

Clark County School District

Boulder City High School

Course Catalog



2021-2022

SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at: <https://ccsd.net/district/calendar/>

GRADUATION REQUIREMENTS

1. Complete coursework designed around individual goals and core enrollment expectations
2. Take the ACT with Writing in junior year, at no cost
3. Earn a diploma (see below)

DIPLOMAS

Diploma Type	English	Mathematics	Science	Social Studies	PE	Health	Computers	Arts/Hum/CTE	Flex Credit	Foreign Language	Electives	Total	GPA [^]
Advanced	4	4	3	3*	2	0.5	0.5	1	-	-	6	24	3.25 unweighted
Advanced Honors (Honors Units Total Units)	3 4	2 4	2 3	2 3	- 2	- 0.5	- 0.5	- 1	-	1 -	2 6	12 24	3.25 unweighted
College and Career Ready ***	4	4	3	3*	2	0.5	0.5	1	-	-	6	24	3.25 weighted
Standard and Alternative ^{^^} (2020-2021)	4	3	2	2	2	0.5	0.5	1*	-	-	7.5	22.5	-
Standard and Alternative ^{^^} (2022 and beyond)	4	3	2	2	2	0.5	0.5	1*	2**	-	6	23	-

Please review the *Grade Point Average (GPA)* section of this guide for a description of GPA weighted and unweighted calculations.

[^] The current GPA cap is 4.800. There will be no GPA cap beginning with the Cohort of 2021.

^{^^} Students earning an Alternative Diploma will take the NAA exam *in lieu of* the ACT with Writing.

* To satisfy either the Arts/Humanities/CTE state requirement for the standard diploma or the additional social studies requirement for the other diplomas, CCSD students must:

- Pass semesters 1 and 2 of World History, *or*
- Pass semesters 1 and 2 of Geography, *or*
- Pass semester 1 of World History and semester 2 of Geography, *or* Pass semester 1 of Geography and semester 2 of World History.

** Flex credits can be: a 2nd *or* 3rd year CTE concentrator course *in one program* of study, *or* a 4th year of math (*including Algebra II or higher*), *or* a 3rd year of science, *or* a 3rd year of social studies.

*** For the College and Career Ready Diploma, students must:

1. Complete requirements in the table above, *including Algebra II or higher*, with a 3.25 weighted GPA, *and*
2. Demonstrate proficiency in two languages, *or* two (2) units in AP courses, IB courses, Dual Credit courses, CTE courses, Work Based Learning courses, *or* a world language course, *and*
3. Earn *at least one* of the following endorsements:

College-Ready endorsement for students who successfully complete a college readiness assessment, and receive not less than remedial scores for initial (non-remedial) placement into college-level English and mathematics courses (use the Infinite Campus Student/Parent to view the Academic Plan Progress Report), *or*

Career-Ready endorsement for students who successfully complete the ACT National Career Readiness Certificate (NCRC) –level Silver or above, *or* successfully complete the Armed Services Vocational Aptitude Battery (ASVAB) – score 50 *or* above, *or* obtain a Career and Technical Education Skills Attainment Certificate, *or* obtain a credential on Nevada's Industry-Recognized Credentials List (OWINN).

SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents

CORE ENROLLMENT EXPECTATIONS

The Clark County School District (CCSD) strives to prepare students for success in postsecondary education and in the workforce by providing access to a rigorous curriculum. The Core Enrollment Expectations are consistent with Nevada Revised Statute and aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements. If the Core Enrollment Expectations do not align with a student's academic plan, then a modified course of study must be agreed upon by the student's parent/guardian and a school administrator or school counselor.

Core Enrollment Expectations	Units
English	4
Mathematics (including Algebra II or higher)	4
Natural Science	3
Social Studies and History	3
Total	14

Students that successfully complete the Core Enrollment Expectations outlined above, with a weighted grade point average (GPA) of at least 3.25 may qualify for the Governor Guinn Millennium Scholarship. Please see your school counselor for more information about the Millennium Scholarship.

SOURCES: NRS 389.018, Nevada Board of Regents, Nevada Treasurer's Office

REQUIRED HIGH SCHOOL CLASS LOAD

The State of Nevada requires all high school students to be enrolled as follows:

- Ninth, tenth, and eleventh grade students must be enrolled in at least the equivalent of six periods per day.
- Twelfth grade students, who are not college and career ready,* must be enrolled in at least the equivalent of six periods per day.
- Twelfth grade students, who are college and career ready,* must be enrolled in at least the equivalent of four periods per day.

* The Nevada Department of Education establishes the standards for students that are considered college and career ready. Please see your school counselor for details, or review the Nevada Department of Education [guidance memo](#).

SOURCES: NAC 387.345, AB 7

EARLY GRADUATION

Students that complete all graduation requirements for their cohort year may graduate early with approval from the school of full-time enrollment (your zoned school). Please contact your school counselor with specific questions.

SCHEDULE CHANGES

To ensure students receive enough instruction to earn a credit, schedule changes are not permitted after the first 18 school days of each semester for face-to-face courses. After the first 18 school days, schedules may only be changed with administrative approval. Exceptions to the above may only be made through administrative channels for unique and unusual circumstances. Distance learning and online coursework (e.g. Apex) allow students to earn credit through digital instruction and are excluded from these schedule change guidelines.

Last Day for Credit in Face-to-Face Instruction for 20-21 School Year

Semester 1: September 2, 2020

Semester 2: January 29, 2021

GRADE POINT AVERAGE (GPA)

The student's Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0).

Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows, according to NAC 389.6625. This represents the student's Weighted GPA.

