

Sunrise Mountain HS Course Catalog 2020-2021



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How to Use This Course Catalog

Use this catalog as your guide to course selection as required for graduation and focus on what career you are pursuing. Already you know what you are interested in, what you are good at; whether you are best with doing things with your hands, like to be around people, help others, are good at art or music, like to write, excel in math, like to design things, or do well in emergencies, to name a few. As you choose your electives, match your choices with your career interests and talents. Explore new areas and challenge yourself to be successful. See your counselor for additional career information.

For each course, prerequisites, scores, and content are explained. In the back of the book, you will find a pre-registration worksheet for your grade. Across from that page, you will find a list of classes you can take based on your grade level. Choose only from that list. If you wish to challenge a class recommendation, your counselor will provide an agreement form for you to take home to be signed. Take your time and make informed choices.

Helpful Hints

- Read the entire course registration guide and the course descriptions before you register. Be certain that prerequisites for selected courses have been met.
- Discuss your course selections with your parents, teachers, and counselor before registration. Listen carefully to their advice as you make your decisions as to what classes to take.
- Choose courses that will challenge you and give you the best preparation for your future education and employment goals.
- Understand that you will be expected to remain in yearlong courses for the entire school year. Expectations (i.e., graduation requirement fulfillment, misplacement) will be handled through the schedule change process. Seniors must apply for a reduced class load during preregistration. A reduced class load may not be approved after the school year begins.

Note: Not all courses listed in this registration guide will necessarily be offered during the 2020-2021 school year. The master schedule is created using the courses students request during the spring registration process.

The administration, counselors, faculty, and staff of Sunrise Mountain High School are dedicated to providing students with meaningful and appropriate instructional programs, which are designed to meet the individual needs of each student. Please feel free to call the people listed below if you have questions or concerns regarding the registration process.

Counseling Office: 799-7207 X 4300

Counselors:

Mr. John Ivers.....A – Can
Ms. Velynda KimesCao – E
Mr. Brent Florence.....F– Hern
Ms. Tyra Thompson-HughesHero – Ma
Ms. Araceli Cervantes.....Mb – Pi
Mr. Conrad Courtney.....Pj – Si
Mr. Lance Mandel.....Sj – Z

Special Education Instructional Facilitator:

Dr. Jacob Gonyea.....799-7207 X 4032

Assistant Principal (Curriculum):

Ms. Sharon Ruesch.....799-7207 X 4201

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 examples of what is available on the website.

Prerequisites

Prerequisites are listed in the course catalog to help the student and parent/guardian make the best educational decisions possible. The student must have completed all prerequisites in order to enroll in a course. Both semesters of a prerequisite course must be successfully completed. Successful completion of a previous course is defined as a grade of "C" or better, unless stated otherwise.

If the student has not met the prerequisite, the student must request permission from his/her counselor and teacher to challenge the course.

Attendance

Good attendance and success in school have a strong relationship. Every day that students are in class, they learn more by taking part in discussion, keeping up with notes and class assignments, and making social relationships with other students and teachers. When a student misses more than ten (10) days for unapproved reasons, credit for the semester may be lost.

Challenging a Course

Counselors prescribe courses for students based on the student's ability level, previous academic performance (scores and grades), and teachers' recommendations. Students and parents are encouraged to take advantage of the expertise of the counselors regarding course recommendations. Courses above the school's recommendation may be selected if the student does not have the prerequisite coursework/and or teacher recommendation and completes a course challenge form; however, students must remain in the course for a full year and will be required to agree to this in writing.

Course Fees

Course fees are charged for courses where the student will complete special projects to be taken home or for reasons specific to the course. Course fees cover the actual cost of projects, the Advanced Placement Examination, or other specific items. Difficulty in purchasing the required items for the student and/or paying the course fees will not prevent a student's enrollment in any course. Should alternatives to the immediate payment of course fees becomes necessary, the counselor or the respective course instructor should be notified to assist the school and the family in working together to resolve the situation.



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SCHOOL DISTRICT CALENDAR

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

GRADUATION REQUIREMENTS

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

DIPLOMAS

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

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

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

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

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

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

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

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

1. Complete requirements in the table above, *including Algebra II or higher*, with a 3.25 weighted GPA, and
2. Demonstrate proficiency in two languages, or two (2) units in AP courses, IB courses, Dual Credit courses, CTE courses, Work Based Learning courses, or a world language course, and
3. Earn *at least one* of the following endorsements:
 College-Ready endorsement for students who successfully complete a college readiness assessment, and receive not less than remedial scores for initial (non-remedial) placement into college-level English and mathematics courses (use the Infinite Campus Student/Parent to view the Academic Plan Progress Report), or
 Career-Ready endorsement for students who successfully complete the ACT National Career Readiness Certificate (NCRC) – level Silver or above, or successfully complete the Armed Services Vocational Aptitude Battery (ASVAB) – score 50 or above, or obtain a Career and Technical Education Skills Attainment Certificate, or obtain a credential on Nevada's Industry-Recognized Credentials List (OWINN).

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

CORE ENROLLMENT EXPECTATIONS

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

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

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

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

REQUIRED HIGH SCHOOL CLASS LOAD

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

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

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

SOURCES: NAC 387.345, AB 7

EARLY GRADUATION

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

SCHEDULE CHANGES

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

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

Semester 1: September 2, 2020

Semester 2: January 29, 2021

GRADE POINT AVERAGE (GPA)

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

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

- | | |
|-------------------------------------|-------|
| • Honors | 0.025 |
| • Advanced Placement (AP)* | 0.050 |
| • International Baccalaureate (IB)* | 0.050 |

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

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

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

SOURCE: CCSD Regulation 5127, NAC 389.6625

VALEDICTORIAN AND SALUTATORIAN

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

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

SOURCE: CCSD Regulation 5127

MATRICULATION

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

SOURCE: CCSD Regulation 5123

ACADEMIC PLANNING

COLLEGE AND CAREER READINESS

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

CAREER AND TECHNICAL EDUCATION

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

Nevada CTE Program Areas:

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

PROGRAMS AND PROGRESS

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

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

FOUR-YEAR COURSE PLANS

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

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

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

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

SOURCES: CCSD Regulation 5127, AB 117

TESTING

Required: College and Career Readiness Assessment

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

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

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

SOURCE: CCSD Regulation 5127, NRS 390.610

Optional: ACT National Career Readiness Certificate (NCRC)

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

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

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

Optional: SAT

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

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

Optional: PSAT/NMSQT

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

EARNING CREDIT

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

SOURCE: NAC 389.040

Internal Credit

Credit by Exam (CBE)

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

CBE Policies

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

Courses Available for CBE

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

Dual Credit

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

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

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

CTE College Credit: Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit, the high school coursework aligns to postsecondary courses, and the teacher of record is a high school CTE teacher. The CCF-856, Dual Credit Application, is not needed. Instead, students

complete a separate application through the college of their choice (e.g. CSN).

To qualify for the CTE College Credit, students must:

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

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

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

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

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course.

Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

SOURCE: CCSD Regulation 5127

High School Credit Taken in Middle School

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

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

External Credit

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

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

Community Service

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

Online/Correspondence Course

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

Educational Travel Credit

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

Enrichment Program

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

institutions.

Physical Education II Waiver

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

Music Equivalent Credit

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

Concurrent Credit

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

Duplicate Coursework – Repeating Courses

A student may repeat a course but shall not receive additional credit for the repeated course. The higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course (RP) notation.

