine which course(s) are a laboratory course.*

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| 1701 | Earth and Space Science - High School Setting | Earth and Space Science - High School - Grades 9 - 12 - This phenomena-based course addresses ideas and skills students build on from middle school science where students explain phenomena central to the earth and space sciences with connections to life and physical science. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing topics of: Earth's systems; space systems; history of Earth; weather and climate; human impacts; and engineering design. NM STEM Ready! Science Standards: HS-ESS1-1, HS-ESS1-2, HS-ESS1-3, HS-ESS1-4, HS-ESS1-5, HS-ESS1-6, HS-ESS2-1, HS-ESS2-2, HS-ESS2-3, HS-ESS2-4, HS-ESS2-5, HS-ESS2-6, HS-ESS3-1, HS-ESS3-2, HS-ESS3-3, HS-ESS3-4, MS-ESS3-5, HS-ESS3-6, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4, HS-SS-1 NM, HS-SS-2 NM. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1702 | Geology | Geology - Student Grades 9 - 12 - This phenomena-based course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards and addresses topics of: earth materials and systems; plate tectonics and large-scale system interactions; water's role in Earth's surface processes; weather and climate; biogeology, and engineering design. NM STEM Ready! Science Standards: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-8, HS-PS3-1, HS-PS4-1, HS-LS2-5, HS-ESS1-5, HS-ESS1-6, HS-ESS2-1, HS-ESS2-2, HS-ESS2-3, HS-ESS2-4, HS-ESS2-5, HS-ESS2-6, HS-ESS2-7, HS-ESS3-1, HS-ESS3-2, HS-ESS3-4, HS-ESSE-6, HS-ESS3-5, HS-ETS1-1, HS-ETS1-3. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1703 | Physical Science - High School Setting | Physical Science - High School - Grades 9 - 12 - This phenomena-based course addresses ideas and skills from earlier grades where students explain more phenomena central to physical sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: structure and properties of matter; chemical reactions; forces and interactions; energy; waves and electromagnetic radiation; and engineering design. NM STEM Ready! Science Standards:HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS- | 9 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | PS1-7, HS-PS1-8, HSPS-2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS2-6, HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-4, HS-PS3-5, HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4, HS-SS-1 NM, HS-SS-2 NM ***Teacher of record must hold a secondary endorsement in Science.*** | | | |
| 1704 | IB Physical Science | IB Physical Science - Grades 9 - 12 - Course prepares students to take the International Baccalaureate Physical Science exams at either the Subsidiary or Higher level. These courses integrate the study of physics and chemistry, showing how the physical and chemical properties of materials can be explained and predicted in terms of atomic, molecular, and crystal structures and forces. In keeping with the general aim of IB Experimental Sciences courses, IB Physical Science promotes critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of science and scientific advances upon society and upon issues of ethical, philosophical and political importance. Students are required to develop and pursue an individual, experimental project, which is evaluated as part of the IB exam. Follows IB Standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1711 | Biology | Biology - Student Grades 9-12 - This phenomena-based course addresses ideas and skills from earlier grades where students explain more phenomena central to the life sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing the topics of: from molecules to organisms: structure and processes; matter and energy in organisms and ecosystems; interdependence in ecosystems; inheritance and variation of traits; natural selection and evolution; Earth's systems; Earth and human activity; and engineering design. NM STEM Ready! Science Standards: HS-LS1-1, HS-LS1-2, HS-LS1-3, HS-LS1-4, HS-LS1-5, HS-LS1-6, HS-LS1-7, HS-LS2-1, HS-LS2-2, HS-LS2-3, HS-LS2-4, HS-LS2-5, HS-LS2-6, HS-LS2-7, HS-LS2-7 NM, HS-LS2-8, HS-LS3-1, HS-LS3-2, HS-LS3-3, HS-LS4-1, HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5, HS-LS4-6, HS-ESS2-4, HS-ESS2-7, HS-ESS3-1, HS-ESS3-3, HS-ESS3-4, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1712 | Biology-Advanced Studies | Biology - Advanced Studies - Student Grades 10 - 12 (Prerequisite: Biology or Concurrently enrolled in Integrated Science III) Usually taken after Biology, Biology-Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and organisms' evolution and adaptation. These concepts are often studied on a college level. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1714 | Biology-Specific Topics | Biology-Specific Topics - Student Grades 10 - 12 (Prerequisite: Biology or Concurrently taking Integrated Science III) - Course is typically offered (but not restricted) to students who have mastered the concepts covered in Biology. These courses examine biological systems in more detail, concentrating on a particular subtopic (such as botany, zoology, microbiology, genetics, and so on). These concepts are often studied on a college level. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1715 | AP Biology | AP Biology - Student Grades 9 - 12 - Typically taken after a year of high school biology and chemistry and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. Three general areas are covered: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college level laboratory experiments. . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1716 | IB Biology | IB Biology - Student Grades 9 - 12 - Course prepares students to take the International Baccalaureate Biology exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Biology promotes understanding of the facts, principles, and concepts underlying the biological field. This may include; critical analysis, evaluation, and generation of scientific information and hypotheses; improved ability to communicate scientific | 9 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | ideas; and an awareness of the impact of biology and scientific advances in biology upon society and upon issues of ethical, philosophical and political importance. IB course content varies, but includes study of living organisms from the cellular level through functioning entities within the biosphere. Laboratory experimentation is an essential component of this course. Follows IB standards. ***Teacher of record must hold a secondary endorsement in Science.*** | | | |