- | | |
|---|-------|
| <input type="checkbox"/> Honors | 0.025 |
| <input type="checkbox"/> Advanced Placement (AP)* | 0.050 |

□ International Baccalaureate (IB)* 0.050

**Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the examinations for each course. Parents or guardians may waive this testing requirement by informing the school administration in writing.*

For the Cohort of 2020, a maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive Bonus Points. This creates a Weighted GPA cap of 4.800 as the highest possible GPA.

For the Cohorts of 2021 and beyond, there is no limit to the number of Honors, AP, or IB courses that will receive Bonus Points. This removes the Weighted GPA cap. SOURCE: CCSD Regulation 5127, NAC 389.6625

VALEDICTORIAN AND SALUTATORIAN

Valedictorians, students with the highest Weighted GPA in the graduating cohort, and Salutatorians, students with the second highest Weighted GPA in the graduating cohort, will be identified as candidates at the end of the fall semester for each cohort year.

Final Valedictorians and Salutatorians will be determined upon completion of all high school graduation requirements by the last day of school. SOURCE: CCSD Regulation 5127

MATRICULATION

Grade classification for high school students is determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school.

SOURCE: CCSD Regulation 5123

ACADEMIC PLANNING

COLLEGE AND CAREER READINESS

Students benefit from comprehensive school counseling programs that include college and career readiness standards. In addition to classroom lessons and family night events, students also meet individually with a school counselor to complete academic plans. An academic plan is a four-year course plan that is built on a student's individual strengths, weaknesses, and interests. The academic plan is built upon a student's individual postsecondary goals.

CAREER AND TECHNICAL EDUCATION

Career and Technical Education in Nevada is organized into six (6) program areas and course sequences. Each high school in CCSD may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses. Additional information can be found online at: <http://www.doe.nv.gov/CTE/> Nevada CTE Program Areas:

1. Agricultural and Natural Resources
2. Business and Marketing Education
3. Education, Hospitality, and Human Services
4. Health Science and Public Safety
5. Information and Media Technologies
6. Skilled and Technical Sciences

PROGRAMS AND PROGRESS

A graduation program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review graduation programs and progress online using Campus Student and Campus Parent. The graduation program Progress Report is an easy-to-use guide that shows a student's progress towards specific credit requirements, testing requirements, and any additional requirements for the planned diploma type. To view this report in Campus Parent or Student, go to Academic Plan > Next > Progress Report.

A career tech program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review career tech programs and progress online using Campus Student and Campus Parent. The career tech program Progress area works in the same way as the graduation programs. Students can view their progress towards any number of career tech options, including a specific CTE program, the Seal of Biliteracy, and more.

FOUR-YEAR COURSE PLANS

All ninth-grade students must have an approved four-year academic plan. The academic plan must include the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

The ninth-grade student and their parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary. Please contact your school directly for instructions on how to approve your child's academic plan online.

For students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade level modifications.

The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study. If a student does not satisfy all of the goals set forth in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied. SOURCES: CCSD Regulation 5127, AB 117

TESTING

Required: College and Career Readiness Assessment

All juniors will take the ACT with Writing exam in the spring. The college and career readiness assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year at no cost. It is recommended that all students take ACT in the spring of the junior year, as most four-year colleges/universities require test scores for admission. In addition, some colleges/universities and NCAA Division I Initial Eligibility (for student-athletes) require a minimum score on the ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

Students attending college/university in Nevada can earn the Millennium Scholarship after successfully completing the core curriculum and earning at least a 21 composite score on the ACT. For more information, please see the Nevada Scholarships section of this guide.

It may be necessary to retake the ACT and/or SAT to increase scores. This may enable a student to avoid placement in a remedial math and/or English college course. Remedial courses at Nevada System of Higher Education institutions provide no college credit and are not paid for by the Millennium Scholarship program. SOURCE: CCSD Regulation 5127, NRS 390.610

Optional: ACT National Career Readiness Certificate (NCRC)

The ACT NCRC is a portable, evidence-based credential that certifies the essential skills for workplace success. Employers look for it from job candidates because it is a valid predictor of job performance. Students that earn a Silver or above for the ACT NCRC credential will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

The United States Department of Defense developed this test to administer to students all over the country. The test is typically scheduled during the school day and is normally at no cost to the student. Score reports received after taking the test can be useful in determining college and career pathways. This test is typically taken in grades 10-12. Students that earn a 50 or above on the ASVAB will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Optional: SAT

The SAT is used by most colleges and universities to make admissions decisions. It is a multiple-choice test administered by the College Board. The purpose of the SAT is to measure college readiness by providing colleges with common scores to compare all students. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken during the spring of grade 11 and fall of grade 12. There is a cost associated with this exam, but fee waivers may be available to those that qualify. Students that earn a 480 in Reading and a 530 in Math will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Students attending college/university in Nevada can earn the Millennium Scholarship for completing the core curriculum and earning a combined reading, writing, and math score of 1070 or higher. For more information, please see the *Nevada Scholarships* section of this guide.

Optional: PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a great way to prepare for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can be useful in determining which Advanced Placement (AP) coursework may be appropriate during high school. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken in grades 8, 10, and 11. The examinations for students in grades 8 and 10 are at no cost. Please contact your school counselor with additional questions.

EARNING CREDIT

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credits at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits in high school, and must be pre-approved by the school of full-time enrollment. When a student attends a CCSD school full-time and earns credit at another school at the same time, this is known as concurrent credit. Beginning with the 2018-2019 school year, Dual Credit coursework is no longer considered external credit. SOURCE: NAC 389.040

Internal Credit

Credit by Exam (CBE)

Students can earn credit for courses in which they demonstrate mastery of course material. CBE is not a credit retrieval option. To be eligible to take a CBE, the student must not have previously been enrolled in the course and received a progress grade. Nevada Learning Academy (NVLA) offers a variety of options for CBE. For more details, please visit www.nvlearningacademy.net.

