

# Boulder City High School Course Catalog 2026–2027



Clark County School District | 5100 W Sahara Ave, Las Vegas, Nevada 89146

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## **District Calendar**

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

## **Pathway to Graduation for Students**

1. Participate in academic planning meetings with a school counselor.
2. Enroll in coursework that will help to achieve your educational goals.
3. Parents/Guardians must review and approve the Academic Plan.
4. Take the ACT with Writing during junior year, at no cost. Students pursuing the Alternative Diploma\* will take the NAA instead.

\*Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the Nevada Alternate Assessment (NAA) instead of the ACT. This diploma is included in a school's graduation rate, and students remain eligible for Individuals with Disabilities Education Act (IDEA) services until their 22nd birthday.

## **Core Enrollment Expectations**

The Clark County School District (District) strives to prepare students for success in post-secondary education and in the workforce by providing a rigorous curriculum. The Core Enrollment Expectations are consistent with Nevada Revised Statutes (NRS) 389.018 and aligned with the State of Nevada Millennium Scholarship minimum core curriculum requirements. To meet the requirements set forth by the Nevada State Board of Education, all students are enrolled in the Core Enrollment Areas of Study.

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

Students who successfully complete the Core Enrollment Expectations outlined above with a grade point average (GPA) of at least 3.25 may qualify for the State of Nevada Millennium Scholarship. Please see your school counselor for more information about the State of Nevada Millennium Scholarship. Sources include NRS 389.018, the Nevada Board of Regents, and the Nevada Treasurer's Office.

## **Testing**

### **Required: College and Career Readiness Assessment**

The College and Career Readiness Assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in the spring of the junior year at no cost. It is recommended that all students take the ACT in the spring of the junior year. Some colleges/universities will use an ACT score for placement in college courses. 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.

District Regulation 5127, High School Graduation Requirements, 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 who 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 who earn a Military Entrance Score (or AFQT) of 50 or above 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 many 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. This test is typically taken during the spring of Grade 11 and the fall of Grade 12. There is a cost associated with this exam, but fee waivers may be available to those who qualify. Students who earn scores of 480 in Reading and 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.

### **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is preparation 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. This test is typically taken in Grades 8, 10, and 11. The examinations for students in Grades 8 and 10 are at no cost to the student. Please contact your school counselor with additional questions.

## Diploma Types

Alternative Diploma (a)		Standard Diploma		Standard Diploma		Advanced Diploma and College and Career Ready Diploma (b)	
Cohorts 2026, 2027, 2028, 2029		Cohorts 2026, 2027, 2028		Cohort 2029 and beyond		Cohorts 2026, 2027, 2028, 2029	
Categories	Credits	Categories	Credits	Categories	Credits	Categories	Credits
English	4	English	4	English	4	English	4
Mathematics	3	Mathematics	3	Mathematics	3	Mathematics	4 (c)
Science	2	Science	2	Science	2	Science	3
Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	-	Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	1 (e)
US History	1	US History	1	US History	1	US History	1
American Govt	0.5	American Govt	0.5	American Govt	0.5	American Govt	0.5
Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5
Physical Education	2	Physical Education	2	Physical Education	2	Physical Education	2
Health Education	0.5	Health Education	0.5	Health Education	0.5	Health Education	0.5
Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5
Arts/Hum/CTE	1	Arts/Hum/CTE	1 (d)	Arts/Hum/CTE	1	Arts/Hum/CTE	1
Electives	5	Electives	6	Electives	5	Electives	6
Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	-
Total	23	Total	23	Total	23	Total	24
GPA Requirement	-	GPA Requirement	-	GPA Requirement	-	GPA Requirement	3.25 weighted

(a) Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the NAA\* instead of the ACT. The Alternative Diploma is included in a school's graduation rate, and students remain eligible for IDEA\* services until their 22nd birthday.

(b) Additional College and Career Ready Diploma requirements:

- One (1) of the mathematics credits must be Algebra II or higher, and
- Proficiency in two languages, or two (2) credits in: AP\* courses, IB\* courses, Dual Enrollment/Dual Credit courses, a CTE\* program of study, Work-Based Learning courses, or a world language course, and
- Earn a College-Ready endorsement or a Career-Ready endorsement, or earn both.

(c) One of the four units of mathematics must be Algebra II or higher.

(d) District students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma through 2028 or the World History/Geography credit for the other diplomas.

(e) Flex Credits are: a 2nd or 3rd year CTE\* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography.

A district-approved computer science course may count as either a 4th year of mathematics or a 3rd year of science (one credit total) only after successful completion of the required mathematics or science coursework. Please see your school counselor for details. Senate Bill 200, 2017.

The maximum weighted GPA that can be earned is 4.950; this is achieved by earning a 4.0 unweighted GPA and 0.950 bonus points.

\*AP: Advanced Placement, IB: International Baccalaureate, CTE: Career and Technical Education, NAA: Nevada Alternate Assessment, IDEA: Individuals with Disabilities Education Act, GPA: Grade Point Average.

NAC 390, District Regulation 5127, High School Graduation Requirements, Nevada Board of Regents, Senate Bill 200, 2017.