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

STUDENT-ATHLETES

Physical Education II Waiver Credit

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

Baseball – Varsity, Junior Varsity
Basketball – Varsity, Junior Varsity, B-Team
Bowling – Varsity, B-Team
Cheerleading – Varsity, Junior Varsity, B-Team
Cross Country – Varsity
Dance Group
Drill Team
Flag Football – Varsity, Junior Varsity, B-Team
Football – Varsity, Junior Varsity, B-Team

Golf – Varsity
Marching Band/Flags/Mascots
Soccer – Varsity, Junior Varsity, B-Team
Softball – Varsity, Junior Varsity
Swimming – Varsity
Tennis – Varsity
Track – Varsity
Volleyball – Varsity, Junior Varsity, B-Team
Wrestling – Varsity, Junior Varsity

SOURCE: NAC 389.488

CCSD Athletic Eligibility Requirements

Transfer Rules

- Students who move with their parents to a new school will be eligible at the new school provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students on a zone variance are ineligible for 180 school days.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private or private to public school are ineligible for 180 school days.
- Students who transfer from a public to charter school or charter school to public school are ineligible for 180 school days.
- Students who transfer from a magnet/select/open enrollment/minority to majority school are ineligible for 180 school days.

Age Limitations

- A student whose twentieth (20) birthday occurs during a season is ineligible to participate in any sanctioned sport during that season and any season that is conducted after that date.

Physical Examinations

- All students must pass a physical examination by a licensed physician. Physical examinations must be completed on the appropriate NIAA forms.

Residency Rules

- Students are only eligible for interscholastic competition for the school located in the attendance zone in which their parents or legal guardian resides.
- A student living with a legal guardian must be approved through the CCSD Athletic Department.
- Falsification of any documents or being dishonest regarding your residency may result in ineligibility for 360 school days (2 years).

Academic Requirements

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

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

NCAA Initial Eligibility Requirements

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

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

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

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

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

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

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

FOUR-YEAR COLLEGE OR UNIVERSITY

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

PUBLIC COMMUNITY COLLEGE

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

PRIVATE JUNIOR COLLEGE

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

CONTINUING EDUCATION CLASSES

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

LIFE SKILLS TRAINING PROGRAMS

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

APPRENTICESHIPS

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

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

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

JOB CORPS

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

CITY YEAR AND AMERICORPS

- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience
- <http://www.cityyear.org/>
- <http://www.americorps.gov/>

MILITARY

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

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

NEVADA SCHOLARSHIPS

MILLENNIUM SCHOLARSHIP

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

PUBLIC EDUCATION FOUNDATION

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

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

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

NEVADA PROMISE SCHOLARSHIP

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

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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

What is cheating?

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

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

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose.

Examples of plagiarism can include, but are not limited to:

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

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

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

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

CAREER & TECHNICAL EDUCATION DEPARTMENT OFFERINGS

Students are expected to complete the series of courses in the approved pathway and may earn industry certification.

Career and Technical Career Pathways And Education Courses	
Air Force Junior ROTC	<ul style="list-style-type: none"> • Military Science I • Military Science II • Air Force Junior ROTC III • Air Force Junior ROTC IV • ROTC Drill Leadership
Automation / Manufacturing	<ul style="list-style-type: none"> • Automation Technology I • Automation Technology II • Manufacturing Technologies II • Manufacturing Technologies III
Automotive Technology	<ul style="list-style-type: none"> • Automotive Technology I • Automotive Technology II • Automotive Technology III • Automotive Technology Advanced Study
Computer Science	<ul style="list-style-type: none"> • Computer Science and Technology Concepts • AP Computer Science Principles • Computer Science II Honors • AP Computer Science A • Computer Science III Honors
Criminal Justice	<ul style="list-style-type: none"> • Criminal Justice I
Culinary Arts	<ul style="list-style-type: none"> • Culinary Arts • Culinary Arts II • Culinary Arts III
Early Childhood Education	<ul style="list-style-type: none"> • Early Childhood Education III
Fashion Design and Construction	<ul style="list-style-type: none"> • Fashion Design and Construction I • Fashion Design and Construction II • Fashion Design and Construction III • Fashion Design and Construction Advanced Study

Career and Technical Career Pathways And Education Courses (continued)

Forensic Science	<ul style="list-style-type: none"> • Forensic Science I • Forensic Science II • Forensic Science II Lab • Forensic Science III H • Forensic Science Advanced Study
Photography	<ul style="list-style-type: none"> • Photography I • Photography II • Photography III • Photography Advanced Study
STEM Robotics	<ul style="list-style-type: none"> • STEM Robotics
Teaching and Training	<ul style="list-style-type: none"> • Teaching and Training I
Theater Technology	<ul style="list-style-type: none"> • Theater Technology I • Theater Technology II • Theater Technology III • Theater Technology Advanced Study
Video Production	<ul style="list-style-type: none"> • Video Production I • Video Production II • Video Production III
Web Design And Development	<ul style="list-style-type: none"> • Web Design and Development I • Web Design and Development II • Web Design and Development III H • Web Design and Development Advanced Study

*These courses may allow students to earn college credit from College of Southern Nevada.

MILITARY SCIENCE I

Grade: 9-10

This one-year course familiarizes students in the fundamentals of Military Science. Areas of emphasis include curriculum from the Air Force Junior Reserve Officer Training Corps (JROTC). JROTC curriculum emphasizes: leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force officers and enlisted personnel, utilizing curriculum provided by the USAF. 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 two physical education credits or one of the elective credits required for high school graduation.

MILITARY SCIENCE II

Grade: 10-12

Prerequisite: Completion of Military Science I with a B or better or teacher recommendation

This one-year course advances students who have successfully completed the fundamentals of Military Science I - Air Force. Areas of emphasis: include curriculum from the Air Force Junior Reserve Officer Training Corps (JROTC). JROTC Curriculum emphasizes leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force officers and enlisted personnel, utilizing curriculum provided by the USAF. 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 two physical education credits or one of the elective credits required for high school graduation.

AIR FORCE JUNIOR ROTC III

Grade: 11-12

Prerequisite: Completion of Air Force JROTC II with a B or better or teacher recommendation

This one-year course is designed for third-year students in the Air Force Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force (USAF) officers and enlisted personnel utilizing curriculum provided by the USAF. 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 two physical education credits or one of the elective credits required for high school graduation.

AIR FORCE JUNIOR ROTC IV

Grade: 12

Prerequisite: Completion of Air Force JROTC III with a B or better or teacher recommendation

This one-year course is designed for fourth-year students in the Air Force Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force (USAF) officers and enlisted personnel utilizing curriculum provided by the USAF. 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 two physical education credits or one of the elective credits required for high school graduation.

ROTC DRILL LEADERSHIP

Grade: 10-12

Prerequisite: Concurrent enrollment in an ROTC class and teacher recommendation

This one-year course is designed to provide the ROTC student with a specialized area of military precision drill involving above-normal physical activity that will have carry-over value into future military careers. This course is not a substitute for the basic ROTC courses. Students will expend additional time and energy on military drill in preparation for participation on a performing team, i.e., Marching Drill Team, Rifle Drill Team, or Color Guard. Performances may be in competitive contests. The prerequisite for this course is enrollment in an ROTC class. This course may be repeated. This course will fulfill one of the elective credits required for graduation.

AUTOMATION TECHNOLOGY I

Grade: 9-10

Fee: \$30.00

This one-year course introduces students to the fundamentals of automation technologies. Areas of emphasis include lab safety, the engineering design process, power systems, basic automation systems, and control devices. 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.