| 1718 | Forensic Science | Forensic Science - Student Grades 10 - 12 - (Prerequisite: Biology or Chemistry or Concurrently enrolled in Integrated Science III) This phenomena-based course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing topics of: forensic science, discussing the foundation of forensic science in basic science and mathematics, and introducing the technique of integrating these areas in the determination of the cause of death. The philosophical, rational and practical framework that supports a forensic investigation will be presented via an integrated curriculum. Students will study forensic anthropology, biochemistry, chemistry, botany, entomology and physics as well as problem solving techniques utilized in analyzing a crime scene. Other topics include ballistics, autopsies, mass disasters, epidemiology of environmental disasters, biological weapons as well as toxicology, microbiology, and pathology, and engineering design. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1720 | Life Science - High School Setting | Life Science - High School - Grades 9 - 12 - This phenomena-based course addresses ideas and skills from earlier grades where students explain more phenomena central to the life sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing the topics of: structure and function; matter and energy in organisms and ecosystems; interdependent relationships in ecosystems; inheritance and variation of traits; natural selection and evolution; and engineering design. NM STEM Ready! Science Standards: HS-LS1-1, HS-LS1-2, HS-LS1-3, HS-LS1-4, HS-LS1-5, HS-LS1-6, HS-LS1-7, HS-LS2-1, HS-LS2-2, HS-LS2-3, HS-LS2-4, HS-LS2-5, HS-LS2-6, HS-LS2-7, HS-LS2-7 NM, HS-LS2-8, HS-LS3-1, HS-LS3-2, HS-LS3-3, HS-LS4-1 ,HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4, HS-SS-1 NM, HS-SS-2 NM. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1721 | Chemistry | Chemistry - Student Grades 9-12 - This phenomena-based course addresses ideas and skills from earlier grades where students explain more phenomena central to the physical sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing the topics of: structures and properties of matter; chemical reactions; energy; Earth's systems; human sustainability; a New Mexico Specific Standard and engineering design. NM STEM Ready! Science Standards: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7, HS-PS1-8, HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-4, HS-PS3-5, HS-ESS2-4, HS-ESS2-5, HS-ESS2-6, HS-ESS3-2, HS-ESS3-5, HS-ESS3-6, HS-SS-1, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1723 | Chemistry-Advanced Studies | Chemistry-Advanced Studies - Student Grades 10 - 12 (Prerequisite: Chemistry or Concurrent enrollment in Integrated Science III) Usually taken after Chemistry, Chemistry-Advanced Studies courses cover chemical properties and interactions in more detail. Often offered as a college level course, advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1724 | Chemistry-Specific Topics | Chemistry-Specific Topics - Grades 10 - 12 (Prerequisite: Chemistry or Concurrently enrolled in Integrated Science III) Course is typically offered (but not restricted) to students who have mastered the concepts addressed in Chemistry. These courses cover chemical principles and reactions in more detail, concentrating on a particular subtopic such as organic chemistry, chromatography and spectrometry, physical chemistry, and so on. These concepts are often studied on a college level. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1725 | AP Chemistry | AP Chemistry - Grades 9 - 12 - Course designed to parallel college level general chemistry courses; AP Chemistry courses usually follow high school chemistry and | 9 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | second year algebra. AP Chemistry courses require more time, effort, and formulation from students than regular secondary chemistry courses. Topics may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. ***Teacher of record must hold a secondary endorsement in Science.*** | | | |
| 1726 | IB Chemistry | IB Chemistry - Grades 9 - 12 - Course prepares students to take the International Baccalaureate Chemistry exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon society and upon issues of ethical, philosophical and political importance. Course content varies, but includes the study of the materials of the environment, their properties, and their interaction. Laboratory experimentation is essential. Follows IB standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1731 | Physics | Physics - Student Grades 9-12 - This phenomena-based course addresses ideas and skills from earlier grades where students explain in depth phenomena central to the physical sciences with connections to the earth and space sciences. This course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards addressing the topics of: forces and interactions; energy; waves and electromagnetic radiation; space systems; history of Earth; Earth's systems; a New Mexico Specific Standard; and engineering design. NM STEM Ready! Science Standards: HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS2-6, HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-4, HS-PS3-5, HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5, HS-ESS1-1, HS-ESS1-2, HS-ESS1-3, HS-ESS1-4, HS-ESS1-5, HS-ESS1-6, HS-ESS2-1, HS-ESS2-2, HS-ESS2-3, HS-SS-2, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1733 | Physics-Advanced Studies | Physics-Advanced Studies - Grades 10 - 12 (Prerequisite: Physics or Concurrently enrolled in Integrated Science III) Course usually taken after Physics. Physics-Advanced Studies courses provide instruction in laws of conservation, thermodynamics, and kinetics; wave and particle phenomena; electromagnetic fields; and fluid dynamics. Physics-Advanced Studies courses are usually offered as a college level study of the field of physics. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1734 | Physics-Specific Topics | Physics-Specific Topics - Grades 10 - 12 (Prerequisite: Physics or Concurrently enrolled in Integrated Science III) Course is typically offered (but not restricted) to students who have mastered the concepts addressed in Physics. These courses present the principles of matter and energy in more detail, concentrating on a particular subtopic such as optics, thermodynamics, quantum physics, and so on. These concepts are often studied on a college level. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1736 | AP Physics (Mechanics) | AP Physics (Mechanics) - Grades 9 - 12 - Course is designed to parallel college-level physics courses that serve as a partial foundation for science or engineering majors. AP Physics C Mechanics primarily focuses on mechanics. AP Physics C Mechanics is more intensive and analytic than AP Physics B and requires the use of calculus to solve the problems posed. Equal emphasis is on AP Physics C Electricity and Magnetism. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1737 | IB Physics | IB Physics - Grades 9 - 12 - Course prepares students to take the International Baccalaureate Physics exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Physics promotes an understanding of the facts, patterns, and principles underlying the field of physics. These include; critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of | 9 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | the impact of physics and scientific advances in physics upon society and upon issues of ethical, philosophical and political importance. Course content varies, but includes the study of the fundamental laws of nature and the interaction between concepts of matter, fields, waves, and energy. Laboratory experimentation is essential, while calculus is optional in this course. Follows IB standards. ***Teacher of record must hold a secondary endorsement in Science.*** | | | |
| 1738 | AP Physics C: Electricity and Magnetism | AP Physics C Electricity and Magnetism - Grades 9 - 12 - Course is designed to parallel college-level courses that serve as a partial foundation for science or engineering majors. AP Physics C Electricity and Magnetism primarily focuses on electricity and magnetism. AP Physics C Electricity and Magnetism is more intensive and analytic than AP Physics B and requires the use of calculus to solve the problems posed. Equal emphasis is on AP Physics C Mechanics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1739 | AP Physics 1 | AP Physics 1 - Grades 9-12 - Course is designed to be equivalent to the first semester of an introductory college-level algebra-based physics course. Course content includes the following areas: kinematics, motion, energy, sound waves and electrostatics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1740 | AP Physics 2 | AP Physics 2 - Grades 9-12 - Explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1747 | Integrated Science I-Student Grade 9 | Integrated Science I - Student Grade 9 - This phenomena-based course addresses ideas and skills students build on from middle school science where students explain phenomena in the earth and space, life, physical sciences; and engineering, technology, and the applications of science. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: matter and its interactions; matter and energy; Earth's systems; Earth and human activity; ecosystem - interaction, energy, and dynamics; and engineering design. NM STEM Ready! Science Standards: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7, HS-PS3-3, HS-PS3-4, HS-PS3-5, HS-ESS2-4, HS-ESS2-5, HS-ESS2-6, HS-ESS3-2, HS-ESS3-3, HS-LS2-1, HS-LS2-2, HS-LS2-4, HS-LS2-5, HS-LS2-6, HS-LS2-7, HS-LS2-7 NM, HS-LS2-8, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 9 | Yes |
| 1748 | Integrated Science II-Student Grade 10 | Integrated Science II - Student Grade 10 - This phenomena-based course addresses ideas and skills students build on from Integrated Science I where students explain phenomena in the earth and space, life, physical sciences and engineering, technology, and applications of science. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: from molecules to organisms - structures and processes; waves and their applications in technologies; Earth's systems; matter and its interactions; Earth and human activity; and engineering design. NM STEM Ready! Science Standards: HS-LS1-1, HS-LS1-2, HS-LS1-3, HS-LS1-5, HS-LS1-6, HS-LS1-7, HS-LS2-3, HS-PS1-8, HS-PS2-6, HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5, HS-ESS1-5, HS-ESS2-1, HS-ESS2-2, HS-ESS2-3, HS-ESS3-1, HS-ESS3-2, HS-ESS3-3, HS-ESS3-4, HS-ESS3-5, HS-ESS3-6, HS-SS-2, HS-ETS1-1, HS-ETS1-2, HS-ETS1-4. ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 10 | Yes |
| 1749 | Integrated Science III-Student Grade 11 | Integrated Science III - Student Grade 11 - This phenomena-based course addresses ideas and skills students build on from Integrated Science I and II where students explain phenomena in the earth and space, life, physical sciences and engineering, technology, and applications of science. This course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards addressing topics of: motion and stability-forces and interactions; Earth's place in the universe; | 11 | 11 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | biological evolution-unity and diversity; heredity-inheritance and variation of traits. NM STEM Ready! Science Standards: HS-LS1-4, HS-LS3-1, HS-LS3-2, HS-LS3-3, HS-LS4-1, HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5, HS-LS4-6, HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS3-1, HS-PS3-2, HS-ESS1-1, HS-ESS1-2, HS-ESS1-3, HS-ESS1-4, HS-ESS1-6, HS-ESS2-7, HS-SS-1, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4. ***Teacher of record must hold a secondary endorsement in Science.*** | | | |