### **Grade Placement**

Grade classification for high school students will be 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.

District Regulation 5123, Promotion, Retention, and Demotion of Students.

### **Earning Credit**

Students must complete 60 hours of instruction in a course to earn 0.5 credits at the end of each semester. The District has a variety of ways for students to earn credit.

- Internal credits are taken at a District school.
  - Dual Enrollment coursework taken in a District classroom is considered to be internal credit.
- 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.
  - Dual Credit coursework taken at a higher education institution (not in a District classroom) is considered to be external credit.
- Concurrent credits are taken when a student attends a District school full-time and earns credit at another school at the same time. Concurrent credits must be pre-approved by the school of full-time enrollment.

NAC 389.040

### **Internal Credit**

Students are enrolled in courses at their school of full-time enrollment to earn the majority of the credits needed for graduation. Your high school has a list of all the courses being offered for internal credit in this catalog. That list contains core subject areas and elective courses. Additional internal credit examples are listed below.

### **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.

### **Honors and College-Level Course Offerings**

The District Honors and College-Level Course Offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve the advanced academic achievement of students demonstrating accelerated educational potential, while providing college and career readiness skills in preparation for postsecondary enrollment. College-Level Course Offerings include

AP, IB, and Dual Enrollment coursework.

AP and IB students shall demonstrate preparation for college-level instruction by taking the AP or IB examinations sponsored by the College Board and the International Baccalaureate. Students are required to take the AP or IB examinations for each course. Parents/guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

District Regulation 5127, High School Graduation Requirements.

### ***Career and Technical Education (CTE)***

Career and Technical Education in Nevada is organized into sixteen (16) nationally and federally recognized clusters. Each high school in the District may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses.

For more information, visit: [doe.nv.gov](http://doe.nv.gov).

### ***Dual Enrollment***

Students take a college-level course at the school of full-time enrollment that is taught by an approved instructor. There is typically a cost. Dual Enrollment courses taught through a formal cooperative agreement with the District are considered to be internal credit.

### ***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. Students complete an application through the college of their choice (e.g., CSN).

To qualify for the CTE College Credit, students must complete an approved CTE program with a minimum of a 3.0 GPA, pass the end-of-program and workplace readiness assessments, and be currently enrolled in or have previously been enrolled in a credit-bearing course. This includes CSN Jumpstart Concurrent Enrollment courses, dual enrollment, or taking courses after high school graduation.

Families can use the Campus Student/Parent Progress Report to track progress toward a CTE program (career tech program) online. Students who 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 a postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align with the college courses for a certificate or degree in a related career pathway.

### ***Credit by Exam (CBE)***

Students can earn credit for certain courses in which they demonstrate mastery of the 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.

## CBE Policies

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

For more information, visit [www.nvlearningacademy.net](http://www.nvlearningacademy.net).

## **External Credit**

External credits may be granted for coursework completed outside of the District while a student is enrolled in the District. District enrollment includes coursework taken during the school year and during the summer months. Dual Credit courses taken outside of the District are considered to be external credits. 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 accepted, but all external credits must be from accredited institutions. Students may request the External Credit Application (CCF-850) from a school counselor.

## **Dual Credit**

Students take coursework outside of the regular school day from an approved and accredited college/university. There is typically a cost. 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).

## **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.

## **Online/Correspondence Course**

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

## **Music Equivalent Credit**

High school credit will be granted for private music lessons. A student is limited to 0.5 credits 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 District 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.

## **Physical Education Exemption**

Earning a Physical Education exemption does not reduce the total credit requirements to earn a diploma.

A school district shall exempt a student's physical education requirements if the student requests the exemption on the basis of:

- Physical or mental condition, and the request is supported by a written statement from a physician;
- Religious belief and the request is supported by a written statement from the pupil's parent or guardian;
- Enrollment in the Reserve Officer Training Corps or a course of study in military science;
- Enrollment in marching band.
- Participation in interscholastic athletics, on a drill team, in a dance group or on a cheerleading squad;
- Participation in a competitive club activity or sport.
  - The Nevada Department of Education will maintain a list of competitive club activities or sports that qualify for physical education exemptions.
  - A school district shall exempt a student from credits in physical education if the student actively participates for 120 hours outside of the regularly scheduled school day, as verified by the school district, in an approved competitive club activity or sport.

NAC 389.488.

## **Student-Athletes**

### **District Athletic Eligibility**

#### 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 enrolled through Change of School Assignment (COSA) are ineligible for 180 school days. Grades 9–11 students may file a sub-varsity appeal.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to a private/charter or private/charter to a public school are ineligible for 180 school days.
- Students enrolled in Shared Housing are ineligible for 180 school days.
- Students who transfer from a magnet or COSA enrollment 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 and uploaded into Register My Athlete.

#### Residency Rules

- Students are only eligible at the school located in the attendance zone in which their parents or legal guardians reside.
- A student living with a legal guardian must be approved through the 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 attend school.
- Students must have successfully completed at least two (2) units of credit in the immediate preceding quarter or semester and can only fail one class.
- Students must obtain an unweighted grade point average of at least 2.0 for the immediate preceding semester.
- Students who do not meet the requirements above may regain eligibility at a 3-week grade check by receiving all passing grades.
- Students must maintain a passing grade in all classes during the season in which they are participating.
- All incoming freshmen are initially academically eligible.

