

**Clark County School District**  
**Boulder City High School**

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**Course Catalog**



**2017-2018**

Boulder City High School – Clark County School District  
1101 Fifth Street, Boulder City, Nevada 89005  
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## **REGISTRATION GUIDELINES**

The information in this publication has been compiled to assist students in planning their four years of high school course work. Students and parents should review the following information before selecting classes. **NOTE: THE COURSES THAT YOU SELECT THIS SPRING ARE THE COURSES YOU WILL BE REQUIRED TO ATTEND NEXT FALL.**

1. **READ** course descriptions carefully from BCHS's course catalog on the school's website <http://bouldercityhighschool.com/>. Look at the recommended prerequisites for each course.
2. **CHECK** Infinite Campus Academic Planner at <https://campus.ccsd.net/campus/portal/clark.jsp>.
3. **DISCUSS** the course selections with parents, teachers, and counselors before registration. Teachers recommend appropriate core course placement.
4. **CHOOSE** courses that will challenge the student and give him/her the best possible preparation for future in terms of employment and further education.

After visiting the course catalog at <http://bouldercityhighschool.com/>, parents and students must choose their elective classes. Students will later meet their counselor during a designated time for finalization. In the event that an elective is not available, students will be assigned an alternate choice. Once the registration process is complete, students will be given pink and yellow NCR copies to take home to be signed by their parents. **Return the signed yellow registration form to the counselor.**

## **GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM**

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name in mid-July to the Office of the State Treasurer. You will receive an award notification early August. A factsheet on policy guidelines and requirements for eligibility can be obtained by calling 1-888-477-2667 or at [www.nevadatreasurer.gov](http://www.nevadatreasurer.gov). 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.

## **REQUIRED HIGH SCHOOL STUDENT CLASS LOAD**

The State of Nevada, NAC 387.345, requires all high school students be enrolled as follows:

- Ninth, tenth, and eleventh grade students must be enrolled in six classes or the equivalent of six periods per day.
- Twelfth grade students must be enrolled in at least four classes or the equivalent of four periods per day. **[Seniors must take at least two classes per day on the block schedule.]**

Please Note: Although Concurrent Courses, Distance Education, Dual Credit, External Courses, and Work Experience are considered equivalent coursework, students must receive **prior approval** of the counselor and administration.

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## **FOUR YEAR ACADEMIC PLAN**

A four year Course Plan will be created by all 9th grade students and updated each year thereafter in Infinite Campus. This plan sets forth specific educational goals that students intend to achieve before graduation. The Course Plan, which includes a four year high school Academic Program, will be used as a guide to manage the student's educational development and course selection in alignment with an identified Academic Program. Revising the Course Plan annually will assist students in preparation for graduation and post-secondary goals.

The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Parent review and approval
- Reviewing the plan yearly and revising when necessary

## **MATRICULATION OF STUDENTS**

Grade classification for high school students is determined by years in school, not on credit earned. Students are classified to the next grade level at the end of each school year.

## **SCHEDULE CHANGE POLICY**

Requests for class changes are considered only during the first fifteen days of the semester and are granted only for the following reasons:

1. Graduation requirement fulfillment.
2. Misplacement in an academic area according to district/school criteria.
3. Successful completion of summer school course work.
4. Minimum competency preparation for the Nevada Proficiency Exam fulfilled.

After **fifteen** school days into the semester, no student may change or withdraw from a class due to the required number of hours to earn credit. Students who drop a class after the fifteen day limit will receive an "F" on their semester transcript.

## **ADVANCED PLACEMENT (AP) COURSES**

Boulder City High School offers Advanced Placement (AP) classes that provide students an academic challenge. Students earn AP high school credit upon their successful completion of each course. In addition, the Advanced Placement Program provides a college level exam which may earn the student college credit at most colleges and universities. The cost per exam is approximately \$85. Information for each AP Course Description is in the Course Catalog. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

## **DUPLICATE COURSE WORK – REPEATING COURSES**

Students may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an "F" will only be removed once. If applicable, all other "F's" will remain on a transcript.



**PHYSICAL EDUCATION II WAIVER CREDIT**

A maximum of ONE Physical Education Waiver credit may be earned toward graduation. Students are required to participate in and complete one of the school-sponsored activities listed below.

Baseball - Varsity, Junior Varsity	Marching Band/ Flags/Mascots
Basketball - Varsity, Junior Varsity, B-Team	Soccer - Varsity, Junior Varsity, B-Team
Bowling	Softball - Varsity, Junior Varsity, B-Team
Cheerleaders - Varsity, Junior Varsity, B-Team	Swimming - Varsity
Cross Country - Varsity	Tennis - Varsity
Flag Football - Varsity, Junior Varsity, B-Team	Track - Varsity
Football - Varsity, Junior Varsity, B-Team	Volleyball - Varsity, Junior Varsity, B-Team
Golf - Varsity	Wrestling - Varsity, Junior Varsity

Team Managers are not eligible for the P.E. II Waiver; however, they may be eligible for Community Service credit.