| 1751 | Environmental Science | Environmental Science - Student Grades 9 - 12 - This phenomena-based course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards examining the mutual relationships between organisms and their environment, addressing the following topics: organization for matter and energy flow in organisms; cycles of matter and energy transfer in ecosystems; ecosystem dynamics, functioning, and resilience; biodiversity and humans; biogeology; conservation of natural resources; human impacts on earth systems; global climate change; and engineering design. NM STEM Ready! Science Standards: HS-LS1-5, HS-LS1-7, HS-LS2-1, HS-LS2-3, HS-LS2-4, HS-LS2-5, HS-LS2-6, HS-LS2-7 NM, HS-LS2-7. HS-LS4-5, HS-LS4-6, HS-ESS2-2, HS-ESS2-3, HS-ESS2-4, HS-ESS2-5, HS-ESS2-6, HS-ESS2-7, HS-ESS3-1, HS-ESS3-2, HS-ESS3-3, HS-ESS3-4, HS-ESS3-5, HS-ESS3-6, HS-SS-2 NM, HS-ETS1-3, HS-ETS1-4 ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1752 | AP Environmental Science | AP Environmental Science - Grades 9 - 12 - Course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Follows AP standards. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1753 | IB Environmental Systems and Societies | IB Environmental Systems and Societies - Grades 9 - 12 - This course prepares students to take the International Baccalaureate Environmental Systems and Societies exam. Students develop a coherent perspective of the interrelationships between environmental systems and societies by evaluating the scientific, ethical and socio-political aspects of environmental issues. Students will demonstrate the application, use, synthesis, analysis and evaluation of environmental issues, information, concepts, methods, techniques and explanations. This course requires independent research and a written report. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |
| 1761 | Astronomy | Astronomy - Student Grades 10 - 12 - This phenomena-based course focuses on applicable grade-level multidimensionality in the NM STEM Ready! Science Standards, exploring the processes that govern the formation, evolution, and workings of the universe, solar system, stars, galaxies, interstellar bodies, and engineering design. NM STEM Ready! Science Standards: HS-PS1-8, HS-PS2-2, HS-PS2-4, HS-PS3-2, HS-PS4-3, HS-ESS1-1, HS-ESS1-2, HS-ESS1-3, HS-ESS1-4, HS-ESS1-5, HS-ESS1-6, HSESS2-1, HS-ESS2-5, HS-ESS2-7, HS-ETS1-4 ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1774 | Wildlife Science | Wildlife Science - Grades 10-12 - (Prerequisite: Biology or Environmental Science or Concurrently enrolled in Integrated Science III) This phenomena-based course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards, exploring the interactions of terrestrial and aquatic ecosystems and addresses topics of: interdependent relationships in ecosystems; natural selection and evolution; Earth's systems and human impact; and engineering design. NM STEM Ready! Science Standards: HS-LS2-1, HS-LS2-2, HS-LS2-6, HS-LS2-7, HS-LS2-7 NM, HS-LS2-8, HS-LS3-3, HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5, HS-LS4-6, HS-ESS2-2, HS-ESS2-3, HS-ESS2-5, HS-ESS2-6, HS-ESS2-7, HS-ESS3-2, HS-ESS3-3, HS-ESS3-4, HS-ESS3-5, HS-ESS3-6, HS-SS-1 NM, HS-ETS1-3, HS-ETS1-4 ***Teacher of record must hold a secondary endorsement in Science.*** | 10 | 12 | Yes |
| 1783 | Scientific Technology | Scientific Technology - Grades 10-12 - (Prerequisite: Biology, Chemistry, and Physics or Integrated Science I, II, & III) This phenomena-based course focuses on applicable grade-level multidimensionality of the NM STEM Ready! Science Standards through | 10 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | the use of emergent technologies to give students project-based experience exploring scientific theories and processes and engineering design. Utilizing microscopy, robotics, supercomputing, 3D modeling, or other techniques, students will create an independent research project to address real life problems. Students may present their projects at a science fair and/or compete in robotics, supercomputing, or other competitions. NM STEM Ready! Science Standards: HS-PS1-3, HS-PS1-8, HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS4-1, HS-LS1-5, HS-LS2-1, HS-LS2-2, HS-LS2-3, HS-LS2-4, HS-LS2-5, HS-LS2-6, HS-LS2-7, HS-LS2-8, HS-LS4-6, HS-SS-1 NM, HS-SS-2 NM, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4 ***Teacher of record must hold a secondary endorsement in Science.*** | | | |
| 1792 | Emergency Medical Tech (Applied Science) | Emergency Medical Technician (Applied Science) - Grades 9 - 12 - The curriculum must align to the New Mexico Science Standards with Benchmarks. This course is similar to 1517 Emergency Medical Technician (Career/Technical) which is listed under the Health Care Sciences section and places a special emphasis on the knowledge and skills needed in medical emergency situations. Topics may include the biological processes underlying disease and illness as well as the medical applications of physical science principals related to forces and motion. This course may be used to satisfy both a science and career/technical credit requirement at the same time, but if taken for both requirements it does not reduce the total number of units required for graduation. ***Teacher of record must hold a secondary endorsement in Science.*** | 9 | 12 | Yes |

# APPENDIX D

## Social Studies Course Options

**Updated July 2025 to include teacher endorsements.**

The PED requires waivers for **any** change to the prescribed coursework requirements. Graduation coursework waivers are obtained from the PED Waivers web page and submitted to Waivers.PED@ped.nm.gov.