AUTOMATION TECHNOLOGY II

Grade: 10-12

Prerequisite: Completion of Automation Technology I with a B or better or teacher recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Automation Technology I. Areas of study focus on the integration of mechanical, electrical, hydraulic, and robotic systems. 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.

MANUFACTURING TECHNOLOGIES II

Grade: 10-12

Prerequisite: Completion of Manufacturing I with a B or better or Teacher recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Manufacturing Technologies I. Areas of emphasis include spatial reasoning, 3D modeling, additive/subtractive manufacturing processes, joining/fastening processes, and instrumentation principles. 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.

MANUFACTURING TECHNOLOGIES III

Grade: 11-12

Prerequisite: Completion of Manufacturing II with a B or better or Teacher recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Manufacturing Technologies II. Areas of emphasis include product development, marketing, quality control, automation, and diagnostic/troubleshooting practices. 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.

AUTOMOTIVE TECHNOLOGY I

Grade: 9-10

Fee: \$30.00

This one-year course introduces students to the operational and scientific nature of automotive component systems. This course focuses on the technological nature of the automobile, including the principles of measurement, automatic structure and properties, chemical reactions, and electronic principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Revised May 2019.

AUTOMOTIVE TECHNOLOGY II

Grade: 10-12

Prerequisite: Completion of Automotive Technology I with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course introduces students to the operational and scientific nature of automotive component systems. This course focuses on the technological nature of the automobile, including the principles of measurement, automatic structure and properties, chemical reactions, and electronic principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Revised May 2019.

AUTOMOTIVE TECHNOLOGY III

Grade: 10-12

Prerequisite: Completion of Automotive Technology II with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Automotive Technology II. This course provides students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. 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. Updated May 2019.

AUTOMOTIVE TECHNOLOGY ADVANCED STUDY

Grade: 10-12

Prerequisite: Teacher Recommendation

Fee: \$30.00

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.

COMPUTER SCIENCE AND TECHNOLOGY CONCEPTS

Grade: 9-12

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

AP COMPUTER SCIENCE PRINCIPLES

Grade: 9-10

Fee: \$30 and AP testing fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

COMPUTER SCIENCE II HONORS

Grade: 10-11

Prerequisite: Completion of AP Computer Science Principles with a B or better or Teacher Recommendation

Fee: \$30

This one-year course is designed for students who have successfully completed Computer Science I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include algorithms, programming, data structures and analysis and networks. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use

of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

AP COMPUTER SCIENCE A

Grade: 10-11

Prerequisite: Completion of AP Computer Science Principles with a B or better or Teacher Recommendation

Fee: \$30 and AP testing fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science A examination. This college-level curriculum emphasizes problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. 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.

COMPUTER SCIENCE III HONORS

Grade: 11-12

Prerequisite: Completion of AP Computer Science A with a B or better or Teacher Recommendation

Fee: \$30

This one-year course is designed for students who have successfully completed Computer Science II Honors. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include algorithms, programming, computing, data structures and analysis and networks. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

CRIMINAL JUSTICE I

Grade: 9-10

This one-year course provides students with a foundation for the study of Criminal Justice. Students explore topics in criminal and civil law, constitutional rights, and civil liberties. 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.

CULINARY ARTS I

Grade: 9-10

Fee: \$30.00

This one-year course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is patterned after industry with emphasis on the standards of food service occupations. ProStart curricula is an integral part of 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.

CULINARY ARTS II

Grade: 10-12

Prerequisite: Completion of Culinary Arts I with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course provides students who have successfully completed Culinary Arts I with advanced practical training in areas of food preparation, equipment technology, merchandising, and service. Students gain experience in catering, banquet functions, and a la carte operations. ProStart curricula is an integral part of 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.

CULINARY ARTS III

Grade: 11-12

Prerequisite: Completion of Culinary Arts II with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course provides students who have successfully completed Culinary Arts II with the principles and techniques of food preparation. Students acquire advanced skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability 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.

EARLY CHILDHOOD EDUCATION III

Grade: 11-12

Prerequisite: Completion of Early Childhood Education II with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Early Childhood Education II. Areas of emphasis include instruction in teaching techniques and assessment. 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.

FASHION DESIGN AND CONSTRUCTION I

Grade: 9-10

Fee: \$30.00

This one-year course is designed to provide students the fundamentals of the fashion concepts and construction. Areas of emphasis include clothing construction, textiles, marketing, customer service, and the principles and elements of design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

FASHION DESIGN AND CONSTRUCTION II

Grade: 10-11

Prerequisite: Completion of Fashion Design and Construction I with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Fashion Design and Construction I. Emphasis is placed on gaining skill in advanced sewing techniques, fashion merchandising, and the care of textile products. 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.

FASHION DESIGN AND CONSTRUCTION III

Grade: 11-12

Prerequisite: Completion of Fashion Design and Construction II with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Fashion Design and Construction II. Emphasis is on constructing a variety of challenging fashion projects using advanced techniques and exploring the global fashion industry. This course includes the study of psychological and social aspects of clothing, advanced construction techniques including tailoring, use of specialty fabrics, and creative applications. 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.

FASHION DESIGN AND CONSTRUCTION ADVANCED STUDY

Grade: 11-12

Prerequisite: Completion of Fashion Design and Construction III with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course provides students who have achieved all content standards in Fashion Design and Construction 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.

FORENSIC SCIENCE I

Grade: 9-10

Fee: \$30.00

This one-year course provides students an opportunity to explore criminal and civil investigations. Areas of emphasis include history of forensic science, types of evidence, legal and ethical issues, and crime scene investigation. 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 the course. This course fulfills one of the elective credits required for high school graduation.

FORENSIC SCIENCE II

Grade: 10-11

Prerequisite: Completion of Forensic Science I with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Forensic Science I. Areas of emphasis include lab procedures, processing and examination of biological and chemical evidence. 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 the course. This course fulfills one of the elective credits required for high school graduation.

FORENSIC SCIENCE II LAB

Grade: 11-12

Prerequisite: Completion of Forensic Science I with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed to expand the student's opportunities for applied learning in Forensic Science II. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of the course. This course fulfills one of the elective credits required for high school graduation.

FORENSIC SCIENCE III

Grade: 11-12

Prerequisite: Completion of Forensic Science II with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed Forensic Science II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include criminal profiling, skeletal remains, pathology, courtroom proceedings, analysis of evidence, human body systems, entomological procedures, and crime scene investigations. 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 the course. This course fulfills one of the elective credits required for high school graduation.

FORENSIC SCIENCE ADVANCED STUDY

Grade: 12

Prerequisite: Teacher Recommendation

Fee: \$30.00

This one-year course is offered to students who have achieved all content standards in Forensic Science an advanced

study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. 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

Grade: 9-11

Fee: \$30

This one-year course provides students with the fundamentals of commercial photography. Topics include photographic vision, operating cameras, image processing, output, and quality control. 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.

PHOTOGRAPHY II

Grade: 10-12

Prerequisite: Completion of Photography I with a B or better or Teacher Recommendation

Fee: \$30.00

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.