Students may also earn P.E. Waiver credit by completing 120 hours of external course work under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional outside the school district. Use of external credit for the P.E. Waiver credit requires completion of the CCF-850: External Credit Application. The activity must be geared toward competition or performance-based and it is expected that the student will compete/perform in the activity. Membership in a gym does not meet this criterion.

**CCSD GUIDANCE & COUNSELING WEBSITE**

The Guidance and Counseling website which can be found at <http://ccsd.net/departments/guidance-counseling> is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities and post-secondary opportunities are just a few of examples of what is available on the website.

**NEVADA HIGH SCHOOL PROFICIENCY EXAMINATIONS REQUIRED**  
**FOR GRADUATION**

To receive a diploma from a Nevada high school, students in the Classes of 2017 and 2018 must participate in each of the End of Course Exams and pass the aligned courses, take the College and Career Readiness Assessment- ACT with Writing, in addition to meeting course requirements. Students in the Class of 2019 must receive a passing score on each of the End of Course Exams, take the College and Career Readiness Assessment- ACT with Writing and meet course requirements. Passing scores for the End of Course Exams will be determined by the Nevada State Board of Education.

AB288 in the 2013 Legislature eliminated the Certificate of Attendance. Students must meet all of the graduation requirements to receive a diploma and participate in graduation ceremonies. Students receiving an adjusted diploma as prescribed by IEP requirements can also participate in graduation ceremonies.



## **COLLEGE READINESS ASSESSMENTS**

All Clark County School District students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT. The PSAT taken as a junior (at the cost of the student) is used to identify National Merit Scholarship Semi-finalists.

All juniors will take the ACT with Writing exam in the Spring. The College and Career Readiness Assessment (ACT) is a requirement for graduation. Juniors will take the ACT in spring of their junior year at no cost. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. It is recommended that students take ACT and/or SAT in the spring of their junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the ACT and/or SAT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

Note: It may be necessary to retake the ACT and/or SAT to increase the student's score. This may enable a student to avoid placement in a remedial math and/or English college course. Remedial courses at Nevada System of Higher Education Institutions provide no college credit and are not paid for by the Millennium Scholarship program.

## **ISSUING OF DIPLOMAS**

Diplomas will be issued to all students who qualify during or after, but not before, the regular commencement exercises. Participation in commencement exercises is considered a privilege and may be revoked by the administration at BCHS. Students who do not complete both semesters of their senior year at Boulder City High School and wish to receive a Boulder City High School diploma must:

1. Not be enrolled in any other high school.
2. Not accept any other high school diploma.
3. Be in attendance on the Boulder City High School campus a minimum of one semester of the final year.
4. Meet all requirements as specified by the State of Nevada and the Clark County School District for receiving a diploma.

## **NON-DISCRIMINATION LANGUAGE**

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities and provide equal access to the Boy Scouts of America and other designated youth groups.

## **VALEDICTORIAN AND SALUTATORIAN**

Valedictorian status is awarded to the student(s) earning the highest grade point average (with Bonus Points) in the graduating class. Salutatorian status is awarded to the student(s) earning the second highest grade point average (with Bonus Points) in the class. Candidates for the valedictorian/salutatorian designations will be identified at the end of the fall semester of their senior year. The final ranking will be based on any and all completed high school credit granting courses completed by the end of eight semesters, including those courses which receive Bonus Points.



## **CLARK COUNTY SCHOOL DISTRICT ATHLETIC ELIGIBILITY**

### **Initial Eligibility – General Requirements**

1. Must be enrolled in grades 9 – 12.
2. Must reside in the school of enrollment's attendance zone.
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve a previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.785 – 386.799).
6. Secondary Magnet School students who enroll for less than a three (3) year program or enroll in individual classes are ineligible for athletics at the Magnet School for 180 school days. Students who drop from the Magnet program will become automatically ineligible for athletics at the Magnet School for 180 school days. If a student chooses to return to his/her school of residence, he/she would be ineligible for the remainder of that school year and for 180 school days in any sport in which his/her name appeared on a NIAA roster during his/her attendance at the Magnet School.
7. Secondary Open Enrollment students who are selected to attend an Open Enrollment school are eligible to participate in athletics. Students who change schools will become automatically ineligible for the remainder of the current school year and for 180 school days in any sport his/her name appeared on an NIAA roster during his/her attendance at the Open Enrollment school.
8. Career Technical Academy/Charter School/Home-Schooled students are eligible to participate in athletics in the school that is located in the attendance zone of the residence of the parent or legal guardian.

### **Maintenance of Eligibility**

1. Must maintain passing grades in all subjects during the current athletic season.
2. Must regularly attend school. Must be in school in order to participate in practice or games on any given day.
3. Must maintain positive citizenship. Students on RPC or suspension are not eligible to participate. Serious and/or chronic behavior infractions may result in suspension of athletic participation for up to one year, at the discretion of the principal.

Additional specific eligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.

## **CTE COLLEGE CREDIT**

CTE College Credit provides an opportunity for secondary students who complete state-approved programs in career and technical education (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.