CBE Policies

- Tests can only be taken for original credit
- Tests can only be taken one time per course
- CBE credits are considered internal credit
- All exams are computer-based and will be taken online
- English courses require reading for the exam
- CBEs are not considered Honors credit
- Students must earn a 70% on the CBE to earn credit
- Credits are posted as a P for passing
- Failed tests are not posted to the student's transcript

Courses Available for CBE

- Mathematics: Pre-Algebra, Algebra I, Algebra II, Geometry
- Social Studies: US Government, US History, World History
- English/Language Arts: English 9, English 10, English 11, and English 12
- Introduction to Computers (0.5 credits)
- World Languages (CCSD): Spanish I, Spanish II: The Spanish I & Spanish II CBEs are CCSD-developed exams that include teacher-scored speaking and writing components in addition to an online exam that will be computer graded.
- World Languages (ACTFL): Arabic, Chinese, French, German, Italian, Japanese, Korean, Russian, and more. Foreign Language exams (except Spanish I & II) are offered through the American Council on the Teaching of Foreign Languages (ACTFL).

Dual Credit

A dual credit course is either taken at a local college/university or at a CCSD school where both high school and college credit are earned.

Dual Credit: Students take coursework outside of the normal school day from an accredited college/university. There is typically a cost. Students must complete a CCF-856, Dual Credit Application, before enrolling in any dual credit coursework.

Cooperative Agreement Dual Credit (e.g. Jumpstart): Students take a college-level course at the school of fulltime enrollment that is taught by an approved instructor. There is typically a cost. The CCF-856, Dual Credit Application, is not needed for programs with a formal cooperative agreement with CCSD.

CTE College Credit: Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit, the high school coursework aligns to postsecondary courses, and the teacher of record is a high school CTE teacher. The CCF-856, Dual Credit Application, is not needed. Instead, students complete a separate application through the college of their choice (e.g. CSN).

To qualify for the CTE College Credit, students must:

- Earn a 3.0 GPA in the CTE course sequence,
- Pass the state end-of-program technical content assessment, and pass the state Workplace Readiness assessment for employability skills.

Families can use Campus Student/Parent Progress Report to track progress towards a CTE program (career tech program) online. Students that complete a CTE program of study according to the criteria are eligible to earn the CTE College Credit within three years of graduating from high school and upon admission to the postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align to the college courses for a certificate or degree in a related career pathway.

Honors, Advanced Placement (AP), and International Baccalaureate (IB)

The CCSD Honors, AP, and IB course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential.

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course. Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing. SOURCE: CCSD Regulation 5127

High School Credit Taken in Middle School

Certain coursework taken in middle school (grades 6-8) may be counted as credit required to graduate from high school. Common courses include, but are not limited to:

- Computer Science and Applications
- Algebra I, Geometry Honors
- A Foreign Language

External Credit

External credits may be granted for coursework completed outside of the Clark County School District (CCSD) while a student is enrolled in CCSD during the school year and over the summer. A maximum of six (6) external credits can be applied toward graduation from high school. A maximum of three (3) external credits can be earned in the combined core areas of English, mathematics, science, and social studies.

External credits in the following categories must be pre-approved with supporting documentation by a student's school of full-time enrollment. The school determines which supporting documentation is required and accepted. Students may request the External Credit Application (CCF-850) from a school counselor.

Community Service

0.5 elective credit will be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved community agency (1 credit max).

Online/Correspondence Course

High school credit will be granted for high school coursework completed at accredited institutions.

Educational Travel Credit

0.5 elective credit will be granted for a 21-day educational trip/tour (1.0 credit for 42 days). Students are required to submit a log with general descriptions of sites visited detailing items of interest, the student's reactions, and photographs of the student at the sites. A parent or guardian may sign logs for educational travel credit supporting documentation.

Enrichment Program

Elective credit will be granted for successful completion of academically accelerated coursework at accredited institutions.

Physical Education II Waiver

1.0 Physical Education credit (required for graduation) will be waived for 120 hours of activity completed under the direct supervision of a qualified instructor/coach who is a credentialed or licensed professional in that activity. The Physical Education II Waiver may only be issued if credit for Physical Education II has not been granted. To be approved, this activity must be geared toward competition. Students cannot earn a PE II Waiver if they failed the PE II course.

Music Equivalent Credit

High school credit will be granted for private music lessons. A student is limited to 0.5 credit for each school year (1 credit max). The instructor must be certified, or demonstrate membership in one of the following organizations: The National Association for Music Education, The American Music Teachers Association, The Music Teachers National Association, The Suzuki Music Teachers Association, or a faculty member at a college, university, or school of the arts.

Concurrent Credit

Concurrent credits are credits a student earns from another CCSD school while still attending the school of full-time enrollment. A student may not be enrolled in two or more instances of the same course at the same time. All concurrent course enrollments require prior approval from a school counselor. There is no limit on earning concurrent credits. See a school counselor for more information on concurrent credit options.

Duplicate Coursework – Repeating Courses

A student may repeat a course but shall not receive additional credit for the repeated course. The higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course (RP) notation. A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of "F" will only be removed once. If applicable, all other "F's" will remain on a transcript.

STUDENT-ATHLETES

Physical Education II Waiver Credit

A waiver for Physical Education II shall be granted if a student has not earned Physical Education II credit and actively participates in a school-sponsored activity for 120 hours in interscholastic athletics, on a drill team, in a marching band, in a dance group, or on a cheerleading squad. Students cannot earn a PE II Waiver if they already took the PE II course (pass or fail).