For more information, visit: [www.ccsd.net](http://www.ccsd.net) and search: athletic eligibility.

### **NCAA Initial Eligibility Requirements**

Students who 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.

Please notify your school counselor if you are planning to register with the NCAA Eligibility Center. It is important for your school counselor to know this information and ensure your Academic Plan reflects the required coursework for eligibility as outlined below.

Students and families may contact the NCAA directly with additional questions about eligibility or the registration process: 1-877-262-1492.

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

1. Complete 16 core courses:
  - a. Four years of English
  - b. Three years of mathematics (Algebra I 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, mathematics, or natural/physical science
  - e. Two years of social science
  - f. Four additional years of English, mathematics, natural/physical science, social science, foreign language, comparative religion, or philosophy
2. Complete 10 core courses, including seven in English, mathematics, 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 their core-course GPA.
3. Earn at least a 2.300 GPA in core courses.

For more information, visit: [www.ncaa.org](http://www.ncaa.org) and search: Division I.

### ***Academic Planning***

Each Grade 9 student must have an approved four-year academic plan in Infinite Campus by the end of the first semester. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school, and must be aligned with a specific diploma type. The plan may also include, without limitation, the designation of a career pathway and enrollment in Dual Enrollment, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

The Grade 9 student and their parent/guardian will work in consultation with a school counselor to develop an academic plan, approve 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 Grade 9, 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/guardian to plan, monitor, and manage the student's educational and occupational 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, then the student is eligible to graduate and receive a high school diploma if the requirements for a diploma are otherwise satisfied.

NRS 388.205, District Regulation 5127, High School Graduation Requirements.

### ***Programs and Progress***

Graduation programs in Infinite Campus allow students, parents/guardians, and school counselors to track progress toward completing the academic plan and earning a diploma. Students are also assigned to additional programs to track progress on other postsecondary readiness goals. Common academic programs include:

- Nevada Seal of Biliteracy.
- Nevada STEM and/or STEAM Seal.
- Career and Technical Education (CTE) Programs of Study.
- Millennium Scholarship.

Parents and students can review progress online using Campus Student and Campus Parent.

- In the Portal, use the Progress Report to monitor progress toward specific Graduation or Academic Programs.
- To view this report in Campus Parent or Campus Student, go to Documents > Other > Academic Plan Progress Report. Choose the plan you would like to review from the drop-down menu.

### **Required High School Academic Load**

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

- Grade 9, 10, and 11 students must be enrolled in at least six periods or the equivalent of at the school of full-time enrollment.
- Grade 12 students who are not college and career ready\* must be enrolled in at least six periods or the equivalent of at the school of full-time enrollment.
- Grade 12 students who are college and career ready\* must be enrolled in at least four periods or the equivalent of at the school of full-time enrollment.

\*The Nevada Department of Education establishes the criteria for college and career readiness. NAC 387.345.

### **Early Graduation**

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

### **Schedule Changes**

Schools may only change courses until a predetermined specific date each semester. The school will communicate with students and their families about these deadlines.

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g., Apex) allow students to earn credit through digital instruction and are excluded from these guidelines.

A unit of credit is awarded for a course containing at least 120 hours of instruction. Courses contain 120 hours of instruction, excluding passing periods.

NAC 389.040.

### **Career Plans**

Planning for life after high school is one of the most important decisions you will make. The right path is unique for every student, and there are many exciting options. Your journey should align with your interests, skills, and career goals. In this section, you'll find information on six primary postsecondary pathways.

## **College**

Going to college means continuing your education after high school, typically to earn a degree or certificate. This path can lead to a wide variety of careers and offers diverse learning experiences. Nevada has specific requirements for admission to its public institutions, but options exist for all students.

### Public and Private:

- Public colleges are funded by the state, so tuition is generally lower, especially for in-state residents.
- Private colleges rely on tuition and donations. Their tuition is often higher, but they may offer more financial aid.

### College and University:

- Colleges typically focus on undergraduate (bachelor's) and are often smaller, providing a more intimate learning environment. Many are private institutions, and most degrees take four years to complete.
- Universities are usually larger, offering a wider range of undergraduate and graduate programs (master's, doctoral). They often have a strong emphasis on research.

### Two-Year Colleges:

- Also known as community colleges or junior colleges, these schools offer associate degrees and certificates. They are a good option for those who want to save money, stay close to home, or improve their academic record before transferring to a four-year school.

### Liberal Arts Colleges:

- These four-year schools focus on a broad curriculum, including humanities, social sciences, and natural sciences, to provide a well-rounded education.

### Specialized Institutions:

- Some colleges have a specific focus, such as arts colleges, single-sex colleges, or religiously affiliated colleges. There are also institutions designated to support specific communities, like Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs).

For more information, visit: [bigfuture.collegeboard.org](https://bigfuture.collegeboard.org).