PHOTOGRAPHY III

Grade: 11-12

Prerequisite: Completion of Photography II with a B or better or Teacher Recommendation

Fee: \$30.00

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

PHOTOGRAPHY ADVANCED STUDY

Grade: 11-12

Prerequisite: Teacher Recommendation

Fee: \$30.00

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

STEM ROBOTICS

Grade: 9-12

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

TEACHING AND TRAINING I

Grade: 9-10

This one-year course provides students with an introduction to the principles of Teaching and Training. Areas of emphasis include teaching and learning theory, characteristics of an educator, planning and implementing developmentally appropriate activities, health and safety practices and fundamentals for development of learners in an educational setting. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

THEATER TECHNOLOGY I

Grade: 9-11

Fee: \$30

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. **Students will be expected to sign up for and work various shows or events each semester.**

THEATER TECHNOLOGY II

Grade: 10-12

Prerequisite: Completion of Technical Theater I with a B or better or Teacher Recommendation

Fee: \$30.00

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. **Students will be expected to sign up for and work various shows or events each semester.**

THEATER TECHNOLOGY III

Grade: 11-12

Prerequisite: Completion of Technical Theater II with a B or better or Teacher Recommendation

Fee: \$30.00

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. **Students will be expected to sign up for and work various shows or events each semester.**

THEATER TECHNOLOGY ADVANCED STUDY

Grade: 12

Prerequisite: Completion of Technical Theater III with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course provides students who have achieved all content standards in Theatre Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. 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. **Students will be expected to sign up for and work various shows or events each semester.**

VIDEO PRODUCTION I

Grade: 9-10

Fee: \$30

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

Grade: 10-12

Prerequisite: Completion of Video Production I with a B or better or Teacher Recommendation

Fee: \$30.00

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

Grade: 11-12

Prerequisite: Completion of Video Production II with a B or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Areas of emphasis include 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.

WEB DESIGN AND DEVELOPMENT I

Grade: 9-10

This one-year course is designed to provide students with the basic principles of web-page development using industry accepted applications and coding techniques. Students design, execute, update, and modify websites. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Revised May 2019.

WEB DESIGN AND DEVELOPMENT II

Grade: 10-12

Prerequisite: Completion of Web Design and Development I with a B or better or Teacher Recommendation

This one-year course is designed for students who have successfully completed Web Design and Development I. Students incorporate automation, animation, and interactivity in websites. Portfolio development is an essential element of 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. Revised May 2019.

WEB DESIGN AND DEVELOPMENT III

Grade: 11-12

Prerequisite: Completion of Web Design and Development II with a B or better or Teacher Recommendation

This one-year course is designed for students who have successfully completed Web Design and Development II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include: advanced concepts in website design and 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. Revised May 2019.

WEB DESIGN AND DEVELOPMENT ADVANCED STUDY

Grade: 12

Prerequisite: Teacher Recommendation

This one-year course provides students who have achieved all content standards in Web Design and Development an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Course work 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 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.

ENGLISH DEPARTMENT OFFERINGS

English Core Curriculum		Electives
9 th Grade	<ul style="list-style-type: none"> English 9 English 9 Honors 	<ul style="list-style-type: none"> Fundamentals of Reading/Writing 9 Imaginative Writing Journalism Foundations Publications Speech and Debate I English Language Learner I/II/III
10 th Grade	<ul style="list-style-type: none"> English 10 English 10 Honors English 10 PreAP 	<ul style="list-style-type: none"> Imaginative Writing Journalism Foundations Journalism II Myth and Folklore Publications Publications II Speech and Debate I English Language Learner I/II/III
11 th Grade	<ul style="list-style-type: none"> English 11 English 11 Honors AP English Literature and Composition 	<ul style="list-style-type: none"> Imaginative Writing Journalism Foundations Journalism II Myth and Folklore Publications Publications II Speech and Debate I English Language Learner I/II/III
12 th Grade	<ul style="list-style-type: none"> English 12 English 12 Honors CSN Jumpstart - ENG 100/ 102 H CSN Jumpstart - ENG 101 H/ 102 H AP English Language and Composition AP English Literature and Composition 	<ul style="list-style-type: none"> Imaginative Writing Journalism II Myth and Folklore Publications II Speech and Debate I English Language Learner I/II/III

ENGLISH 9

Grade: 9

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

Grade: 9

Prerequisite: Based on grade 8 recommendations or Teacher Recommendation

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

Grade: 10

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

ENGLISH 10 HONORS

Grade: 10

Prerequisite: Completion of English 9 H with a C or better or Teacher Recommendation

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 10 HONORS (PRE-AP)

Grade: 10

Prerequisite: Completion of English 9 H with a B or better or Teacher Recommendation

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

Grade: 11

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

ENGLISH 11 HONORS

Grade: 11

Prerequisite: Completion of English 10 H with a C or better or Teacher Recommendation

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.

ENGLISH 12

Grade: 12

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

Grade: 12

Prerequisite: Completion of English 11 H with a C or better or Teacher Recommendation

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.

CSN JUMPSTART - ENG 100

Grade: 12

Prerequisite: CSN Accuplacer score of 5

NSHE Dual Credit Course: A writing intensive course designed to strengthen college-level composition skills, with particular attention to audience, purpose, and context for writing focusing on the writing process and introducing research. The use of these courses requires participation in CCSD dual/concurrent programs.

CSN JUMPSTART - ENG 101 HONORS

Grade: 12

Prerequisite: CSN Accuplacer score of 6+ or ACT English of 18+

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

CSN JUMPSTART - ENG 102 HONORS

Grade: 12

Prerequisite: Completion of CSN Jumpstart English 100/101 H with a C or better

NSHE Dual Credit Course: ENG 102 is a continuation and extension of ENG 101 and equivalents with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument. The use of these courses requires participation in CCSD dual/concurrent programs.

AP ENGLISH LITERATURE AND COMPOSITION

Grade: 11

Prerequisite: Completion of English 10 H (Pre AP), English 11 H or AP English Language with a B or better or Teacher Recommendation

Fee: AP testing fee

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.

AP ENGLISH LANGUAGE AND COMPOSITION

Grade: 12

Prerequisite: Completion of English 10 H (Pre AP), English 11 H or AP English Literature with a B or better or Teacher Recommendation

Fee: AP testing fee

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.

FUNDAMENTALS OF READING / WRITING 9

Grade: 9

This one-year intervention class is designed for students who need additional instruction and support to master grade-level reading and writing skills and concepts. This course provides additional instructional support (Response to Instruction (RTI) - Tier II or Tier III) to students enrolled in the English 9 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.

IMAGINATIVE WRITING

Grade: 9-12

This one-year course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. 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.

JOURNALISM FOUNDATIONS

Grade: 9-11

This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. 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.

JOURNALISM II

Grade: 10-12

Prerequisite: Successful completion of Journalism Foundations

This one-year course is a continuation of the study and practice of advanced journalistic skills with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students produce the school newspaper and/or the student news website. Students apply press law and ethics, student privacy, and intellectual property rights during the production of the newspaper. Students explore different technologies used to publish a newspaper, including online publications of the newspaper. 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.

MYTH AND FOLKLORE

Grade: 10-12

This one-year course is an introduction to mythology and folklore emphasizing its influence in literature. This course emphasizes the relationships among literature, culture, philosophy, and psychology. Literature, composition, discussion, and critical-thinking skills are taught concurrently. 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.

PUBLICATIONS I

Grade: 9-12

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

Grade: 10-12

Prerequisite: Successful completion of Publications

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 I

Grade: 9-12

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.