Baseball – Varsity, Junior Varsity	Golf – Varsity
Basketball – Varsity, Junior Varsity, B-Team	Marching Band/Flags/Mascots
Bowling – Varsity, B-Team	Soccer – Varsity, Junior Varsity, B-Team
Cheerleading – Varsity, Junior Varsity, B-Team	Softball – Varsity, Junior Varsity
Cross Country – Varsity	Swimming – Varsity
Dance Group	Tennis – Varsity
Drill Team	Track – Varsity
Flag Football – Varsity, Junior Varsity, B-Team	Volleyball – Varsity, Junior Varsity, B-Team
Football – Varsity, Junior Varsity, B-Team SOURCE: NAC 389.488	Wrestling – Varsity, Junior Varsity

CCSD Athletic Eligibility Requirements

Transfer Rules

- Students who move with their parents to a new school will be eligible at the new school provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students on a zone variance are ineligible for 180 school days.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private or private to public school are ineligible for 180 school days.
- Students who transfer from a public to charter school or charter school to public school are ineligible for 180 school days.
- Students who transfer from a magnet/select/open enrollment/minority to majority school are ineligible for 180 school days. **Age Limitations**
- A student whose twentieth (20) birthday occurs during a season is ineligible to participate in any sanctioned sport during that season and any season that is conducted after that date. **Physical Examinations**
- All students must pass a physical examination by a licensed physician. Physical examinations must be completed on the appropriate NIAA forms. **Residency Rules**
- Students are only eligible for interscholastic competition for the school located in the attendance zone in which their parents or legal guardian resides.
- A student living with a legal guardian must be approved through the CCSD Athletic Department.
- Falsification of any documents or being dishonest regarding your residency may result in ineligibility for 360 school days (2 years).

Academic Requirements

- Must be enrolled in at least two (2) units of credit and regularly attending school.
- Students must have successfully completed at least two (2) units of credit the immediate preceding semester.
- Students must obtain a grade point average of at least 2.0 for the immediate preceding semester.
- Students must maintain a passing grade in all classes during the season in which they are participating. **All incoming freshmen are initially academically eligible.**

Please visit www.ccsd.net to access the High School Athletic Eligibility Rules in greater detail.

NCAA Initial Eligibility Requirements

Students that plan to compete in NCAA sports at a Division I college/university need to register with the NCAA Eligibility Center to meet initial eligibility standards. Students and families may contact NCAA directly with questions about eligibility or the registration process: 1-877-262-1492.

To be eligible to compete in NCAA sports in the first year at a Division I school, students must graduate high school and meet all the following requirements:

1. Complete 16 core courses:
 - a. Four years of English
 - b. Three years of math (Algebra 1 or higher)
 - c. Two years of natural/physical science (including one year of lab science if the high school offers it)
 - d. One additional year of English, math or natural/physical science
 - e. Two years of social science
 - f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.
3. Earn at least a 2.300 GPA in core courses.
4. Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale, which balances test score and core-course GPA. Students that have a low test score will need a higher core-course GPA to be eligible. Students that have a low core-course GPA will need a higher test score to be eligible.

SOURCE: <http://www.ncaa.org/student-athletes/play-division-i-sports>

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

The Nevada Board of Regents sets the requirements for admission to Nevada System of Higher Education (NSHE) institutions. To see all Nevada options, please visit the NSHE website: <https://nshe.nevada.edu/nshe-institutions/>. The four-year NSHE admission criteria are as follows:

- 3.0 GPA (weighted or unweighted) in 13 High School Courses: ○ 4 credits in English ○ 3 credits in math ○ 3 credits in social studies ○ 3 credits in natural science ○ SAT or ACT Test Scores: ○ The new SAT Critical Reading and Math combined score of 1120 ○ The ACT Composite score of 22
- Nevada Advanced Diploma

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

PUBLIC COMMUNITY COLLEGE

- Ability to live at home while adjusting to college classes
- Simpler admissions requirements (High School Diploma or GED, Registration, Placement Test)
- Opportunity to sample college classes
- A chance to build a better academic record
- Lower tuition and other costs than at a typical four-year college

PRIVATE JUNIOR COLLEGE

- An opportunity to live away from home in a supportive environment
- Small classes with opportunities to improve academic skills
- Easier entrance requirements than a typical four-year college or university

CONTINUING EDUCATION CLASSES

- Provides a way to explore subject areas
- Opportunity to build academic study skills without worrying about grades
- Allows students to experience and explore college as an option

LIFE SKILLS TRAINING PROGRAMS

- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

APPRENTICESHIPS

- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

- Minimal admissions requirement (high school graduation may or may not be required)
- All classes relate to skills needed for jobs in a particular occupational area. Learn marketable skills

JOB CORPS

- Vocational, academic and social skills training
- Room, board, and stipend
- Job/college support after leaving Job Corps

CITY YEAR AND AMERICORPS

- Monthly stipend
- Educational Award for a complete year of service
- <http://www.cityyear.org/>
- <http://www.americorps.gov/>

MILITARY

- Learn valuable job skills
- Earn money for future education
- Army: <http://www.goarmy.com>,
- Navy: <http://www.navy.com>,
- Air Force: <http://www.airforce.com>,
- Coast Guard: <http://www.gocoastguard.com>,
- Marines: <http://www.marines.com/>,
- National Guard: <http://www.nationalguard.com/>

SOURCE: <https://www.heath.gwu.edu/awareness-postsecondary-options>

NEVADA SCHOLARSHIPS

MILLENNIUM SCHOLARSHIP

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or http://www.nevadatreasurer.gov/GGMS/GGMS_Home/. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

PUBLIC EDUCATION FOUNDATION

The Public Education Foundation offers a variety of scholarships to help students pursue higher educational goals. In many cases, the scholarships make the college and university experience accessible to students who might not otherwise dream of a college education. The Public Education Foundation offers more than 260 different scholarship opportunities for Southern Nevada's high school seniors to attend both in-state and out-of-state schools.