## **Nevada Public College Admission Requirements**

The Nevada Board of Regents sets the minimum admission requirements for the Nevada System of Higher Education (NSHE) institutions.

### University of Nevada, Las Vegas (UNLV) and Reno (UNR)

- 3.0 GPA in 13 core units:
  - English - 4
  - Mathematics - 3
  - Social Studies - 3
  - Natural Science - 3, or
- ACT Composite of 22 or SAT of 1120, or

- Earned an Advanced Diploma or a College and Career Ready Diploma

#### Nevada State University (NSU)

- 2.5 unweighted GPA, and
- 12 core units:
  - English - 4
  - Math - 3
  - Social Studies - 3
  - Natural Science - 2

For more information, visit: [nshe.nevada.edu/nshe-institutions/](https://nshe.nevada.edu/nshe-institutions/).

### **Career Training Programs**

Career training programs, also known as vocational or trade schools, offer focused, hands-on education for a specific career field. This pathway is a great option for students looking for a cost-effective way to gain valuable skills to start well-paying careers without the time and financial commitment of a traditional college degree.

- Programs are typically much shorter than a four-year degree, often taking a few months to two years to complete.
- The curriculum is centered on real-world, job-specific skills with a strong emphasis on hands-on training.
- Instead of a degree, students earn a certificate, diploma, or industry-specific credential that demonstrates competency to employers.
- These programs are available for a wide range of industries, including:
  - Skilled Trades (e.g., electrician, plumber, HVAC technician)
  - Healthcare (e.g., medical assistant, dental hygienist, phlebotomist)
  - Technology (e.g., web developer, IT support, cybersecurity)
  - Culinary Arts, Cosmetology, Automotive, and more.

For more information, visit: [gowinn.nv.gov/programming](https://gowinn.nv.gov/programming).

### **Apprenticeship**

An apprenticeship is a unique "earn-while-you-learn" pathway that combines paid on-the-job training with classroom instruction. It's an excellent option for students who learn best by doing and want to secure a high-paying, in-demand career without the burden of student debt.

- An apprenticeship is a full-time job. You are an employee from day one, earning a paycheck and often receiving benefits like healthcare and retirement plans. Wages typically increase with more skills and experience.
- You work alongside an experienced professional, a journeyman, who provides one-on-one mentorship and teaches the skills of the trade.
- In addition to working, you attend classes, which may be at a local community college, a trade school, or a union training center. This instruction complements the hands-on work.
- Upon completion, you earn a nationally recognized credential (often at no cost) that proves mastery, which can lead to high-paying jobs and long-term career stability.
- Apprenticeships are most common in the skilled trades like construction and electrical work, but they are expanding into new fields such as healthcare, IT, and advanced manufacturing.

For more information, visit: [www.apprenticeship.gov](http://www.apprenticeship.gov).

## **Employment**

For many students, entering the workforce directly after high school is an excellent and immediate path to financial independence and career growth. This option allows you to start earning a paycheck, gaining valuable real-world experience, and building your professional network without the cost or time commitment of further education.

- You can start earning money right away, which helps you become financially independent.
- You gain hands-on skills and work experience that are highly valued by employers.
- You can bypass the cost of tuition and avoid student loans, giving you a strong financial start.
- Working in different jobs can help you explore your interests and discover a career path you're passionate about before committing to long-term training or education.

Finding your first job is about more than just a high school diploma. You should create a resume that highlights your academic achievements, extracurricular activities, volunteer work, and any part-time jobs you've had. Many entry-level positions don't require previous experience but value skills like communication, a strong work ethic, and a willingness to learn. Job opportunities for high school graduates are available in many fields, including:

- Retail and Customer Service
- Hospitality and Food Service
- Administrative and Office Support
- Skilled Trades (often through entry-level roles that can lead to an apprenticeship)
- Logistics and Transportation
- Healthcare Support (e.g., medical assistant, with certification)

For more information, visit: [employnv.gov](http://employnv.gov).

## **Military Service**

Choosing to serve in the military is a demanding but rewarding career path that provides immediate employment, valuable training, and a clear sense of purpose. It is a structured option for students who are ready to serve their country and want a clear path to professional and personal growth.

- Service members receive extensive training in a specific job, which can be applied to a civilian career later.
- The military offers significant educational benefits, including tuition assistance while you serve and the GI Bill, which can pay for college tuition, housing, and books for up to 36 months after your service ends.
- Servicemembers receive a steady paycheck, and may be eligible for bonuses, housing allowances, and a comprehensive benefits package that includes healthcare, dental, and life insurance.
- You may have the opportunity to travel the world, gain leadership experience, and develop discipline and a strong work ethic that will benefit you for life.

For more information, visit:

- Army: [www.goarmy.com](http://www.goarmy.com)
- Navy: [www.navy.com](http://www.navy.com)
- Air Force: [www.airforce.com](http://www.airforce.com)
- Coast Guard: [www.gocoastguard.com](http://www.gocoastguard.com)

- Marines: [www.marines.com](http://www.marines.com)
- National Guard: [www.nationalguard.com](http://www.nationalguard.com)
- Space Force: [www.spaceforce.mil](http://www.spaceforce.mil)

## **Gap Year/Service Mission**

A gap year or a service mission is an intentional period of time taken between high school and the next step in your life, such as college or the workforce. This pathway is about taking a deliberate break to explore, learn, and grow, often with the goal of gaining clarity and valuable life experience.