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| 2729 | U.S. History/Geography with New Mexico History | U.S. History/Geography with New Mexico History - **Required for Graduation** - Grades 9 - 12 - Course examines the history and impact of major eras, events, and movements in United States history from the mid-1800s to the present. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of New Mexico and the United States. Topics in New Mexico history starting with the Treaty of Guadalupe Hidalgo are also included. Course must align with the 9-12 NM Social Studies U.S. History Anchor and Performance Standards and the 9-12 New Mexico History Anchor and Performance Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2706 | World History and Geography | World History and Geography - **Required for Graduation** - Grades 9 - 12 - Course covers the major eras and important turning points in world history from the expansion of states and civilizations in the 1000s to the present. Included within this course is world geography to support geographical concepts as they relate to the understanding of the changes throughout the world. Course content must align with the 9-12 NM Social Studies World History Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2730 | U.S. Government/ Civics-Comprehensive | U.S. Government/Civics-Comprehensive - **Required for Graduation (Alternate courses 2739 or 2736)** - Grades 9 - 12 - Course provides an understanding of civic and political institutions, civic dispositions and democratic principles, and the roles and responsibilities of civic life, i.e., the ideals, rights, and responsibilities of citizenship and the content and history of the founding documents of the United States including the New Mexico and United States Constitutions and how governments function at the local, state, tribal, and national levels. Course must align with the 9-12 NM Social Studies Civics Anchor and Performance Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2741 | Economics with Personal Financial Literacy | Economics with Personal Financial Literacy: Required **for Graduation (Alternate course 2739)** - Grades 9 - 12 - Course provides for an understanding of basic economic principles and essential topics for managing personal finances within the US and global economic systems. Economic reasoning skills will be used to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Personal financial literacy content shall include budgeting, risk, credit/debit, credit scores, strategies for funding post-secondary education, taxes, retirement planning, insurance, interest rates, compounding interest, and investing. Relevant 9-12 Economics with Personal Financial Literacy Social Studies Anchor and Performances Standards shall be included as indicated for the course. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2703 | IB Geography | IB Geography - Grades 9 - 12 - Course prepares students to take the International Baccalaureate Geography exams at either the Subsidiary or higher level, and individual courses vary to reflect the different emphases of the exams (either human or physical geology, and case study or fieldwork instruction). In general, however, IB Geography courses aim to provide an understanding of the relations within society, those between society and the natural environment, and the processes by which those relations change over time. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2707 | Modern World History | Modern World History - Grades 9 - 12 - Course provides an overview of the history of human society in the past few centuries-from the Renaissance period, or later, up to the contemporary period-exploring political, economic, social, religious, military, scientific, and cultural developments. Course content must align with the 9-12 NM Social Studies World | 09 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | History Anchor and Performance Standards that address designated content and must include the 9-12 World History Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | | | |
| 2708 | IB History | IB History - Grades 9 - 12 - Course prepares students to take the International Baccalaureate History exams at either the Subsidiary or Higher level. These courses concern the study of political, military, economic, social, and cultural trends, and explore the nature of historical documentation and historians' methods. IB History courses survey 20th century topics in an international context; provide for a more detailed regional study of a major area (Africa, Europe, the Americas, West and South Asia, East and Southeast Asia, or Australia); and enable students to undertake an individual study on a subject of interest in greater detail and depth. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2709 | Modern European History | Modern European History - Grades 9 - 12 - Course examines the development of political, social, and economic movements in Europe in the past few centuries (from the Renaissance period, or later, up to the contemporary period), and may include such topics as the rise of the modern nation state, scientific and industrial revolutions, the age of exploration and nationalism, imperialism, and world war. Course content may include the history of Russia over the same time period. Course content must align with 9-12 NM Social Studies World History Anchor and Performance Standards that address designated content and must include the 9-12 World History Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2710 | AP European History | AP European History - Grades 9 - 12 - **This course no longer meets the requirements to substitute for World History/Geography Course 2706).** Course prepares students for the AP exam in European history. The courses examine European civilization from the High Renaissance period to the recent past, provide a basic exposure to the factual narrative, and develop a) an understanding of some of the principal themes in modern European history, b) an ability to analyze historical evidence, and c) an ability to express that understanding and analysis in writing. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2714 | World Area Studies | World Area Studies - Grades 9 - 12 - Course examines the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of the region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may focus on one particular country (other than the United States), rather than focusing on a region or continent. Course content must align with the appropriate grade-level NM Social Studies World History Anchor and Performance Standards that address designated content and must include the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2717 | New Mexico History-Grd 9-12 | New Mexico History - Grades 9-12 - **Course content must be included in US History. No longer required as a stand alone course but can still be offered as a stand alone course as a half-year 0.5 credit or a full year 1.0 credit.** Course content must be included in US History. This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico. Students will analyze the role that New Mexico plays in national and international arenas. Course must align with the 9-12 NM Social Studies New Mexico History Anchor and Performance Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2719 | Native American Studies | Native American Studies - Grades 6 - 12 - Course will examine the cultural growth and development of Indigenous North American peoples from pre-contact times to the present day. The diverse histories and contemporary issues facing Indigenous peoples in North America and globally will be explored through Indigenous literature, film, art, and other cultural elements, with a focus on critical discussions around the socio-political experiences of Native communities, movements, and activism. The course will challenge an analysis of topics such as sovereignty, cultural preservation, and the impacts of colonization, while fostering cultural responsiveness and respect for Indigenous knowledge and perspectives. Course must align with the appropriate grade level New Mexico Social | 6 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
|---|---|---|---|---|---|
| | | Studies Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | | | |
| 2720 | Hispanic Studies | Hispanic Studies - Grades 6 - 12 - Course will focus on the rich contributions Hispanics and Hispanic culture have made to America and enable students to understand his/her connections to and place in the Latino experience. The use of art, literature, film discussion, personal experience, music and other elements of culture will be addressed. Course must align with the appropriate grade-level New Mexico Social Studies Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 6 | 12 | Yes |
| 2724 | Black Studies | Black Studies - Grades 6-12 - **Formerly known as Modern US History. New course content.** Course is a transnational and transdisciplinary engagement with the histories, scholarship, politics, arts and cultures of people of the African diaspora. It investigates topics such as forced and voluntary migration, creativity, artistic expression, resistance, resilience, and Afrofuturism, along with significant events and figures in Black history. Students will engage with diverse primary and secondary sources to develop critical analysis skills and understand the complexities and nuances of Black experiences in national and global contexts. Course must align with the appropriate grade level New Mexico Social Studies Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 6 | 12 | Yes |
| 2725 | AP United States History | AP U.S. History - Grades 11 - 12 - Course prepares students for the AP exam in U.S. history and provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from precontact and settlement of the Americas through the recent past. **(**Note: Districts asking to meet the United States History/Geography 2729 course requirement through this course must include geography and New Mexico history within the written and delivered curriculum in order to meet state graduation requirement, or offer New Mexico History as at least a .5 course**)** This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. **Teacher of record must hold a secondary endorsement in social studies.** | 10 | 12 | Yes |
| 2727 | Ethnic, Cultural, and Identity Studies | Ethnic, Cultural and Identity Studies - Grades 9 - 12 - **Formerly known as US Ethnic/Gender Studies. Expanded course content**. Course explores individual and group identities within a respectful community framework that recognizes the roles that diversity plays in the development of strong social structures. The diverse histories and contemporary issues facing individuals and groups may be explored through literature, film, art, music, and other cultural elements. Course must align with the 9-12 NM Social Studies Ethnic, Cultural, and Identity Studies Anchor and Performance Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 9 | 12 | Yes |
| 2731 | U.S. Government/Civics-Laboratory | U.S. Government/Civics-Laboratory - Grades 9 - 12 - Course covering the same objectives as U.S. Government/Civics-Comprehensive courses, U.S. Government/Civics-Laboratory courses are taught in a resource center or skills laboratory setting emphasizing individual student progress. Course must align with the 9-12 NM Social Studies Civics Anchor and Performance Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2732 | Topics in U.S. Government | Topics in U.S. Government - Grades 9 - 12 - Course examines a specific topic pertaining to U.S. government and political institutions, rather than providing a general overview. The courses concentrate on one of many possible topics related to governmental structure, function, and purposes, such as the Constitution, the Supreme Court, Congress, or the Office of the Presidency. Course must align with relevant standards included in the 9-12 NM Social Studies Civics Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2733 | Political Science | Political Science - Grades 9 - 12 - Course approaches the study of politics from a theoretical perspective, including an examination of the role of government, and the nature of political behavior, political power, and political action. Course must align with relevant standards including the 9-12 NM Social Studies Civics Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