Scholarship donors are corporations, associations, organizations, foundations and individuals who want to create a brighter future by encouraging education. Each donor has the opportunity to determine the criteria of their scholarship and plays an active role in selecting the scholarship recipients. The Foundation provides professional assistance in establishing the scholarship funds at no cost, including advertising and promotion, clerical support, and an awards recognition luncheon in May. The luncheon gives the donors and scholarship recipients the opportunity to meet if they haven't already done so during the selection process.

To date, the Foundation has awarded more than 6,100 scholarships totaling nearly \$12 million. For more details, please visit <https://thepef.org/scholarships/>.

NEVADA PROMISE SCHOLARSHIP

The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last dollar financial aid to Nevada students attending one of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps eligible students pay for up to three years of tuition and mandatory fees. Please contact your school counselor with additional questions, or visit www.csn.edu/promise.

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
 - Giving answers on an examination or any other assignment to another student
 - Copying assignments that are turned in as original work
 - Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
 - Allowing others to do the research or writing for an assigned paper
 - Using unauthorized electronic devices
 - Falsifying data or lab results, including changing grades electronically
- What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.

Core Curriculum Sequencing---English

<p><i>Grade 9 Courses</i></p> <p><i>English 9</i> <i>English 9 Honors</i></p>	<p><i>Grade 10 Courses</i></p> <p><i>English 10</i> <i>English 10 Honors</i></p>
<p><i>Grade 11 Courses</i></p> <p><i>English 11</i> <i>English 11 Honors</i> <i>AP Language & Composition</i> <i>English 101& 102-Dual Credit</i></p>	<p><i>Grade 12 Courses</i></p> <p><i>English 12</i> <i>English 12 Honors</i> <i>AP Literature & Composition</i> <i>English 101H &102H-Dual Credit</i></p>

English 9-1010

This one-year course (Foundations in Composition and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

English 9 Honors-10104

This one-year course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the English credits required for high school graduation.

English 10-1030

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

English 10 Honors-10304

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers' historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

English 11-1060

This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of course. This course fulfills one of the English credits required for high school graduation.

English 11 Honors- 10604

This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the English credits required for high school graduation.

English 12-1080

This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

English 12 Honors-10804

This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

AP English Language and Composition -10402

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

AP English Literature and Composition -10502

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

DUAL CREDIT COURSES-NEVADA STATE

ENG 101 H Composition I

NSHE Dual Credit Course: ENG 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose, and rhetorical situation focusing on the writing process and introducing research. The use of these courses requires participation in CCSD dual/concurrent programs. Revised March 2019.

ENG 102 H Composition II

Exploration of essay forms with particular attention to interpretation and argument; emphasis on analytical reading and writing, critical thinking, and research methodologies. Satisfies English Core Curriculum. Pre-requisite(s): ENG 100 with a grade of 'C-' or better OR ENG 101 with a 'C-' or better OR ENG 116 with a grade of 'C-' or better.

Core Curriculum Sequencing---Mathematics

<p><i>Grade 9 Courses</i></p> <p><i>Algebra I</i> <i>Geometry Honors</i></p>	<p><i>Grade 10 Courses</i></p> <p><i>Geometry</i> <i>Geometry Honors</i> <i>Algebra II</i> <i>Algebra II Honors</i></p>
<p><i>Grade 11 Courses</i></p> <p><i>Algebra II</i> <i>Algebra II Honors</i> <i>Pre-Calculus Honors</i> <i>College Preparatory Mathematics</i> <i>Math 126H & 127H -Dual Credit</i></p>	<p><i>Grade 12 Courses</i></p> <p><i>Math of Personal Finance</i> <i>College Preparatory</i> <i>Mathematics</i> <i>Pre-Calculus Honors</i> <i>AP Statistics</i> <i>AP Calculus</i> <i>Math 126H & 127H -Dual Credit</i></p>

Algebra I-2020

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Algebra II-2090

This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

Algebra II Honors-20904

This rigorous one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I H. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, sequences and series, and proof of mathematical conjectures. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

Geometry-2060

This one-year course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. Various instructional techniques are utilized through activity-based methods. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

Geometry Honors-20604

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

Pre-Calculus Honors-21454

This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the introductory concepts of calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

AP Calculus-21802

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

AP Statistics-22502

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics examination. This college-level curriculum introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Dual Credit-Pre-Calculus Mathematics I/Math 126

Topics include fundamentals of algebra, functions and graphs, polynomial, rational, exponential and logarithmic functions, and systems of linear equations. Pre-requisite(s): Three years of high school mathematics at the level of algebra or above, and a satisfactory score on a math placement test or MATH 96.

Dual Credit-Pre-Calculus Mathematics II/Math 127

Topics include circular functions, trigonometric identities and equations, conic sections, complex numbers, and discrete algebra. Pre-requisite(s): Three years of high school mathematics at the level of algebra or above, and a satisfactory score on a math placement test or MATH 96.

Mathematics of Personal Finance-2330

This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).