### **To qualify for the CTE College Credit, students must:**

- (1) Earn a 3.0 grade point average in their CTE course sequence;
- (2) pass the state end-of-program technical content assessment;
- (3) pass the state Workplace Readiness assessment for employability skills.

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 the postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align to the college courses for a certificate or degree in a related career pathway.





## **JUMPSTART CONCURRENT ENROLLMENT PROGRAM** **COLLEGE OF SOUTHERN NEVADA**

### **Definition of Concurrent Enrollment**

Concurrent enrollment refers to a student who earns both high school and college credit for college approved courses which are normally offered at the high school site and taught by college-certified high school instructors.

### **Objectives of Concurrent Enrollment**

- Facilitate a seamless transition from the high school to the college classroom,
- Provide an opportunity for students to take core curriculum requirements while still enrolled in high school so that course duplication might be eliminated,
- Provide additional opportunities for college bound students to embrace academic challenges,
- Provide an opportunity for high school students to start progress on a certificate, associate or bachelor's degree.

### **Benefits of the Jumpstart Program**

- Students have the opportunity to earn high school and college credit simultaneously.
- Students gain an early start on achieving a certificate of completion, an associate or baccalaureate degree.
- Students are considered CSN students and are therefore allowed access to all services provided by the institution.
- Students work towards completing their college core requirements while also finishing their high school diploma, simultaneously.
- Depending on the class and the grade achieved therein, students may transfer courses to four-year institutions.
- Classes can be taken for a reduced fee, when compared to the normal college tuition.

### **Student Academic Eligibility**

The student must be a high school junior or senior; diagnostics and assessments appropriate for placement in the course may be administered to the class members by CSN, following NSHE Board policies (i.e. English and mathematics levels); Students may be referred to the program by CCSD instructors, counselor, principal and by parents/guardians; CSN and CCSD officials will review each referral individually for eligibility; and CSN and CCSD administration must concur in the student's qualification. Only students who are attending and enrolled in a participating high school may enroll in the Jumpstart Concurrent Enrollment Program.

### **Selection Criteria**

Potential students are selected for this program based upon the recommendations of the parents and their high school counselor, teacher and/or principal. Each participating high school uses specific criteria to identify students for concurrent enrollment courses. These criteria may include teacher recommendations, participation in an accelerated program, counselor recommendations, and self-selection. Our goal is that selected students be successful in the classes. It is strongly recommended that students show strong academic progress in certain core courses including mathematics and English. Students must understand that their performance in concurrent enrollment courses can and will affect their future collegiate experiences. For example, if a student does not earn a grade of "C" or better in the ENG 100 or ENG 101 class, then the student will not be allowed to take the ENG 102 course since passing ENG 100 or ENG 101 with a "C" or better is a course prerequisite.

Also, students must understand that poor academic performance in a concurrent enrollment class can negatively affect the student's ability to earn scholarships and financial assistance, especially if the student decides to continue the pursuit of education at CSN. The college assumes no responsibility for the impact of failure on a concurrent enrollment student in college level courses; nor does the college assume any responsibility for the impact of failure upon the student's high school academic progress.



**JUMPSTART CONCURRENT ENROLLMENT PROGRAM**  
**COLLEGE OF SOUTHERN NEVADA**

**Course Selection**

With the approval of the high school principal or designee, students may enroll in any credit course offered by CSN with the Jumpstart Concurrent Enrollment Program. The College reserves the right to cancel a concurrent enrollment class due to lack of student interest or participation. The final determination of course offerings is based on the availability of qualified faculty to teach the course, student interest and participation.

Transfer courses include those courses that may be used toward the completion of a baccalaureate degree at four-year colleges and universities for transfer credit evaluation (e.g. English, Biology, Mathematics, Psychology, History, etc.). These general education courses usually transfer to most colleges and universities, both public and private. However, CSN cannot guarantee that all colleges and universities will accept all credits. It is strongly recommended students contact the Admission's Office at the institution of choice regarding questions about course/credit transfer.

Prior to each upcoming academic school year, the concurrent enrollment high school liaison (normally a counselor or teacher) working with CSN, submits a request for courses to be offered in the following semester to the concurrent enrollment designee at CSN. CSN and the high school work together to determine the course schedule. This determination of course offerings is based upon several factors including, but not limited to, the current courses offered, the number of students enrolled in the class, the interest of students in a desired course, the availability of qualified faculty to teach the course and space availability. After course offerings are determined, the counselors then begin to advise students about the availability of these concurrent credit courses during the registration process.



**NCAA Initial Eligibility Requirements**

In order to participate in collegiate athletics, students must register with the NCAA at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). This should be initiated in the student’s junior year. NCAA Division I and Division II require 16 core courses. See the charts below. NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement. Division I core GPA required to be eligible for competition on or after August 1, 2016, is 2.300. The Division I ACT/SAT minimum score is determined by the core GPA on the Division I sliding scale. Division II requires a minimum SAT score of 820 or ACT sum score of 68 and a core GPA of 2.0. Beginning August 1, 2018, Division II core GPA to be eligible for competition is 2.200. Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA.

Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete. .