For more information, visit: [bigfuture.collegeboard.org](http://bigfuture.collegeboard.org) and search: gap year.

## **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 \$10,000.00 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. 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.

A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or visiting [http://www.nevadatreasurer.gov/GGMS/GGMS\\_Home/](http://www.nevadatreasurer.gov/GGMS/GGMS_Home/).

### **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](http://www.csn.edu/promise).

## **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/>.

## **Postsecondary Planning for Life After High School**

### **Grade 9**

- Meet with your counselor to review graduation requirements and discuss your career plan (college, career training, apprenticeship, employment, military, or gap year).
- Complete a 4-year academic plan aligned with your career plan. Focus on required courses as well as CTE, Honors, AP, IB, and/or Dual Enrollment. Don't forget about electives!
- Join clubs, sports, or other extracurricular activities that interest you.
- Get involved in community service or volunteer work.
- Build study, organization, and time-management habits. Monitor your grades and GPA.
- Explore careers. What careers match your interests? What kind of education/training do they require?
- Explore financial aid basics. What is the FAFSA? What are scholarships? How much are college or trade schools?
- If you are a student-athlete, register with the NCAA Eligibility Center and review the academic requirements.

### **Grade 10**

- Maintain or increase academic rigor. Talk to your counselor when you meet in August or September.
- Take a career interest inventory. Research careers and required education/training.
- Keep expanding your extracurricular activities. Take on leadership roles, try new things, or ask a friend for some help.
- Attend college and career fairs; visit postsecondary institutions (colleges, trade schools, and apprenticeships).
- Begin preparing for standardized tests. We take the PSAT in October of your sophomore year. We take the ACT in February of your junior year.
- Explore summer opportunities, like internships, camps, volunteer, or work experience.
- Discuss financial planning, like savings, financial aid options, and what paying for college or training really costs.
- If you are a student-athlete, maintain your NCAA Certification Account or Profile Page.

### **Grade 11**

- Make sure that your courses match your career plan. This is when you start locking things down and preparing for your next steps after high school.
- Begin preparing for standardized tests. We take the ACT in February/March of your junior year. If you want, you can take the PSAT again in October of your junior year to be considered for the National Merit Scholarship.
- Continue to refine your postsecondary career plan. Ask your counselor if you need any help.
- Try to visit college campuses (if applicable), or go to a career fair/job fair.
- Create your FSA ID in the spring to prepare for the FAFSA (Free Application for Federal

Student Aid).

- Update your resume with activities, volunteer work, and work experience.
- Be kind by asking teachers and counselors early if you want them to write a letter of recommendation.
- Plan out your scholarship application strategy. Identify scholarship sources, begin writing essays, and track deadlines carefully.
- If considering military or ROTC/apprenticeship, learn the requirements and deadlines.

### **Grade 12**

- Finalize your career plan and make sure you are on track. Finalize applications for college, career training programs, apprenticeship, employment, or military.
- Submit your FAFSA as close to October 1 as possible. Apply for any other financial aid, scholarships, or grants. Make sure you know the Nevada Promise Scholarship deadlines as well as your Millennium Scholarship eligibility.
- Ensure you are ready for graduation.
- Be kind by asking teachers and counselors early if you want them to write a letter of recommendation.
- Retake the ACT if you want to improve your scores.
- Notify your school counselor of your final college decision and any scholarships you receive.

### **Non-Discrimination and Accessibility Notice**

The District 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><u>Grade 9 Courses</u> English 9 English 9 Honors</p>	<p><u>Grade 10 Courses</u> English 10 English 10 Honors</p>
<p><u>Grade 11 Courses</u> English 11 English 11 Honors English Language &amp; Composition</p>	<p><u>Grade 12 Courses</u> English 12 AP Literature &amp; Composition English 101H &amp; 102H - Dual Enrollment</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 postsecondary 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. This course fulfills one of the English credits required for HS 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 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 financial hardship.

## **ENG 101 H Composition I-Dual Enrollment NSU**

NSHE Dual Enrollment 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-Dual Enrollment NSU

NSHE Dual Enrollment Course: ENG 102 is an 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><u>Grade 9 Courses</u> Algebraic Reasoning Algebra I Algebra I Honors Geometry Honors</p>	<p><u>Grade 10 Courses</u> Geometry Geometry Honors Algebra II Algebra II Honors</p>
<p><u>Grade 11 Courses</u> Algebra II Algebra II Honors College Preparatory Math 126H &amp; 127H - Dual Enrollment</p>	<p><u>Grade 12 Courses</u> Data Science: Statistics &amp; Probability College Preparatory AP Statistics AP Calculus Math 126H &amp; 127H - Dual Enrollment</p>

### Algebraic Reasoning - 2018

This one-year course provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. This course is designed for students in Grade 9 who have completed Pre-Algebra 8 with a grade of “D” or “F.” It may be taken simultaneously with Algebra I. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course will fulfill one of the elective credits required for high school graduation. Approved Fall 2025

### 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 I Honors -20204001

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. This course is designated as honors level by the accelerated instructional pacing and

depth of content. 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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. Approved Fall 2025

### **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.

### **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 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 financial hardship.