ENGLISH LANGUAGE LEARNER I

Grade: 9-12

Prerequisite: Based on WIDA scores

This one-year course emphasizes the development of reading, writing, and listening and speaking skills of students with limited English proficiency. This course provides opportunities for practice in correct usage of standard English. 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. ***This course does not fulfill one of the English credits required for high school graduation.***

ENGLISH LANGUAGE LEARNER II

Grade: 9-12

Prerequisite: Based on WIDA scores

This one-year course is a continuation of English Language Learner I and provides students with limited English proficiency the opportunity to speak, read, and write English. More complex reading and writing skills are introduced. 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. ***This course does not fulfill one of the English credits required for high school graduation.***

ENGLISH LANGUAGE LEARNER III

Grade: 9-12

Prerequisite: Based on WIDA scores

This one-year course is a continuation of the basic communication concepts presented in English Language Learner I and English Language Learner II with an emphasis on preparing the student with limited English proficiency for successful participation in the general-education program. 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. ***This course does not fulfill one of the English credits required for high school graduation.***

MATH DEPARTMENT COURSE OFFERINGS

Math Core Curriculum		Electives
9 th Grade	<ul style="list-style-type: none"> • Pre-Algebra • Algebra I • Geometry • Geometry Honors 	<ul style="list-style-type: none"> • Fundamental Math Concepts
10 th Grade	<ul style="list-style-type: none"> • Algebra I • Geometry • Geometry Honors • Algebra II • Algebra II Honors 	
11 th Grade	<ul style="list-style-type: none"> • Geometry • Geometry Honors • Algebra II • Algebra II Honors • College Prep Math • Topics in Modern Math • Pre-Calculus AB Honors • Math of Personal Finance • AP Statistics • AP Calculus AB 	
12 th Grade	<ul style="list-style-type: none"> • Algebra II • College Prep Math • Math of Personal Finance • Pre-Calculus AB Honors • Topics in Modern Math • CSN Jumpstart Math 96/96 • AP Statistics • AP Calculus AB 	

FUNDAMENTAL MATH CONCEPTS

Grade: 9

This one-year, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student's course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).

PRE-ALGEBRA

Grade: 9

This one-year course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, 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) or the Nevada System of Higher Education (NSHE) core requirements for university admission.

ALGEBRA I

Grade: 9-10

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.

GEOMETRY

Grade: 9-11

This one-year course provides students with a rigorous study of Euclidean geometry. 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.

GEOMETRY HONORS

Grade: 9-11

Prerequisite: Completion of Algebra I with a B or better or Teacher Recommendation

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.

ALGEBRA II

Grade: 10-12

Prerequisite: Completion of Geometry with a C or better or Teacher Recommendation

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

Grade: 10-12

Prerequisite: Completion of Geometry H with a C or better or Teacher Recommendation

This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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 will fulfill one of the mathematics credits required for high school graduation.

COLLEGE PREP MATH

Grade: 11-12

Prerequisite: Successful completion of Pre-Calculus AB H / Algebra II or Teacher Recommendation

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.

TOPICS IN MODERN MATH

Grade: 11-12

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. 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.

PRE-CALCULUS AB HONORS

Grade: 11-12

Prerequisite: Completion of Algebra II with a C or better or Teacher Recommendation

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.

MATH OF PERSONAL FINANCE

Grade: 12

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).

CSN JUMPSTART MATH 95

Grade: 12

Prerequisite: CSN Accuplacer score of (263 AR + 200 QRAS) or (250 AR + 237 QRAS) or ACT Math of 16+

NSHE Dual Credit Course: A course in the fundamental operations of real numbers, solving linear equations in one variable, graphing linear equations in two variables, solving linear systems in two variables, and performing basic operations on polynomials. Intended to provide a basic foundation for future mathematics needed in fields of business, economics, engineering and related fields. Strong background in fractions and positive and negative numbers is highly recommended. A comprehensive, proctored, departmental final exam will be given. The use of these courses requires participation in CCSD dual/concurrent programs.

CSN JUMPSTART MATH 96

Grade: 12

Prerequisite: Completion of CSN Jumpstart Math 95 with C or better or Qualifying CSN Accuplacer / ACT score

NSHE Dual Credit Course: Topics include factoring polynomials, rational expressions and equations, radical expressions and equations, quadratic equations, graphs and applications. A comprehensive, proctored, departmental final exam will be given. The use of these courses requires participation in CCSD dual/concurrent programs.

AP STATISTICS

Grade:

Prerequisite: Completion of Pre-Calculus AB H / Algebra II H with a B or better or Teacher Recommendation

Fee: AP testing fee

This one-year Advanced Placement course is intended for students who are preparing for further study in disciplines requiring statistical course work. This course includes describing patterns in data and departures from patterns, planning and conducting a statistical study, exploring random phenomena using probability and simulation, estimating population parameters, and testing statistical hypotheses. The use of technology, including calculators and computer software, is an integral part of this course. This course is intended to prepare students for taking the Advanced Placement Examination in Statistics. This course will fulfill one of the mathematics credits required for high school graduation.

AP CALCULUS AB

Grade: 12

Prerequisite: Completion of Pre-Calculus AB H with a B or better

Fee: AP testing fee

This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus AB examination. This course will fulfill one of the mathematics credits required for high school graduation.

PHYSICAL EDUCATION / HEALTH / DRIVER EDUCATION DEPARTMENT COURSE OFFERINGS

PE, Health and Driver Education Core Curriculum	
Physical Education	<ul style="list-style-type: none">• PE I• PE II• Lifetime Sports and Recreation• Physical Conditioning with Weights
Health	<ul style="list-style-type: none">• Health Education
Driver Education	<ul style="list-style-type: none">• Driver Education

PHYSICAL EDUCATION I

Grade: 9

Fee: \$25.00 PE uniform/lock rental

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.

PHYSICAL EDUCATION II

Grade: 10

Fee: \$25.00 PE uniform/lock rental

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.

LIFETIME SPORTS AND RECREATION

Grade: 11-12

Fee: \$25.00 PE uniform/lock rental

This one-year course is designed for students who have successfully completed two years of physical education. This course provides students with a comprehensive understanding of lifetime sports and recreational activities. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels while working at moderate to vigorous levels for a minimum of 50% of the instructional time. 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.

PHYSICAL CONDITIONING WITH WEIGHTS

Grade: 10-12

Prerequisite: Completion of PE I, PE II, or Lifetime Sports with a C or better or Teacher Recommendation

Fee: \$25.00 PE uniform/lock rental

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 and may be repeated.

HEALTH EDUCATION

Grade: 10

This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. 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. The course fulfills the one-half credit of health required for high school graduation.

DRIVER EDUCATION

Grade: 10

This course is designed to develop an adequate understanding of motor vehicle operation, laws, risk awareness, and driver alertness which enables students to become safe and successful drivers. Emphasis is placed on linking visual skills, space management, and balanced vehicle movement to risk-reducing driving strategies. 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 NAC 389.568 state requirement to complete 30 hours or more of driver education classroom instruction and is restricted to pupils who are at least 15 years of age per NRS 389.090. This course fulfills one half of one of the elective credits required for high school graduation.