Required Courses *	Division I	Division II
English	4	3
Mathematics (Alg I or higher)	3	2
Science (Minimum 1 lab science)	2	2
Additional In Above	1	3
Social Studies	2	2
Additional Core Courses**	4	4

\*Remedial, special education, compensatory or related courses do not qualify for initial eligibility.

\*\*From any core area, foreign language, comparative religion or philosophy.

**ADVANTAGES OF THE HONORS COURSE OFFERINGS**

- Most competitive colleges and universities consider not only students’ grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores.
- Enrollment in the Honors Program will assist students in their preparation for college entrance exams.
- The GPA with Bonus Points is used when determining ranking in class.

**Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors Diploma.**



## 21<sup>st</sup> CENTURY COURSE OF STUDY EXPECTATIONS

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study Expectations. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. The school district expects its students to satisfy the 21st Century Course of Study expectations so that they may be competitive in higher education and the workforce and be prepared to take full advantage of what the world has to offer beyond high school.

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

\*University/Four-Year College

\*Trade/Technical School

\*Community/Two-Year College

\*Workforce

21 <sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
USE OF COMPUTERS	½
ELECTIVES (Includes one Arts/Humanities or Career & Technical Education Course)	5½
<b>TOTAL</b>	<b>22½</b>

The 21<sup>st</sup> Century Course of Study provides the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
  - Nevada System of Higher Education (NSHE) University Preparation Grade Point Average (GPA) and Core Curriculum Requirements are:
    - 3.00 GPA (weighted or weighted with Bonus Points) **in the core curriculum**
    - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
  - Prepares Students for the Governor Guinn Millennium Scholarship
    - GPA and Core Curriculum Requirements are:
      - 3.25 **cumulative** GPA (weighted or weighted with Bonus Points) **21 ACT Composite Score, or 990 combined (reading and math) SAT score and the core curriculum.**
      - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)
- \*\*Students may not take coursework after graduation to meet Millennium Eligibility



**STANDARD DIPLOMA**

The following subjects are needed to meet graduation requirements:

STANDARD DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
*MATHEMATICS	3
SCIENCE	2
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	½
***USE OF COMPUTERS	½
ELECTIVES	7½
<b>TOTAL</b>	<b>22½</b>

\*English course units for the Class of 2017 and the Class of 2018 must include English 9 or English 1 ( 1.0 credit, semester 1 and 2) and English 10 or English 2 ( 1.0 credit, semester 1 and 2).

\*\*Mathematics course units for the following cohort years:

- Class of 2017 and Class of 2018- must include Algebra I or Principles of Algebra (1.0 credit, semester 1 and 2), and Geometry or Principles of Geometry, (1.0 credit, semester 1 and 2).
- Class of 2019 and beyond- must include Algebra I or higher.

\*\*A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

\*\*\*Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students in the Classes of 2017 and 2018 must participate in each of the End of Course Exams and pass the aligned courses, take the College and Career Readiness Assessment- ACT with Writing, in addition to meeting course requirements. Students in the Class of 2019 must receive a passing score on each of the End of Course Exams, take the College and Career Readiness Assessment- ACT with Writing and meet course requirements. Passing scores for the End of Course Exams will be determined by the Nevada State Board of Education.

AB288 in the 2013 Legislature eliminated the Certificate of Attendance. Students must meet all of the graduation requirements to receive a diploma and participate in graduation ceremonies. Students receiving an adjusted diploma as prescribed by IEP requirements can also participate in graduation ceremonies.



**ADVANCED DIPLOMA**

The following subjects are needed to meet the Advanced Diploma requirements:

ADVANCED DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	½
***USE OF COMPUTERS	½
ARTS / HUMANITIES or CAREER AND TECH ED ELECTIVE	1
ELECTIVES	6
TOTAL (3.25 GPA without Bonus Points)	24

\*English course units for the Class of 2017 and the Class of 2018 must include English 9 or English 1 ( 1.0 credit, semester 1 and 2) and English 10 or English 2 ( 1.0 credit, semester 1 and 2).

\*\*Mathematics course units for the following cohort years:

- \* Class of 2017 and Class of 2018- must include Algebra I or Principles of Algebra (1.0 credit, semester 1 and 2), and Geometry or Principles of Geometry, (1.0 credit, semester 1 and 2).
- Class of 2019 and beyond- must include Algebra I or higher.

\*\* A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

\*\*\* Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students in the Classes of 2017 and 2018 must participate in each of the End of Course Exams and pass the aligned courses, take the College and Career Readiness Assessment- ACT with Writing, in addition to meeting course requirements. Students in the Class of 2019 must receive a passing score on each of the End of Course Exams, take the College and Career Readiness Assessment- ACT with Writing and meet course requirements. Passing scores for the End of Course Exams will be determined by the Nevada State Board of Education.

AB288 in the 2013 Legislature eliminated the Certificate of Attendance. Students must meet all of the graduation requirements to receive a diploma and participate in graduation ceremonies. Students receiving an adjusted diploma as prescribed by IEP requirements can also participate in graduation ceremonies.