College Preparatory Mathematics—2287

This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

Core Curriculum Sequencing--- Physical Education and Health

<i>Grade 9 Courses</i> <i>PE I Health</i>	<i>Grade 10 Courses</i> <i>PE II PE II Waiver</i>
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Health- 5100

This one-semester course is designed to introduce students to the intricate relationships between the structural and physiological functions required for the mental, social, and physical wellness of the individual. The course includes health awareness, body functions, human development, use of community health resources, first-aid techniques, and the relationships of these to the total health and fitness of the individual. Human sexuality and sexually transmitted infectious disease education, within established guidelines, will be an integral part of this course. This course will fulfill the one-half health credit required for high school graduation.

Physical Education I-5010

This one-year course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. Fees: \$20 – Required P.E. uniform / \$10.00 – Optional locker fee.

Physical Education II-5020

This one-year course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. Fees: \$20 – Required P.E. uniform / \$10.00 – Optional locker fee.

Core Curriculum Sequencing Science

<p><i>Grade 9 Courses</i></p> <p><i>Biology</i> <i>Biology Honors</i></p>	<p><i>Grade 10 Courses</i></p> <p><i>Physical Science</i> <i>Chemistry Honors</i> <i>Geoscience Honors</i></p>
<p><i>Grade 11 Courses</i></p> <p><i>Chemistry</i> <i>Chemistry Honors</i> <i>AP Chemistry</i> <i>Geoscience Honors</i> <i>Anatomy/Physiology Honors</i></p>	<p><i>Grade 12 Courses</i></p> <p><i>Chemistry</i> <i>AP Chemistry</i> <i>Geoscience Honors</i> <i>Anatomy/Physiology Honors</i></p>

Biology-3010

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures 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. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Biology Honors-30104

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures 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. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Physical Science-3082

This one-year course increases scientific literacy through the use of science and engineering practices, crosscutting concepts and core ideas related to physical science and earth and space science. This course is designed to provide a foundation for success in high school physical science and earth and space science courses. The topics covered include nature of matter and interactions, forces and motion, earth systems and sustainability, and space science. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Geoscience Honors-3080

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. The topics covered in Geoscience include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Chemistry-3100

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered in Chemistry include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Chemistry Honors-31004

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

AP Chemistry -31702

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Chemistry examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. It is expected that the student will take the AP exam in May for a fee. See your school counselor if you have a financial hardships.

Physics Honors

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Physics Honors include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Principles of Anatomy and Physiology Honors

This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems, using Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas of the science standards. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Prerequisites are successful completion of Biology/Biology Honors and Chemistry/ Chemistry Honors. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. Revised May 2018.

Core Curriculum Sequencing---Social Studies

<p><i>Grade 9 Courses</i></p> <p><i>No 9th Grade Social Studies Class</i></p>	<p><i>Grade 10 Courses</i></p> <p><i>World History</i> <i>World History Honors AP</i> <i>World History</i></p>
<p><i>Grade 11 Courses</i></p> <p><i>U.S. History</i> <i>U.S. History Honors</i> <i>AP U.S. History</i></p>	<p><i>Grade 12 Courses</i></p> <p><i>U.S. Government and Economics U.S.</i> <i>Govt. and Economics Honors</i> <i>AP U.S. Government and Politics</i></p>

U.S. Government and Economics-4242

This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the U.S. Government credit required for high school graduation.

U.S. Government and Economics Honors-4242 Honors

This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking robust academic discussions and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the U.S. Government credit required for high school graduation.

AP U.S. Government and Politics-43002

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This course gives students an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation. It is expected that the student will take the AP exam in May for a fee. See your school counselor if you have a financial hardship.

U.S. History-4160

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

U.S. History Honors-41604

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

AP U.S. History -42202

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be used throughout the course. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. History credit required for high school graduation. It is expected that the student will take the AP exam in May for a fee.

World History -4080

This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

World History Honors -40804

This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

AP World History -41402

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering the scope of human history from 8,000 BCE to the present. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation. It is expected that the student will take the AP exam in May for a fee. See your school counselor if you have a financial hardship.

Electives

<p><u>Automotive Courses</u></p> <p><i>Auto Technology I</i> <i>Auto Technology II</i> <i>Auto Technology III</i> <i>Auto Technology Advanced Studies</i></p>	<p><u>Performing Arts Courses</u></p> <p><i>Advanced Band</i> <i>Chorus</i> <i>Film Studies I & II & III</i> <i>Guitar--Beginning, Intermediate, & Advanced Jazz Band</i> <i>Rhythmic Precision (Color Guard)</i> <i>Theatre I,II, III, & IV</i> <i>Technical Theatre I, II, III</i></p>
<p><u>Media Technology Courses</u></p> <p><i>Animation I & II & III(H)</i> <i>Computer Science and Applications</i> <i>Computer Science and Technology Concepts</i> <i>Photography III</i> <i>Multimedia Communications I</i></p>	<p><u>Science Courses</u></p> <p><i>STEM Robotics</i></p>
<p><u>English Courses</u></p> <p><i>Publications I & II (Yearbook)</i></p>	<p><u>Social Studies Courses</u></p> <p><i>Principles of Leadership</i></p>
<p><u>Foreign Language Courses</u></p> <p><i>Spanish I</i> <i>Spanish II Honors</i> <i>Spanish III Honors</i> <i>Spanish IV Honors</i> <i>Spanish Language and Culture AP</i></p>	<p><u>Visual Arts Courses</u></p> <p><i>Art I</i> <i>Design Crafts</i></p>
<p><u>Physical Education</u></p> <p><i>Weight Training</i></p>	<p><u>Other Elective Courses</u></p> <p><i>Applied Office Practice</i> <i>School Related Work Experience(Cafeteria Worker)</i> <i>Student Aide</i> <i>Student Tutor</i></p>

Electives: Automotive Courses

Automotive Technology I -6113

This one-year course will introduce students to the operational and scientific nature of the automotive component systems. Automotive repair, maintenance, and diagnostic procedures will enhance student awareness of the applications of scientific principles. The students will study the technological nature of the automobile which will include an understanding of the following areas: principles of measurement, atomic structure and properties, chemical reactions, and electronic principles. Practical application of safe work habits and the correct use of tools and precision test instruments will be emphasized throughout the course. This course will fulfill one of the elective credits required for graduation. Fee: \$40 for supplies. Additional fees may be charged for upgraded projects.