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| 2734 | Comparative Government | Comparative Government - Grades 9 - 12 - Course studies the basic tenets of government, searching for the differences and similarities among several forms of government. These courses engage in a comparative approach to the study of government and politics, focusing on the United States and other nations. Course must align with relevant standards including the 9-12 NM Social Studies Civics Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2735 | International Relations | International Relations - Grades 9 - 12 - Course provides an introduction to international relations, including an examination of the modern state; the foreign policies of nations; the dynamics of nationalism, ideology, and culture; and the role of international organizations. The courses may or may not emphasize contemporary events. Course must align with relevant standards including the 9-12 NM Social Studies World History Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2736 | AP Government and Politics: United States | AP U.S. Government and Politics - Grades 11 - 12 - Course prepares students for the AP exam in U.S. Government and Politics. These courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The course generally covers the following topics: constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. (Note: Districts may meet the US Government/Civics Comprehensive 2730 course requirement through this course.) **Teacher of record must hold a secondary endorsement in social studies.** | 10 | 12 | Yes |
| 2737 | AP Government and Politics: Comparative | AP Comparative Government and Politics - Grades 11 - 12 - Course prepares students for the AP exam in Comparative Government and Politics, offering students a basic understanding of the world's diverse political structures and practices. The course encompasses the study both of specific countries (including Great Britain, France, the former Soviet Union, China, and either India, Mexico, or Nigeria), and of general concepts used to interpret the key political relationships found in virtually all-national polities. Course content generally includes sources of public authority and political power; the relationship between state and society; the relationships between citizens and states; political and institutional frameworks; political change; and the comparative method. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. **Teacher of record must hold a secondary endorsement in social studies.** | 10 | 12 | Yes |
| 2739 | Civics/Principles of Democracy | Civics/Principles of Democracy - Grades 9 - 12 - **Formerly known as Principles of Democracy. Expanded course content. (Alternate Course 2730 and 2741).** Course combines a study of the structures and functions of national, state, tribal, and local U.S. government, rules and laws, and civic responsibility with an overview of the principles of market economics and personal financial literacy. Course content may include contemporary U.S. issues. The emphasized purpose of Principles of Democracy courses is to prepare students to perform effectively as informed citizens. Course must align with the 9-12 NM Social Studies Civics Anchor and Performance Standards and the 9-12 NM Social Studies Economics Anchor and Performance Standards, including the Inquiry Standards. This course may fulfill the requirements for 2730 and 2741 as long as it is a full-year 1.0 credit course. The financial literacy standards do not fulfill a math requirement. **Teacher of record must hold a secondary endorsement in social studies.** | 10 | 12 | Yes |
| 2740 | Government and Politics-Other | Government and Politics - Grades 9 - 12 - Other - Course must align with relevant standards including the 9-12 NM Social Studies Civics Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | No |
| 2742 | Comparative Economics | Comparative Economics - Grades 9 - 12 - Course offers a study of different economies and economic systems, including a study of differing approaches to problems in micro and macroeconomics. Course must align with relevant standards including the 9-12 NM Social Studies Economics Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2743 | AP Microeconomics | AP Microeconomics - Recommended for Students Grades 11 - 12 - Course is designed to parallel a semester of college level microeconomics, AP Microeconomics courses provide | 11 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
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| | | students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers), and place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. **Teacher of record must hold a secondary endorsement in social studies.** | | | |
| 2744 | AP Macroeconomics | AP Macroeconomics -Grades 11 - 12 - Course is designed to parallel a semester of college level macroeconomics, AP Macroeconomics courses provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole, placing particular emphasis on the study of national income and price determination, and developing students' familiarity with economic performance measures, economic growth, and international economics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. **Teacher of record must hold a secondary endorsement in social studies.** | 11 | 12 | Yes |