**ADVANCED HONORS DIPLOMA**

The following subjects are needed to meet the Advanced Honors Diploma requirements:

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 without Bonus Points GPA and 3.85 GPA with Bonus Points. GPA calculations are exact and not rounded to meet diploma requirements.

ADVANCED HONORS DIPLOMA		
Required/Elective Areas of Study	Advanced Diploma Units	Honors Course Program Units
ENGLISH	4	3
MATHEMATICS	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography U.S. History U.S. Government	3	2
PHYSICAL EDUCATION	2	
HEALTH	½	
USE OF COMPUTERS	½	
ARTS/HUMANITIES or CAREER TECH ED ELECTIVE	1	
ELECTIVES	6	3*
<b>TOTAL</b>	<b>24</b>	<b>12</b>
* Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 GPA without Bonus Points and a minimum 3.85 GPA with Bonus Points.		

To receive a diploma from a Nevada high school, students in the Classes of 2017 and 2018 must participate in each of the End of Course Exams and pass the aligned courses, take the College and Career Readiness Assessment- ACT with Writing, in addition to meeting course requirements. Students in the Class of 2019 must receive a passing score on each of the End of Course Exams, take the College and Career Readiness Assessment- ACT with Writing and meet course requirements. Passing scores for the End of Course Exams will be determined by the Nevada State Board of Education.

**Honors Courses with Bonus Points**

Students will earn Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

- Honors .025
- Advanced Placement (AP) .050
- International Baccalaureate (IB) .050

**The GPA Cap with Bonus Points for the Honors Program for students will be added as follows:**

- The GPA with Bonus Points for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses. The highest possible GPA under this system is 4.80.
- Students will receive Bonus Points of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive Bonus Points of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive Bonus Points of .025 for twenty-eight semesters (14 classes) of Honors courses.

## **SPECIAL PROGRAMS - DIPLOMA OPTIONS**

An Individual Education Plan (IEP) for each special programs student must be developed and reviewed annually. The IEP committee, with parent involvement, will determine the appropriate course of study leading to program completion and diploma option. **A variety of co-taught general education classes are offered to provide for all students in a general education setting. The general education teacher provides the content knowledge with the special education teacher providing specialized methods.**

**Option 1 - Diploma** - Special programs students may earn a regular high school diploma:

- a. Upon completion of a minimum of 22 1/2 credits in regular and/or special program course including the required areas of study.
- b. Upon successful completion of the Nevada Proficiency Examination with approved accommodations as determined by the IEP committee and approved by the State Department of Education.

**Option 2 - Diploma** - Only special programs students may earn an adjusted high school diploma:

- a. Upon completion of 22 1/2 credits in special programs and/or regular courses, the IEP committee may elect to exempt the required area of study and prescribe an appropriate curriculum.
- b. The IEP committee may exempt the student from the Nevada Proficiency Examination.

## **ADDITIONAL CREDIT OPTIONS**

Students may earn credits beyond the regular school day by enrolling in any of the approved concurrent programs. There is no limit to the number of concurrent credits a student may earn. See your counselor for more information on the following concurrent programs:

- **Nevada Learning Academy** - For specific information, including fees, call (702) 855-8435 or visit <http://nvlearningacademy.net/>.
- **Adult Education** - For specific information on this program, call (702) 799-8650, extension 317 or visit <http://schools.ccsd.net/aded/>.
- **Sunset High Schools/Programs** - Call (702) 855-9775 for more information or visit <http://ccsd.net/divisions/education-services-division/adult-education-horizon-sunset-high-schools>.
- **Summer School** - Students may earn credit during the summer. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>





**External Credit Options**

Students currently enrolled in a Clark County high school may earn a maximum of six external credits toward graduation. External credits are credits earned beyond the regular school day. No external credit will be granted without prior approval and completion of the appropriate application. See your counselor for prior approval and applications for the following External Credit options:

Community Service Credit	A maximum of one credit may be earned for students who complete 120 hours of volunteer service with an approved community agency. One-half credit may be earned for 60 hours of service; court mandated hours do not count for Community Service credit.
Credit By Exam	Students may earn credit by obtaining a score of 70% or better on an examination for a course they have not taken previously or are not enrolled in currently. For a complete list of credit by exam course offerings and fees, see the NVLA website at <a href="http://nvlearningacademy.net/">http://nvlearningacademy.net/</a> . Credit by Exam cannot count toward Honors credit.
Dual Credit	High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three credit college/university course equals one-half unit of high school credit.
Educational Travel Credit	A maximum of one credit may be granted to students who keep a journal while traveling for 42 consecutive days or 1/2 credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit.
Enrichment Program Credit	Students may receive credit for academically accelerated courses taken at accredited institutions.
Music Equivalent Credit	A maximum of one credit may be granted to students participating in a music program not offered by the Clark County School District. Credit granting is monitored by the CCSD Department of Fine Arts. Specific application forms must be submitted along with a fee. Call 799-8531 for more information.
Online Courses	Credits may be earned for courses completed online from approved institutions. The cost of courses vary. Students must conform to the procedures set by the credit granting institution.