### **Pre-Calculus Mathematics I/Math 126-Dual Enrollment NSU**

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.

### **Pre-Calculus Mathematics II/Math 127-Dual Enrollment NSU**

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.

### **Data Science: Statistics-2255001**

This one-semester course is a fourth-year mathematics course designed to be an alternative to precalculus that prepares students for entry to and success in credit-bearing post-secondary

mathematics courses. It is designed for students who have successfully completed Algebra I, Geometry, and Algebra II. It is designed to introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons, and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. Upon completion of this course, students will have a portfolio of their data science work to showcase their newly developed abilities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course will fulfill one-half credit of the mathematics credits required for graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2024

### **Data Science: Probability-22579001**

This one-semester course is a fourth-year mathematics course designed to be an alternative to precalculus that prepares students for entry to and success in credit-bearing post-secondary mathematics courses. It is designed for students who have successfully completed Algebra I, Geometry, and Algebra II. It is designed to introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons, and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. Upon completion of this course, students will have a portfolio of their data science work to showcase their newly developed abilities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course will fulfill one-half credit of the mathematics credits required for graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2024

### **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 & Health

<p style="text-align: center;"><u>Grade 9 Courses</u> <b>PE I</b> <b>Health</b> Options: Summer School or APEX in 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade or NVLA online</p>	<p style="text-align: center;"><u>Grade 10 Courses</u> <b>PE II</b></p>
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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. 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. 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

<u>Grade 9 Courses</u> Biology Biology Honors	<u>Grade 10 Courses</u> Chemistry Chemistry Honors Geoscience Geoscience Honors
<u>Grade 11 Courses</u> Chemistry Chemistry Honors AP Chemistry AP Physics Geoscience Geoscience Honors Anatomy & Physiology Honors Environmental Science 101 - Dual Enrollment Geology 101 - Dual Enrollment	<u>Grade 12 Courses</u> Chemistry Chemistry Honors AP Chemistry AP Physics Geoscience Geoscience Honors Anatomy & Physiology Honors Environmental Science 101 - Dual Enrollment Geology 101 - Dual Enrollment

### **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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **Geoscience-30800**

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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **Geoscience Honors-30804**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Geoscience Honors 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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **ENV 101-Introduction to Environmental Science-Dual Enrollment NSU**

Introduction To Environmental Science: This one-semester course is an introduction to the relationship of humans and the environment. Selected aspects of current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface and water; the public agencies and policies designated to solve environmental problems. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.

### **GEOL 101-Geology-Dual Enrollment NSU**

Exploring Planet Earth: This one-semester course is an application of scientific inquiry to understand and explain how our planet works at various temporal and spatial scales. Study Earth as a complex system of interacting rock, water, air and life which is constantly changing. Application of geologic concepts to find solutions to society's needs and to the prevention of natural hazards. Translate the knowledge and skills acquired to become more informed citizens. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Approved Spring 2024

### **Principles of Anatomy and Physiology Honors-34504**

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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021).

## Core Curriculum Sequencing – Social Studies

<p style="text-align: center;"><u>Grade 9 Courses</u> No 9th Grade Social Studies Course</p>	<p style="text-align: center;"><u>Grade 10 Courses</u> World History World History Honors AP World History</p>
<p style="text-align: center;"><u>Grade 11 Courses</u> U.S. History U.S. History Honors U.S. History 101/102 - Dual Enrollment</p>	<p style="text-align: center;"><u>Grade 12 Courses</u></p> <p style="text-align: center;"><u>Semester 1</u> American Government American Government Honors</p> <p style="text-align: center;"><u>Semester 2</u> Economics &amp; Financial Literacy Economics &amp; Financial Literacy Honors</p>

### American Government-4252

This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. 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. 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 one-half American Government credit required for high school graduation. (Approved Fall 2022)

### American Government Honors-42524

This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. 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. 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 one-half American Government credit required for high school graduation. (Approved Fall 2022)

### **Economics and Financial Literacy -4257**

This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. 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. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation. (Approved Fall 2022)

### **Economics and Financial Literacy Honors-42574**

This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation. (Approved Fall 2022)

### **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. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the U.S. History credit required for high school graduation. (Revised November 2018)

### **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. 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, 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. History credit required for high school graduation. (Revised November 2018)

### **HIST 101-US History to 1877-Dual Enrollment NSU**

U.S. political, social, economic, diplomatic, and cultural development from colonial times to 1877. Includes examination of the U.S. Constitution and satisfies the U.S. Constitution requirement.

Satisfies Humanities Core Curriculum. When combined with HIST 102, HIST 217, or PSC 100, satisfies Constitution Core Curriculum. Course Fee \$100 (subject to change).