Automotive Technology II -6116

This one-year course will provide the second-year automotive student with the necessary knowledge and skills to pursue entry-level employment in the field of automotive technology. This course will build on knowledge gained in Automotive Technology I to develop job skills and safe work habits. Laboratory activities shall include tasks using advanced equipment to diagnose and service modern automotive systems. Appropriate scientific, mathematical and communication concepts are emphasized throughout this course. Electronic theories will be utilized to diagnose computerized automotive control systems. Course activities shall include classroom assignments, tests, demonstrations, and practical laboratory experiences. This course will fulfill one of the elective units required for high school graduation. This course may allow students to earn college credit from the College of Southern Nevada. Fee: \$40 for supplies. Additional fees may be charged for upgraded projects.

Automotive Technology III -6119

This one-year course is designed to provide students with skill development in automotive engine repair, automatic transmission/transaxle service, manual drive train and axle service, suspension and steering service, brake service, electrical/electronic systems service, heating and air conditioning service and engine performance. Individual students will have the opportunity to specialize in one or more of these areas. Students will select one or more areas of emphasis, depending on their ability and needs. General instruction will be provided in all areas and students will work independently or in small groups to develop job entry-level skills. The prerequisite for this course is successful completion of Automotive Technology II or teacher recommendation. Course activities will include classroom assignments, tests, demonstrations, and practical work experiences. This course will fulfill one of the elective credits required for high school graduation. This course articulates with Community College of Southern Nevada for Tech-Prep credit. Fee: \$40 for supplies. Additional fees may be charged for upgraded projects.

Automotive Technology Advanced Studies-6110

This one-year course provides students who have achieved all content standards in Automotive Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. Fee: \$40 for supplies. Additional fees may be charged for upgraded projects.

Electives: *Media Technology Courses*

Animation I-- 6074

This one-year course provides students with the basic principles of traditional and digital animation. Animation, storyboarding, character creation, and storytelling through animation are the focus of this course. Project-based learning provides students with career-based animation skills. Instructional practice incorporates integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Animation II – 6077

This one-year course provides students with the principles of traditional two-dimensional cel and computer animation, as well as, 3-D animation and graphics. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Animation III Honors—60834

This one-year course is designed for students who have successfully completed Animation II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include electronic game creation, entertainment, architectural visualization, and advertising. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Computer Science and Applications—5334

This one-semester course provides students with skills in computer education and technology. Areas of emphasis include computer science, computational thinking, productivity applications and digital citizenship. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades six through eight. This course fulfills the one-half computer credit required for high school graduation.

Computer Science and Technology Concepts—5361

This one-semester course provides students with skills in computer education and technology. Areas of emphasis include computer science, computational thinking, productivity applications, and digital citizenship. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills the one half computer credit or one half of one of the elective credits required for high school graduation.

Multimedia Communications I---6570

This one-year course introduces students to media technologies used in business for digital communication. Areas of emphasis include: website development, user interface, video, photo, written content, social media marketing, and front-end design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Approved April 2020

Photography III – 6747

This one-year, project-based course builds on the skills and knowledge acquired in Photography II. Students gain experience with the advanced principles of commercial photography. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.

Video Production III—6854

This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Emphasis is on the development of various media and video productions for a variety of audiences. Project-based learning, collaboration, and project management are essential elements of this course. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Electives: English Courses

Publications I (Yearbook)-1455

This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for graduation and may be repeatable.

Publications II (Yearbook)-1460

This one-year course is a continuation of Publications I and is designed for the study and application of the elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students produce a school yearbook demonstrating critical thinking, writing, photography, and technology skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

Electives: Foreign Language Courses

Spanish I-7852

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Spanish II Honors-78534

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Spanish III Honors-78544

This one-year course is designed for students who have successfully completed Spanish II Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.

Spanish IV Honors – 3870H

This one-year course is designed for students who have successfully completed Spanish III Honors or who demonstrate a proficiency level of intermediate-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.

AP Spanish Language and Culture-78502

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K–12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all

cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/ Humanities credit required for high school graduation. It is expected students will take the AP exam in May for which there is a fee.

Electives: Performing Arts Courses

Band High School Advanced -7230

This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. This course may be repeated for credit. Fees: \$40. Additional cost will also be required for band camp. Fundraising is available to help offset additional entry fees, etc.

Chorus-7660

This one-year course is designed to familiarize advanced vocal music students with a variety of music literature and the many techniques of vocal production. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Fees: Course fees: \$40.00. Additional cost will also be required for attire. Fundraising is available to help offset choir attire and additional entry fees, etc.

Guitar--Beginning-7250

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Fee: \$40 for course supplies.

Guitar--Intermediate-7255

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation, and performing

experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Fee: \$40 for course supplies.

Guitar--Advanced-7260

This one-year course is designed to familiarize advanced vocal music students with a variety of music literature and the many techniques of vocal production. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Fee: \$40 for course supplies.