## **CODE OF HONOR**

### **Nevada Department of Education**

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

#### **What is cheating?**

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

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

#### **What is plagiarism?**

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

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

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

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



## *Core Curriculum Sequencing---English*

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*The state of Nevada requires four (4) credits of English for high school graduation. Each student must take an English course each year of high school. CCSD 21<sup>st</sup> Century Course of Study Expectations requires four (4) credits of English.*

<p><i>Grade 9 Courses</i></p> <p><i>English 9</i> <i>English 9 Honors</i></p>	<p><i>Grade 10 Courses</i></p> <p><i>English 10</i> <i>English 10 Honors</i></p>
<p><i>Grade 11 Courses</i></p> <p><i>English 11</i> <i>English 11 Honors</i> <i>AP Language &amp; Composition</i></p>	<p><i>Grade 12 Courses</i></p> <p><i>English 12</i> <i>English 12 Honors</i> <i>AP Literature &amp; Composition</i></p>

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### **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. 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 10-1030**

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.

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### **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. 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.

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### **English 12-1080**

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

### **English 12 Honors-10804**

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

### **AP English Language and Composition-10402**

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



### **AP English Literature and Composition-10502**

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature.

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

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## *Core Curriculum Sequencing---Mathematics*

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*The state of Nevada requires three (3) credits of mathematics for high school graduation, including a course in Algebra or above for CCSD schools. CCSD 21<sup>st</sup> Century Course of Study Expectations requires four (4) credits of mathematics.*

*Grade 9 Courses*

*Algebra I  
Geometry Honors*

*Grade 10 Courses*

*Geometry  
Geometry Honors  
Algebra II  
Algebra II Honors*

*Grade 11 Courses*

*Algebra II  
Algebra II Honors  
Pre-Calculus Honors  
College Preparatory Mathematics*

*Grade 12 Courses*

*Math of Personal Finance  
Topics of Modern Math  
College Preparatory Mathematics  
Pre-Calculus Honors  
AP Statistics  
AP Calculus*





### **Algebra I-2020**

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

### **Algebra II-2090**

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

### **Algebra II Honors-20904**

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

### **Geometry-2060**

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

### **Geometry Honors-20604**

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all



cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

### **Pre-Calculus Honors-21454**

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

### **AP Calculus-21802**

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

### **AP Statistics-22502**

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

### **Mathematics of Personal Finance-2330**

This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all



cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).

### **Topics in Modern Mathematics-2350**

This one-year senior level course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. Emphasis will be 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 and computers, is an integral part of this course. The prerequisite for this course is successful completion of Algebra II. This course will fulfill one of the mathematics credits required for high school graduation.

### **College Preparatory Mathematics—2287**

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



## ***Core Curriculum Sequencing---Physical Education and Health***

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***The state of Nevada requires two (2) credits in Physical Education and (1/2) credit in Health for high school graduation. CCSD 21<sup>st</sup> Century Course of Study Expectations requires four (2) credits in Physical Education, (1/2) credit in Health, and (1/2) credit in Computers for high school graduation. All freshmen are enrolled in Health and Physical Education I. The second year of physical education may be met by (1) successfully completing PE II or Dance I, or (2) receive a PE II waiver by successfully participating in a school sports program, Cheer, Color Guard, or Marching Band.***

<p><b><i>Grade 9 Courses</i></b></p> <p><b><i>Physical Education I</i></b> <b><i>Health</i></b></p>	<p><b><i>Grade 10 Courses</i></b></p> <p><b><i>Physical Education II</i></b> <b><i>PE II Waiver</i></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. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. Fees: \$20 – Required P.E. uniform / \$10.00 – Optional locker fee.

**Physical Education II-5020**

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

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## *Core Curriculum Sequencing---Science*

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*The state of Nevada requires two (2) credits of science for high school graduation, including a course in Biology for CCSD schools. CCSD 21<sup>st</sup> Century Course of Study Expectations requires three (3) credits of science.*

<p><i>Grade 9 Courses</i></p> <p><i>Biology</i> <i>Biology Honors</i></p>	<p><i>Grade 10 Courses</i></p> <p><i>Geoscience</i> <i>Geoscience Honors</i> <i>Chemistry Honors</i></p>
<p><i>Grade 11 Courses</i></p> <p><i>Chemistry</i> <i>Chemistry Honors</i> <i>Physics Honors</i> <i>AP Chemistry</i></p>	<p><i>Grade 12 Courses</i></p> <p><i>Chemistry</i> <i>Physics Honors</i> <i>AP Chemistry</i> <i>AP Physics</i></p>

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### **Biology-3010**

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

### **Biology Honors-30104**

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

### **Geoscience-3080**

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

### **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.



### **Chemistry-3100**

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

### **Chemistry Honors-31004**

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

### **AP Chemistry -31702**

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



**AP Physics 1: Algebra Based -32302**

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based 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 physics. 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 science credits required for high school graduation and qualifies as a laboratory science for college entrance. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

**AP Physics 2: Algebra Based -32352**

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 2: Algebra-Based 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 physics. 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 science credits required for high school graduation and qualifies as a laboratory science for college entrance. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.