### **HIST 102-US History since 1877-Dual Enrollment NSU**

U.S. political, social, economic, diplomatic, and cultural development from 1877 to the present. Satisfies Humanities Core Curriculum. Course Fee \$100 (subject to change).

### **World History-4080**

This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and processes across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the World History/Geography credits required for high school graduation. This course fulfills the World History/Geography credits required for HS graduation and may count towards the College & Career Ready Flex Credit requirements for the Standard Diploma.

### **World History Honors-40804**

This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and processes across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the World History/Geography credits required for high school graduation. This course fulfills the World History/Geography credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. (Approved Spring 2021)

### **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 credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. It is expected that the student will take the AP exam in May for a fee. (Approved Spring 2021)

## Elective Courses

<p><b><u>Arts/Humanities Courses</u></b>  <b>Principles of Leadership</b>  <b>Psychology 101 - Dual Enrollment</b>  <b>(11th/12th grades only/1st semester)</b>  <b>Sociology 101 - Dual Enrollment</b>  <b>(11th/12th grades only/2nd semester)</b></p>	<p><b><u>Media Technology Courses</u></b>  <b>Graphic Design I and II</b>  <b>Computer Science and Applications</b>  <b>AP Computer Science Principles</b>  <b>Multimedia Communications I and II</b>  <b>Cybersecurity I and II</b></p>
<p><b><u>Automotive Courses</u></b>  <b>Auto Technology I</b>  <b>Auto Technology II</b>  <b>Auto Technology III</b>  <b>Auto Technology Advanced Studies</b></p>	<p><b><u>Performing Arts Courses</u></b>  <b>Advanced Band</b>  <b>Beginning, Intermediate, Chorus</b>  <b>Guitar–Beginning, Intermediate &amp; Advanced</b>  <b>Jazz Band</b>  <b>Colorguard(Band Credit)</b>  <b>Theatre I,II, III, &amp; IV</b>  <b>Technical Theatre I, II, III , AS</b>  <b>MUS 121 Music Appreciation-Dual Enrollment</b>  <b>MUS 128 Masterworks of Music-Dual Enrollment</b></p>
<p><b><u>Education and Training</u></b>  <b>Early Childhood Education I</b>  <b>Early Childhood Education II</b>  <b>Teaching and Training I</b>  <b>Teaching and Training II</b></p>	<p><b><u>Physical Education</u></b>  <b>Weight Training</b></p>
<p><b><u>English Courses</u></b>  <b>Publications I (Newsletter/Journalism focus)</b>  <b>Publications II (Yearbook)</b></p>	<p><b><u>Visual Arts</u></b>  <b>Art I</b>  <b>Ceramics I and II</b>  <b>Film Studies I and II</b></p>
<p><b><u>Foreign Language Courses</u></b>  <b>Spanish I</b>  <b>Spanish II Honors</b>  <b>Spanish III Honors</b>  <b>Spanish 113/114 Dual Credit</b></p>	<p><b><u>Other Elective Courses</u></b>  <b>Applied Office Practice (11th/12th grade only)</b>  <b>School Related Work Experience (Cafeteria Worker)</b>  <b>Student Aide (11th/12th grade only)</b>  <b>Student Tutor (11th/12th grade only)</b></p>

## **Electives: Arts/Humanities**

### **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.

### **Psychology 101-Dual Enrollment NSU**

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.

### **Sociology 101-Dual Enrollment NSU-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.

## **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.

### **Intermediate Auto Tech Lab-6121**

This one-year course is designed to provide extended experience for students concurrently enrolled in Intermediate Automotive Technology. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. 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. Approved Fall 2022 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: Early Childhood Education***

### **Early Childhood I-6388**

This introductory year-long course provides students with an introduction to the principles of early childhood education. Areas of emphasis include family and community relationships, developmental needs of young children, culturally responsive teaching and learning practices and career pathways. 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. Revised Spring 2023

Course Master ID: 6608

## **Early Childhood II-6391**

This complete year-long course is designed for students who have successfully completed Early Childhood Education I. Areas of emphasis include the development and education of young children in a classroom setting through lab or internship experiences. 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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2023

## **Teaching and Training I-6410**

This course provides students with an introduction to the principles of education. This course addresses teaching and learning. Study includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching. Students will research the requirements of education and training careers and begin to develop a career portfolio. 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. Revised Spring 2022

## **Teaching and Training II-6420**

This one-year complete course is designed for students who have successfully completed Teaching and Training I. Project-based learning experiences include planning and implementing developmentally appropriate activities, utilizing health and safety practices, and understanding legal requirements of teaching in an educational setting or training in a workplace environment. 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 and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2022

## ***Electives: English Courses***

### **Publications I (Newsletter/Journalism focus)-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. 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 Focus)-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. 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. 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.

### **Spanish 113/114- Dual Enrollment NSU**

Beginning Spanish instruction with a focus on grammar, conversation, reading, and writing.

## ***Electives: Media Technology Courses***

### **Graphic Design I-6583**

This one-year course is designed to provide students with the skills and knowledge needed to create a variety of commercial art products. Students gain an understanding of the creative process, with an emphasis on the design principles, layout, and the creation and manipulation of graphics. 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.