SCIENCE DEPARTMENT COURSE OFFERINGS

Science Core Curriculum		Electives
9 th Grade	<ul style="list-style-type: none"> • Biology • Biology Honors 	
10 th Grade	<ul style="list-style-type: none"> • Chemistry • Chemistry Honors • Geoscience • Physical Science 	
11 th Grade	<ul style="list-style-type: none"> • Chemistry • Geoscience • Geoscience Honors • Physical Science • Physics • Physics Honors • AP Biology • AP Physics I: Algebra Based • Anatomy and Physiology Honors 	<ul style="list-style-type: none"> • Principles of Botany
12 th Grade	<ul style="list-style-type: none"> • Geoscience • Geoscience Honors • Physical Science • Physics • Physics Honors • AP Biology • AP Physics I: Algebra Based • Anatomy and Physiology Honors 	<ul style="list-style-type: none"> • Principles of Botany

BIOLOGY

Grade: 9

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

Grade: 9

Prerequisite: Teacher recommendation

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.

CHEMISTRY

Grade: 10-12

Prerequisite: Completion of Biology **and** Algebra I with a C or better or Teacher recommendation

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

Grade: 10-12

Prerequisite: Completion of Algebra I H **and** Biology H with a C or better or Teacher recommendation

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.

GEOSCIENCE

Grade: 10-12

Prerequisite: Completion of Biology with a C or better or Teacher Recommendation

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

Grade: 11-12

Prerequisite: Completion of Biology H with a C or better or Teacher recommendation

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.

PHYSICAL SCIENCE

Grade: 10-12

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

PHYSICS

Grade: 11-12

Prerequisite: Completion of Chemistry with a C or better or Teacher Recommendation

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

PHYSICS HONORS

Grade: 11-12

Prerequisite: Completion of Chemistry H with a C or better or Teacher Recommendation; Concurrent enrollment in Algebra II is recommended

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

AP PHYSICS I: ALGEBRA-BASED

Grade: 11-12

Prerequisite: Completion of Chemistry H/Geoscience H/Physics with a B or better **and** completion of Algebra I with a B or better or Teacher recommendation

Fee: AP testing fee

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.

AP BIOLOGY

Grade: 11-12

Prerequisite: Completion of Chemistry H/Geoscience H/Physics H with a B or better or Teacher recommendation

Fee: AP testing fee

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Biology examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for those students desiring college level experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General themes of study will be: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship of Structure to Function; Regulation; Interdependence in Nature; Science, Technology and Society. Career opportunities in the biological sciences will also be explored. It is recommended that students successfully complete a first year biology course before enrolling in AP Biology. This course will fulfill one of the two science credits required for high school graduation, and will meet college entrance requirements for a laboratory science.

PRINCIPLES OF ANATOMY AND PHYSIOLOGY HONORS

Grade: 11-12

Prerequisite: Completion of Chemistry or Physics with a C or better

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

PRINCIPLES OF BOTANY

Grade: 11-12

This one-year course is designed as a survey of plants, with an emphasis on the wide range of studies from cell biology, biochemistry, and genetics. Topics also include the physiology, taxonomy, and ecology of the great diversity of plant life. This course fosters vital communication, critical thinking, and writing skills while involving the students in the process of science. Students are introduced to the specialties within plant biology which provide a basis for making career choices. 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.

SOCIAL STUDIES COURSE OFFERINGS

Social Studies Core Curriculum		Electives
9 th Grade	<ul style="list-style-type: none"> • AP Human Geography 	<ul style="list-style-type: none"> • Principles of Leadership • History of Pop Music
10 th Grade	<ul style="list-style-type: none"> • World History • World History Honors • AP World History 	<ul style="list-style-type: none"> • Principles of Leadership • Crime and Justice • Sociology • Psychology • History of Pop Music
11 th Grade	<ul style="list-style-type: none"> • U.S. History • U.S. History Honors • AP U.S. History 	<ul style="list-style-type: none"> • Principles of Leadership • Crime and Justice • Sociology • Psychology • History of Pop Music
12 th Grade	<ul style="list-style-type: none"> • U.S. Government & Economics • U.S. Government & Economics Honors • AP U.S. Government & Politics 	<ul style="list-style-type: none"> • Principles of Leadership • Crime and Justice • Sociology • Psychology • History of Pop Music • CSN Jumpstart SOC 101/102

AP HUMAN GEOGRAPHY

Grade: 9

Prerequisite: Concurrent enrollment in English 9 Honors

Fee: AP Testing Fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This college-level curriculum provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of earth's surface. It focuses on the methods and tools geographers use to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. 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

Grade: 10

Prerequisite: Completion of English 9 Honors with a C or better or Teacher Recommendation

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

WORLD HISTORY HONORS

Grade: 10

This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the World History/Geography credits required for high school graduation.

AP WORLD HISTORY

Grade: 10

Prerequisite: Completion of English 9 Honors or AP Human Geography with a B or better or Teacher Recommendation

Fee: AP Testing Fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human World History examination. This college-level curriculum highlights the nature of changes in global frameworks and the causes and consequences, as well as comparisons among major societies from historical, geographical, political, economic, and cultural contexts. This course covers the scope of human history from 8,000 BCE to the present. 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.

U.S. HISTORY

Grade: 11

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the

U.S. History credit required for high school graduation.

U.S. HISTORY HONORS

Grade: 11

Prerequisite: Completion of World History H with a C or better or Teacher Recommendation

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the U.S. History credit required for high school graduation.

AP U.S. HISTORY

Grade: 11

Prerequisite: Completion of AP World History/World History H with a B or better or Teacher Recommendation

Fee: AP Testing Fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This college-level curriculum 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 is used throughout the 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 the U.S. History credit required for high school graduation.

U.S. GOVERNMENT AND ECONOMICS

Grade: 12

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

U.S. GOVERNMENT AND ECONOMICS HONORS

Grade: 12

Prerequisite: Completion of U.S. History H with a C or better or Teacher Recommendation

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

AP U.S. GOVERNMENT AND POLITICS

Grade: 12

Prerequisite: Completion of AP U.S. History/U.S. History H with a B or better or Teacher Recommendation

Fee: AP Testing Fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college-level curriculum provides students with 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. 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.

PRINCIPLES OF LEADERSHIP

Grade: 9-12

Prerequisite: Limited to elected and/or appointed Student Council members

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.

CRIME AND JUSTICE

Grade: 10-12

This one-year course is a study of crime and justice with special attention on local, state, and federal law enforcement agencies as they affect individuals within the legal system. Students analyze the historical development of law, theories of deviance, definitions of crime, as well as the criminal justice system and its processes. A special emphasis is placed on contemporary issues and dilemmas facing the current 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 one elective credit required for high school graduation.

SOCIOLOGY

Grade: 10-12

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

PSYCHOLOGY

Grade: 10-12

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

HISTORY OF POP MUSIC

Grade: 9-12

This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

CSN JUMPSTART SOC 101

Grade: 12

NSHE Dual Credit Course: An overview of the sociological principles that shape the development, structure and function of societies, cultures, human interactions, groups, self-image, and social change. The use of these courses requires participation in CCSN dual/concurrent programs.

CSN JUMPSTART SOC 102

Grade: 12

NSHE Dual Credit Course: An examination of selected social issues and problems, their causes and proposed solutions. The use of these courses requires participation in CCSD dual/concurrent programs.