## *Core Curriculum Sequencing---Social Studies*

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*The state of Nevada requires three (3) credits of social studies for high school graduation including courses in World History, U.S. History, and U.S. Government. This aligns with the 21<sup>st</sup> Century Course of Study Expectations.*

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

**U.S. Government-4240**

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.

**U.S. Government Honors-42404**

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. 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. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.

**AP U.S. Government and Politics-43002**

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

**U.S. History-4160**

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

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### **U.S. History Honors-41604**

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

### **AP U.S. History -42202**

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

### **World History -4080**

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

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

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

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### **AP World History -41402**

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

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## Electives

<p style="text-align: center;"><u><b>Automotive Courses</b></u>  <i>Auto Technology I</i>  <i>Auto Technology II</i>  <i>Auto Technology III</i>  <i>Auto Technology Advanced Studies</i></p>	<p style="text-align: center;"><u><b>Performing Arts Courses</b></u>  <i>Advanced Band</i>  <i>Chorus</i>  <i>Film Studies I &amp; II &amp; III</i>  <i>Guitar---Beginning, Intermediate, &amp; Advanced</i>  <i>Jazz Band</i>  <i>Rhythmic Precision (Color Guard)</i>  <i>Theatre I,II, III, &amp; IV</i>  <i>Technical Theatre I, II, III</i></p>
<p style="text-align: center;"><u><b>Business/Marketing &amp; Media Technology Courses</b></u>  <i>Animation I &amp; II</i>  <i>Entrepreneurship I &amp; II &amp; Advanced Studies</i>  <i>Graphic Design II &amp; III</i>  <i>Marketing I &amp; II &amp; Advanced Studies</i>  <i>Photography I &amp; II</i>  <i>Principles of Business and Marketing</i>  <i>Video Production I &amp; II &amp; III</i></p>	<p style="text-align: center;"><u><b>Science Courses</b></u>  <i>Introduction to Robotics</i>  <i>Principles of Anatomy &amp; Physiology Honors</i></p>
<p style="text-align: center;"><u><b>English Courses</b></u>  <i>Publications I &amp; II (Yearbook)</i>  <i>Speech and Debate</i></p>	<p style="text-align: center;"><u><b>Social Studies Courses</b></u>  <i>Principles of Leadership</i></p>
<p style="text-align: center;"><u><b>Foreign Language Courses</b></u>  <i>Spanish I</i>  <i>Spanish II Honors</i>  <i>Spanish III Honors</i>  <i>Spanish IV Honors</i>  <i>Spanish Language and Culture AP</i></p>	<p style="text-align: center;"><u><b>Visual Arts Courses</b></u>  <i>Art I</i>  <i>Design Crafts</i>  <i>Drawing I</i>  <i>Painting I</i>  <i>AP Studio Art: Drawing</i></p>
<p style="text-align: center;"><u><b>Physical Education Courses</b></u>  <i>Physical Conditioning with Weights (Weight Training)</i>  <i>Dance I</i>  <i>Dance II</i></p>	<p style="text-align: center;"><u><b>Other Elective Courses</b></u>  <i>Applied Office Practice</i>  <i>School Related Work Experience (Cafeteria Worker (paid))</i>  <i>Student Aide</i></p>



## *Electives: Automotive Courses*

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### **Automotive Technology I -6113**

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

### **Automotive Technology II -6116**

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

### **Automotive Technology III -6119**

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

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### **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.

### **Animation I-- 6074**

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





## *Electives: Business/Marketing and Media Technology Courses*

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### **Animation II – 6077**

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

### **Entrepreneurship I -6450**

This one-year course is designed for students who have successfully completed Principles of Business and Marketing and have a career interest in business 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.

### **Entrepreneurship II -6453**

This one-year course is designed for students who have successfully completed Entrepreneurship I. Areas of emphasis include market planning, competitive analyses, budgeting, and forecasting sales. 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.

### **Entrepreneurship Advanced Studies—6445**

This one-year course provides students who have achieved all content standards in Entrepreneurship an advanced study through investigation and in-depth research. 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.

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

This one-year course builds on the skills and knowledge acquired in 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 either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.



### **Graphic Design III—6592**

This one-year course builds on the skills and knowledge acquired in Graphics Design II. Students create projects simulating challenges found in the design industry. 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 the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

### **Marketing I -6684**

This one-year course is designed for students who have completed Principles of Business and Marketing and have a career interest in marketing. Areas of emphasis include selling, advertising, pricing, promotion, and product planning. 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.

### **Marketing II -6687**

This one-year course is designed for students who have successfully completed Marketing I. Advanced topics in marketing, economics, management, merchandising, and business ownership are emphasized. 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.

### **Marketing Advanced Studies—6678**

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

### **Photography I—3200**

This one-year course is designed to instruct students in the fundamentals of black-and-white still photography and/or digital photography as it deals with seeing photographically, operating cameras, processing film, printing black-and-white film, and/or utilizing digital photography. This course will fulfill one Arts/Humanities credit required for high school graduation.

### **Photography II – 6744**

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



### **Principles of Business & Marketing -6762**

This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and 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.