### **Graphic Design II-6586**

This one-year course is designed for students who have successfully completed Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package 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 elective credits required for high school graduation. (Revised May 2019)

### **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.

### **AP Computer Science Principles-5310**

This one-year course is designed with an emphasis on meeting the requirements of the College Board AP Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and

their important contributions to our society. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the CCR Ready Flex Credit requirements for the Standard Diploma.

### **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.

### **Multimedia Communications II-6571**

This course is designed for students who have successfully completed Multimedia Communications I. Areas of emphasis include website development, user interface, video, photo, written content, social media marketing, front-end design and advanced content and media creation techniques used in business for digital communication. 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.

### **Cybersecurity I-5391**

This introductory year-long course provides students with introductory knowledge related to computer hardware and software, safety procedures, network design and configuration. Areas of emphasis include ethics in cybersecurity, online safety, and securing networks. 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 HS graduation.

### **Cybersecurity II-5391**

This one-year course is designed for students who have successfully completed Cybersecurity I. Areas of emphasis include: computer forensics, incident handling, and investigative objectives. 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. (Approved May 2018)

## ***Electives: Performing Arts Courses***

### **High School Band 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.

### **Choir-Beginning-76707**

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including a range of historical periods and cultures. 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/CTE credit required for high school graduation and may be repeated. Revised May 2019. 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.

### **Choir-Intermediate-7690**

This one-year course is designed for high school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, and the study of basic and advanced vocal literature including a range of historical periods and cultures. 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/CTE credit required for high school graduation and may be repeated. Revised May 2019. 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.

### **Choir-Advanced-7660**

This one-year course is designed for high school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including a range of historical periods and cultures. 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/CTE credit required for high school graduation and may be repeated. Revised May 2019. 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. 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. 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.

### **MUS 121 Music Appreciation-Dual Enrollment NSU**

Historical and cultural background of music. A general course in music appreciation open to all students. Representative works are heard and analyzed. Satisfies Fine Arts Core Curriculum.

### **MUS 134 Masterworks of Music-Dual Enrollment NSU**

Major representative works of the standard repertory with emphasis on their historical and cultural milieu. Concert attendance required. Satisfies Fine Arts Core Curriculum.

## **Theater I-7615**

This first-year course is designed to familiarize students with the theater: 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 theater, and to encourage social adjustment. This course will fulfill one elective credit for graduation.

## **Theater II-7620**

This one-year course is designed for students who have successfully completed the appropriate Theater I course or who has participated in an approved equivalent school or community theater oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theater literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theater 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 Theater II class expectations, all students are required to audition for all theatrical productions.

## **Theater III-7625**

This one-year course is designed for students who have successfully completed the appropriate Theater II course or who have participated in an approved equivalent school or community theater oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theater literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theater 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 Theater III class expectations, all students are required to audition for all theatrical productions.

## **Theater IV-7630**

This one-year course is designed for students who have successfully completed the appropriate Theater III course or who have participated in an approved equivalent school or community theater oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theater literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theater festivals and workshops. This course will fulfill an art/humanities elective credit toward high school graduation. As part of the Theater IV class expectations, all students are required to audition for all theatrical productions.

## **Theater Technology I-6827**

This one-year course provides the student an opportunity to explore technical theater production skills. Areas of emphasis include theater 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.

### **Theater Technology II-6830**

This one-year course is designed for students who have successfully completed Theater 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.

### **Theater Technology III-6833**

This one-year course is designed for students who have successfully completed Theater 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.

### **Theater Technology AS-6824**

This one-year course provides students who have achieved all content standards in Theatre 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.

## ***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: 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.

### **Ceramics I-7055**

This one-year course is designed to provide students with a strong foundation of ceramics through the study of basic techniques and knowledge of three-dimensional design. In this beginning class, students will explore hand-building and wheel-throwing methods. Through collaboration and production, connections will be made between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of 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 Arts/Humanities credit required for graduation. Revised May 2018. Fee: \$40 for supplies. Additional fees may be charged for upgraded projects.

### **Ceramics II-7060**

This one-year course is designed for students who have successfully completed Ceramics I and will include an in-depth study of techniques and knowledge of three-dimensional design. Students will develop hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of 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 Arts/Humanities credit required for graduation. (Revised May 2018)

### **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 focus on the techniques of acting as they apply to the electronic and film media. Class work focuses on class discussion and criticism of various films. 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/CTE credit required for high school graduation. Revised May 2019

### **Film Studies II-7540**

This one-year course is designed as a continuation of Film Studies I – 7535, 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 further surveys the genres, eras, trends, directors, studios, and influential

people in the industry while also delving into journalistic evaluation and screenplay analysis. Students focus on the techniques of acting as they apply to the electronic and film media. Class work focuses on class discussion and criticism of films. 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/CTE credit required for high school graduation and may be repeated. Revised May 2019.

## **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. 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 supervise 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 students. Student tutors may be assigned to ELA or mathematics labs in an elementary, junior, or senior high school to assist with individual student instruction. Student tutors are given direction and guidance by an assigned teacher. Students applying for the program must have a 2.0 cumulative 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.