VISUAL AND PERFORMING ARTS DEPARTMENT COURSE OFFERINGS

Visual Arts/Performing Arts Departments Electives	
Art	<ul style="list-style-type: none"> • Art I • Ceramics I/II/III • Drawing I/II • AP Studio Art: 2D Design • AP Studio Art: 3D Design
Instrumental Music	<ul style="list-style-type: none"> • Beginning/Intermediate/Advanced Band • Marching Band • Percussion Ensemble • Rhythmic Precision • Beginning/Intermediate/Advanced Guitar • Intermediate/Advanced Orchestra • Chamber Orchestra • Jazz Band I
Dance	<ul style="list-style-type: none"> • Dance Folklórico Beginning • Dance Folklórico Intermediate • Dance Folklórico Advanced • Dance Folklórico Performing
Mariachi	<ul style="list-style-type: none"> • Beginning Mariachi Harmony • Beginning Mariachi Melody • Intermediate/Advanced Mariachi • Chamber Mariachi
Theater	<ul style="list-style-type: none"> • Theater I/II/III/IV • Film Studies I/II

VISUAL ARTS COURSES

ART I

Grade: 9-12

Fee: \$30.00 for supplies and materials

This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics, and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

DRAWING I

Grade: 9-12

Fee: \$30.00 for supplies and materials

This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and evaluate art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. Through collaboration and production, connections will be made between drawing and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

DRAWING II

Grade: 10-12

Prerequisite: "C" or better in both semesters of Drawing I or Teacher Recommendation

Fee: \$30.00 for supplies and materials

This one-year course is designed for students who have successfully completed Drawing I to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and evaluating art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific drawing styles and significant artists who have used drawing throughout history are emphasized. Through collaboration and production, connections will be expanded between drawing and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

CERAMICS I

Grade: 9-12

Fee: \$30.00 for supplies and materials

This one-year course is designed to provide students with a strong foundation of ceramics through the study of basic techniques and knowledge of three-dimensional design. In this beginning class, students will explore hand-building and wheel-throwing methods. Through collaboration and production, connections will be made between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

CERAMICS II

Grade: 10-12

Prerequisite: "C" or better in both semesters of Ceramics I/Teacher Recommendation

Fee: \$30.00 for supplies and materials

This one-year course is designed for students who have successfully completed Ceramics I and will include an in-depth study of techniques and knowledge of three-dimensional design. Students will develop hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

CERAMICS III

Grade: 11-12

Prerequisite: "C" or better in both semesters of Ceramics II/Teacher Recommendation

Fee: \$30.00 for supplies and materials

This one-year course is designed for students who have successfully completed Ceramics II and will build upon knowledge of three-dimensional design specific to ceramics arts. Students will refine hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

AP STUDIO ART 2D

Grade: 11-12

Prerequisite: Teacher Recommendation

Fee: \$30.00 for supplies and materials + AP Testing Fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.org/courses>. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. 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 one Arts/Humanities/CTE credit required for graduation.

AP STUDIO ART 3D

Grade: 11-12

Prerequisite: Teacher Recommendation

Fee: \$30.00 for supplies and materials + AP Testing Fee

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Studio Art: 3-D Design examination. Highly motivated students will create a college level portfolio demonstrating mastery of 3-D design. Through additive, subtractive and/or fabricated processes, students create works that demonstrate a range of understanding and fundamental mastery of 3-D visual concerns and methods. By AP guidelines, twelve digital images of works demonstrating an in-depth exploration are submitted for the Concentration section. Sixteen images of eight works, shown in two views each, demonstrating a broad understanding of 3-D design are submitted for the Breadth section. Ten digital images of five works, shown in two views each, are submitted for the Quality section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.com/studio3D>. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. 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 one Arts/Humanities credit required for graduation.

INSTRUMENTAL MUSIC COURSES (Band/Guitar/Orchestra)

JAZZ BAND

Grade: 9-12

Prerequisite: Audition/Teacher Recommendation

This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive direction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. 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.

BEGINNING BAND

Grade: 9-12

Fee: \$30.00

This one-year course is designed for students with no previous band experience. The course involves applying basic 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.

INTERMEDIATE BAND

Grade: 9-12

Prerequisite: Completion of Beginning Band with a C or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed the skills required in beginning band. The course involves applying both basic and intermediate 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.

ADVANCED BAND

Grade: 9-12

Prerequisite: Teacher Recommendation

Fee: \$30.00

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. **Fundraisers, attendance at after school rehearsals, performances, and travel are required for this class. This class is open by audition only.**

MARCHING BAND

Grade: 9-12

Prerequisite: Concurrently enrolled in advanced band, percussion ensemble, or rhythmic precision

Fee: \$30.00

This one semester course is designed for students already participating in the concert band program. Marching band emphasizes both musical skills and the awareness of movement within time and space. 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 half of one elective credit or one half of one Arts/Humanities credit required for high school graduation and may be repeated. **Fundraisers, attendance at after school rehearsals, performances, and travel are required for this class.**

PERCUSSION ENSEMBLE I

Grade: 9-12

Prerequisite: Audition or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for providing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. This course will fulfill one art/humanities elective credit toward high school graduation.

RHYTHMIC PRECISION

Grade: 9-12

Prerequisite: Audition or Teacher Recommendation

FEE: \$30

This one-year course 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. This course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation.

Fundraisers, attendance at after school rehearsals, performances, and travel are required for this class.

BEGINNING GUITAR

Grade: 9-12

Fee: \$30.00

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.

INTERMEDIATE GUITAR

Grade: 10-12

Prerequisite: Completion of Beginning Guitar with a C or better or Teacher Recommendation

Fee: \$30.00

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.

ADVANCED GUITAR

Grade: 11-12

Prerequisite: Completion of Intermediate Guitar with a C or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II 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 advanced 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, 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.

BEGINNING ORCHESTRA

Grade: 9-12

Fee: \$30.00

This one-year course is designed for students with no previous orchestra experience. The course involves applying basic 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 of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

INTERMEDIATE ORCHESTRA

Grade: 9-12

Prerequisite: Completion of Beginning Orchestra with a C or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate 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.

ADVANCED ORCHESTRA

Grade: 9-12

Prerequisite: Completion of Intermediate Orchestra with a C or better or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for students who have successfully completed an intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. 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 and may be repeated.

CHAMBER ORCHESTRA

Grade: 10-12

Prerequisite: Audition or Teacher Recommendation

Fee: \$30.00

This one-year course is designed for high school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated. **Fundraisers, attendance at after school rehearsals, performances, and travel are required for this class.**

DANCE COURSES

DANCE FOLKLORICO BEGINNING

Grade: 9-12

Fee: \$30

This one-year course is designed to develop an appreciation of the traditional Mexican dance form, Ballet Folklórico. This will be achieved by providing movement experiences that explore and extend the artistic, affective, cognitive, and psychomotor potentials of the student. Brief history and key knowledge of Mexico is introduced. 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/CTE credit, or one physical education credit required for graduation and may be repeated.

DANCE FOLKLORICO INTERMEDIATE

Grade: 9-12

Prerequisite: Completion of Dance Folklórico Beginning with a C or better or Teacher Recommendation

Fee: \$30

This one-year course follows Beginning Ballet Folklórico and is designed to build upon the performance skills mastered in the beginning course. This course further explores and extends the artistic, affective, cognitive, and psychomotor elements of Ballet Folklórico. The place of Ballet Folklórico in the Hispanic cultural heritage and the importance of sustained group and individual effort are stressed. Mexican history and pertinent information regarding Ballet Folklórico is extended. 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/CTE credit, or one physical education credit required for graduation and may be repeated.

DANCE FOLKLORICO ADVANCED

Grade: 10-12

Prerequisite: Audition or Teacher Recommendation

Fee: \$30

This one-year course follows Intermediate Ballet Folklórico and is designed to build upon the performance skills mastered in the intermediate course. This course further explores and extends the artistic, affective, cognitive, and psychomotor elements of Ballet Folklórico. The place of Ballet Folklórico in the Hispanic cultural heritage and the importance of sustained group and individual effort are stressed. 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/CTE credit, or one physical education credit required for graduation and may be repeated.