### **Video Production I -6845**

This one-year course introduces students to video production. Emphasis is on script writing, video recording, editing, converging media, and publication. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to 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.

### **Video Production II -6848**

This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

### **Video Production III—6854**

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



## *Electives: English Courses*

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### **Publications I (Yearbook)-1455**

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

### **Publications II (Yearbook)-1460**

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

### **Speech and Debate-1475**

This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. 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 elective credits required for high school graduation.



## *Electives: Foreign Language Courses*

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### **Spanish I-7852**

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

### **Spanish II Honors-78534**

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

### **Spanish III Honors-78544**

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



## Spanish IV Honors – 3870H

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

## AP Spanish Language and Culture-78502

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K–12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. It is expected students will take the AP exam in May for which there is a fee. See your school counselor if you have a financial hardship.



## *Electives: Performing Arts Courses*

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### **Band High School Advanced -7230**

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

### **Chorus-7660**

This one-year course is designed to familiarize advanced vocal music students with a variety of music literature and the many techniques of vocal production. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Fees: Course fees include \$40.00 for manuscript notebooks, etc. New choir members will need to purchase choir attire for \$70.00. This attire is for all four years or a replacement cost for damaged or lost clothing. Fundraising is available to help offset choir attire and additional entry fees, etc.

### **Guitar--Advanced-7260**

This one-year course is designed to familiarize advanced vocal music students with a variety of music literature and the many techniques of vocal production. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Fee: \$30 for course supplies.

### **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: \$30 for course supplies.

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### **Guitar--Intermediate-7255**

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation, and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Fee: \$30 for course supplies.

### **Jazz Band HS Advanced-7240**

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

### **Rhythmic Precision (Color Guard)-7190**

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

### **Theatre I -7615**

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

### **Theatre II -7620**

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





### **Theatre III -7625**

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

### **Theatre IV -7630**

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

### **Theater Technology I -6827**

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

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

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

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

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

**Film Studies I-7535**

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

**Film Studies II -7540**

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

**Film Studies III—7545**

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

**Music Appreciation--5118**

This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. This course will fulfill either the one arts/humanities credit required for graduation or one elective credit.

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## *Electives: Physical Education Courses*

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### **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: \$15.00 – Required P.E. uniform / \$10.00 – Optional locker fee.

### **Dance I-5050**

This one-year course is designed to develop an appreciation of dance as an art form. Through movement experiences, students communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. 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 the one Arts/Humanities credit or one of the elective credits required for graduation. Dance I will fulfill PE II credit. Fees: \$30.00 – Required **dance** uniform / \$10.00 – Optional locker fee.

### **Dance II-5060**

This one-year course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced student. The student will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms. This course may be repeated for elective credit and will fulfill the Physical Education II credit required for graduation. Fees: \$30.00 – Required **dance** uniform / \$10.00 – Optional locker fee.

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## *Electives: Science Courses*

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### **Introduction of Robotics-3440**

This one-year course is designed to provide a hands-on approach to concepts in robotics technologies. This course will be tied directly to laboratory construction of complex robotics systems with emphasis placed on mobile robots and the illustrations of current state of the art research and applications. Additionally, this course will provide the historical development of robotics as a field, effectors and control, integrating sensors, mobile robot controls (reactive, behavior-based, and hybrid), motion planning, robot learning, multi-robot systems, as well as an overview of the field of robotics and their influence on society and the future. In addition to advanced computer science concepts, introductions to the related fields of mechanical and electrical engineering as well as cross-curricular references to the biological, chemical and physical sciences will be provided as appropriate. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.

### **Principles of Anatomy & 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. 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 elective credits required for high school graduation.

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## *Electives: Social Studies Courses*

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### **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.

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## *Electives: Visual Arts Courses*

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### **Art I-7035**

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

### **Design Crafts – 3040**

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

### **Drawing I-7085**

Drawing I is a course designed to provide a basic understanding of the elements and principles of art through the use of various drawing techniques and media. It provides an integration of four art components or disciplines: aesthetics, art criticism, art history, and studio work in drawing. Drawing I sequentially follows one year of Art I. This course will fulfill either 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.

### **Painting I-7105**

Painting I is a one-year course designed to give students a basic foundation for painting through exploration of a variety of media and techniques. Students will be expected to produce original and imaginative paintings that demonstrate basic skill development. Students will also learn the history of painting and demonstrate an understanding of aesthetic judgment. Painting I sequentially follows one year of Art I. This course will fulfill either 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.

**AP Studio Art: Drawing-70302**

This one-year course facilitates highly motivated students in creating a college level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. By AP guidelines, digital images of twelve works demonstrating an in-depth exploration are submitted for the Concentration section and twelve works demonstrating a broad understanding of drawing issues are submitted for the Breadth section. Five works of the highest quality are physically mailed for the Quality section of the portfolio. Students should expect to work an additional four to six hours outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.com/studiodrawing>. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution 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. It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.



## *Electives: Other Courses*

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### **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 in the cafeteria on the school campus. This course will fulfill one of the elective credits required for graduation.

### **Student Aide-8160**

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