Jazz Band HS Advanced-7240

This one-year course is designed for students who have successfully demonstrated mastery of intermediate jazz skills and techniques. Areas of emphasis include jazz interpretation and exploration of advanced improvisation and composition techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. Fee: \$40 for course supplies.

Rhythmic Precision (Color Guard)-7190

Rhythmic Precision (Color Guard) is one-year course which considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. Color guard members are enrolled in this course. This course may be repeated for elective credit and will fulfill the Physical Education II credit required for graduation. A fee will be required for band camp.

Theatre I -7615

This first-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of the theatre, and to encourage social adjustment. This course will fulfill one elective credit for graduation. Fee: \$20

Theatre II -7620

This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who has participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. As part of the Theatre II class expectations, all students are required to audition for all theatrical productions. However, students are not required to participate in such productions. Fee: \$20

Theatre III -7625

This one-year course is designed for students who have successfully completed the appropriate Theatre II course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. As part of the Theatre III class expectations, all students are required to audition for all theatrical productions. However, students are not required to participate in such productions. Fee: \$20

Theatre IV -7630

This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill an art/humanities elective credit toward high school graduation. As part of the Theatre IV class expectations, all students are required to audition for all theatrical productions. However, students are not required to participate in such productions. Fee: \$20

Theater Technology I -6827

This one-year course provides the student an opportunity to explore technical theatre production skills. Areas of emphasis include theatre operations of the front and back of the house. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Materials Fee: \$30.00

Theater Technology II -6830

This one-year course is designed for students who have successfully completed Theatre Technology I. Students develop design concepts for front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Materials Fee: \$30.00

Theater Technology III -6833

This one-year course is designed for students who have successfully completed Theatre Technology II. Students execute front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Materials Fee: \$30.00

Film Studies I-7535

In this one-year course, students study the development of the American film as an art form and a social phenomenon. The course surveys century genres, eras, trends, directors, studios and moguls. Students will focus on the techniques of acting as they apply to the electronic and film media. Class work will focus on class discussion and criticism of various films. This course will fulfill either the arts/humanities credit or one of the elective credits required for graduation.

Film Studies II -7540

This one-year course is designed as a continuation of Film Studies I – 3230, allowing students to engage in more in-depth study of the development of the American film as an art form and a social phenomenon. This course continues to further survey the century genres, eras, trends, directors, studios and influential people in the industry while also delving into journalistic evaluation and screenplay analysis. Students will focus on the techniques of acting as they apply to the electronic and film media. Class work will focus on class discussion and criticism of various films. This course will fulfill either the one art/humanities credit or one of the elective credits required for graduation and may be repeated for credit. The prerequisite for this course is film studies I –323 or consent of instructor.

Film Studies III—7545

This one-year course is designed as a continuation of Film Studies II, in which students engage in a more in-depth study of the development of the American film as an art form and a social phenomenon. This course becomes more specific in its study of genres, eras, trends, directors, studios and influential people in the industry while also covering the study of film production from a theoretical perspective. Students will continue to hone the process of journalistic evaluation and screenplay analysis, while careers in the film industry will be considered more closely. Students will review the techniques of acting as they apply to the electronic and film media and will apply this knowledge to various film projects. Class work will focus on class discussion and criticism of various films. This course will fulfill an art/humanities elective credit toward high school graduation and may be repeated for credit.

Electives: Physical Education Courses

Physical Conditioning with Weights (Weight Training)-5460

This one-year course is an activity-oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training and builds upon the knowledge gained in Physical Education I and II. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Fitness-related vocabulary, desirable health habits, physical conditioning, skill development and safety are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Fees: \$20.00 – Required P.E. uniform / \$10.00 – Optional locker fee.

Electives: Science Courses

STEM Robotics-6010

This one-year course is designed to focus on Science, Technology, Engineering, and Mathematics (STEM) concepts which include engineering and robotic technologies as influenced by manufacturing and society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

This course fulfills one of the elective credits required for high school graduation.

Electives: Social Studies Courses

Principles of Leadership -4534

The purpose of this one-year course is to train student leaders in the various aspects of leadership. Time will be used in and out of class for performance of tasks associated with their leadership responsibilities. This course will count as one elective credit. It may be repeated for more than one credit.

Sociology-4548

This one-year course is designed to provide students with an introduction to the study of social groups, institutions, and functions. Emphasis is on the relationship to society between the individual and groups. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

Psychology-4540

This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

Electives: Visual Arts Courses

Art I-7035

This one-year foundation course is designed to provide a basic understanding of the elements and principles of art as emphasized through the production of art, the study of art history, aesthetics, and art criticism. This course will fulfill the one arts/humanities credit or one of the elective credits required for graduation. Fee: \$40 for supplies. Additional fees may be charged for upgraded projects.

Design Crafts – 3040

This one-year course is designed to provide a wide variety of both two-dimensional and three-dimensional craft designs. A broad range of materials and techniques for design crafts are experienced through production. Students participate in art appreciation and critique, identify, analyze, and judge craft design. The historical influence and reflection of craft design with its regional variation are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Fee: \$40 for supplies

Electives: Other Courses

Applied Office Practice-8005

This one-year course is designed to provide the students with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course will fulfill one of the elective credits required for graduation.

School Related Work Experience (Cafeteria) -8150

This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

Student Aide-8160

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.

Student Tutor -8165

This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics laboratories in an elementary, junior, or senior high school to assist with individual student instruction. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 2.0 accumulative grade point average and be knowledgeable in the academic area in which they are to assist. One-half credit per semester is earned upon the satisfactory completion of the program's requirements. **STUDENTS ARE LIMITED TO ONE CREDIT.** This course will fulfill one of the elective credits required for graduation.