| 2746 | IB Economics | IB Economics - Grades 9 - 12 - Course prepares students to take the International Baccalaureate Economics exams at either the Subsidiary or Higher level. The courses seek to provide students with the basic tools of economic reasoning and to use those tools to explain or interpret economic problems. Course content includes resource allocation under various systems, national income analysis, international economics, and economic development and growth. Income distribution may also be studied. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2751 | Contemporary U.S. Issues | Contemporary U.S. Issues - Grades 9 - 12 - Course studies the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues or may examine selected issues from throughout the 20th century. The course must align with relevant standards including the 9-12 NM Social Studies U.S History, Civics, and/or Economics Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2752 | Contemporary World Issues | Contemporary World Issues - Grades 9 - 12 - Course studies political, economic, and social issues facing the world, with or without an emphasis on the United States. These courses may focus on current issues or may examine selected issues from throughout the 20th and 21st century. The focus may be on historical causes or possible solutions; an interdisciplinary approach may be used. The course must align with relevant standards including the 9-12 NM Social Studies World, Civics, and/or Economics Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2753 | Western Civilization | Western Civilization - Grades 6 - 12 - Course applies an interdisciplinary approach to the study of western cultural traditions, frequently using a chronological framework. Course content typically includes a survey of the major developments and contributors in art and architecture, literature, religion and philosophy, and culture. Intellectual and political movements may also be included. Course must align with relevant 6th grade, 7th grade, 8th grade, or HS NM Social Studies World History Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 6 | 12 | Yes |
| 2755 | AP World History | AP World History - Grades 11 - 12 - The purpose of this course is to develop greater understanding of the evolution of global processes and contracts, in interaction with different types of human societies. Focused primarily on the past 1,000 years of global experience, the course builds an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state prior to 1000 C.E. (AP World History will need to include the geography component in the written and delivered curriculum in order to meet the graduation requirement and substitute for World History/Geography 2706.) This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. **Teacher of record must hold a secondary endorsement in social studies.** | 11 | 12 | Yes |
| 2770 | Social Science | Social Science - Grades 9 - 12 - Course provides an introduction to the various disciplines in the social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology. Typically, the main course focus is on the methodologies of the social sciences and the differentiation among the various disciplines. | 09 | 12 | Yes |

| Course ID | Course Name | Long Course Description | Min Grd | Max Grd | Core Course |
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| | | Course must align with relevant standards including the 9-12 NM Social Studies Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | | | |
| 2773 | AP Psychology | AP Psychology - Grades 11 - 12 - **May be offered as a half-year 0.5 credit or a full year 1.0 credit.** Course designed to parallel an introductory college level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each of the major sub-fields within psychology, and enable students to examine the methods psychologists use in their science and practice. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. Note: This course can be taught as a one-semester .5 or full-year1.0 course. **Teacher of record must hold a secondary endorsement in social studies.** | 10 | 12 | Yes |
| 2787 | AP Human Geography | AP Human Geography - Grades 11 - 12 - Course introduces students to the systematic study of patterns and process that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Methods and tools geographers use in their science and practice will also be taught. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. **Teacher of record must hold a secondary endorsement in social studies.** | 9 | 12 | Yes |
| 2796 | Social Science/History-Independent | Social Science/History Independent- Grades 9 - 12 - **May be used for National History Day**. Course provides students an opportunity to work on an independent history project with guidance from a teacher mentor. This project may include preparing to successfully compete in National History Day, during which students will develop skills in historical thinking, project management, and communication. All independent projects including National History Day projects must align with relevant standards included the 9-12 NM Social Studies Anchor and Performance Standards, including the Inquiry Standards. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |
| 2797 | Personal Financial Literacy: Social Studies | Personal Financial Literacy - Social Studies -Grades 9 - 12 - **May be offered as a half-year 0.5 credit or a full year 1.0 credit**. Course provides an understanding of the concepts and principles involved in managing one's personal finances. Topics include saving and investing, risk, credit and debt, credit scores, loans, financing higher education, mortgages, insurance, investing, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. An overview of the American economy may be provided. Relevant 9-12 Economics with Personal Financial Literacy Social Studies Anchor and Performances Standards shall be included as indicated for the course. This course would fulfill the requirement as the required elective for Financial Literacy passed in the 2007 legislative session. May be taught as a 0.5 or 1.0 credit course. **Teacher of record must hold a secondary endorsement in social studies.** | 09 | 12 | Yes |