DANCE FOLKLORICO PERFORMING

Grade: 9-12

Prerequisite: Audition only

Fee: \$30

This one-year course is designed for students who have successfully completed at least two years and have auditioned for the Ballet Folklórico Performing Group, which represents the school in inside and outside school functions. Possible travel opportunities. This course further explores and extends the artistic, affective, cognitive, and psychomotor elements of Ballet Folklórico. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. **Fundraisers, attendance at after school rehearsals, performances, and travel are required for this class.**

MARIACHI COURSES

BEGINNING MARIACHI HARMONY

Grade: 9-12

Fee: \$30

This one-year course is designed for students with no previous Mariachi guitar/vihuela/guitarrón experience. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing, rhythmic patterns, chord study, finger melody construction, musical forms, tablature notation, improvisation, and performing experiences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one

elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

BEGINNING MARIACHI MELODY

Grade: 9-12

Fee: \$30

This one-year course is designed for students with no previous Mariachi violin, trumpet, or vocal experience. Areas of concentration include correct posture, note reading, aural skills, singing, instrumental technique songs, rhythmic patterns, construction, musical forms, improvisation, and performing experiences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

INTERMEDIATE MARIACHI

Grade: 9-12

Prerequisite: Completion of Beginning Mariachi with a C or better or Teacher Recommendation

Fee: \$30

This one-year course is designed to allow students to perform in an ensemble which has a selected membership and specializes in performing intermediate-level Mariachi ensemble literature. 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.

ADVANCED MARIACHI

Grade: 9-12

Prerequisite: Audition or Teacher Recommendation

Fee: \$30

This one-year course is designed for students who have successfully completed the intermediate-level Mariachi performance course and are interested in performing in an ensemble which has a selected membership and which specializes in advanced-level Mariachi ensemble literature. 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.

CHAMBER MARIACHI

Grade: 10-12

Prerequisite: Audition Required

Fee: \$30

This one-year course is designed for students who have successfully completed the intermediate-level or advanced-level Mariachi performance course and are interested in performing in a chamber ensemble which has a select content-specific membership. 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. **Fundraisers, attendance at after school rehearsals, performances, and travel are required for this class.**

THEATER COURSES

THEATER I

Grade Level: 9-12

Prerequisites:

Fee: \$30

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 of the elective credits required for graduation. **Students will be expected to attend**

specific performances throughout the year.

THEATER II

Grade Level: 10-12

Prerequisites: Theater I with a grade of C or better.

Fee: \$40

This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who 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. **Students will be expected to attend after school rehearsals as assigned. All performances will be done in the evening. Dates will be announced at the start of the school year.**

THEATER III

Grade Level: 11-12

Prerequisite: Completion of Theater II with a grade of C or better.

Fee: \$30

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. **Students will be expected to attend after school rehearsals as assigned. All performances will be done in the evening. Dates will be announced at the start of the school year.**

THEATER IV

Grade Level: Grade 12

Prerequisite: Completion of Theatre III with a grade of B or better.

Fee: \$30

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. **Students will be expected to attend after school rehearsals as assigned. All performances will be done in the evening. Dates will be announced at the start of the school year.**

FILM STUDIES I

Grade Level: 9-12

Prerequisite:

Fee: \$10

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

Grade Level: 10-12

Prerequisite: Successful completion of Film Studies I

Fee: \$10

This one-year course is designed as a continuation of Film Studies I, 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.

WORLD LANGUAGES DEPARTMENT COURSE OFFERINGS

World Language Departments Electives	
9th Grade	<ul style="list-style-type: none"> • French I • French II Honors • Spanish I • Spanish II Honors • Beginning Spanish Literacy (Spanish for Spanish Speakers I) • Intermediate Spanish Literacy Honors (Spanish for Spanish Speakers II)
10th Grade	<ul style="list-style-type: none"> • French I • French II/III Honors • Spanish I • Spanish II/III Honors • Beginning Spanish Literacy (Spanish for Spanish Speakers I) • Intermediate Spanish Literacy Honors (Spanish for Spanish Speakers II) • Advanced Spanish Literacy Honors (Spanish for Spanish Speakers III Honors)
11th Grade	<ul style="list-style-type: none"> • French I • French II/III Honors • Spanish I • Spanish II/III • Beginning Spanish Literacy (Spanish for Spanish Speakers I) • Intermediate Spanish Literacy Honors (Spanish for Spanish Speakers II) • Advanced Spanish Literacy Honors (Spanish for Spanish Speakers III Honors) • AP Spanish Language and Culture
12th Grade	<ul style="list-style-type: none"> • French II/III Honors • Spanish II/III Honors • Intermediate Spanish Literacy Honors (Spanish for Spanish Speakers II) • Advanced Spanish Literacy Honors (Spanish for Spanish Speakers III Honors) • AP Spanish Language and Culture

FRENCH I

Grade: 9-11

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-mid 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.

FRENCH II HONORS

Grade: 9-12

Prerequisite: Completion of French I with C or better or Teacher Recommendation

This one-year course is designed for students who have successfully completed French I or who demonstrate a proficiency level of novice-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 novice-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 the Arts/Humanities credit required for high school graduation.

FRENCH III HONORS

Grade: 10-12

Prerequisite: Completion of French II H with C or better and Teacher Recommendation

This one-year course is designed for students who have successfully completed French 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 I

Grade: 9-11

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-mid 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.

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. **Spanish I is limited to non-native Spanish speaking students only.**

SPANISH II HONORS

Grade: 9-12

Prerequisite: Completion of Spanish I with C or better or Teacher Recommendation

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-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 novice-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 the Arts/Humanities credit required for high school graduation. **Spanish II H is limited to non-native Spanish speaking students only.**

SPANISH III HONORS

Grade: 10-12

Prerequisite: Completion of Spanish II H with C or better and teacher recommendation

This one-year course is designed for students who have successfully completed Spanish II Honors 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 either one of the elective credits or one Arts/Humanities credit required for high school graduation. **Spanish III H is limited to non-native Spanish speaking students only.**

BEGINNING SPANISH LITERACY

Grade: 9-11

Prerequisite: Teacher Recommendation based on Placement Assessment

This one-year course is designed for students from a Spanish-speaking background to facilitate their acquisition of the target language at the novice-mid 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 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. **The student will be placed into this course only by teacher recommendation after submission of a writing sample.**

INTERMEDIATE SPANISH LITERACY HONORS

Grade: 9-12

Prerequisite: Completion of Spanish I/Beginning Spanish Literacy I with C or better or Teacher Recommendation based on Placement Assessment

This one-year course is designed for students from a Spanish-speaking background 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. 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 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 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. **The student will be placed into this course only by teacher recommendation after submission of a writing sample.**

ADVANCED SPANISH LITERACY HONORS

Grade: 10-12

Prerequisite: Completion of Spanish I or Intermediate Spanish Literacy H with a C or better and Teacher Recommendation based on Placement Assessment

This one-year course is designed for students from a Spanish-speaking background 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. 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 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 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. **The student will be placed into this course only by teacher recommendation after submission of a writing sample.**

AP SPANISH LANGUAGE AND CULTURE

Grade: 11-12

Prerequisite: Completion of Spanish III H or Advanced Spanish Literacy with a B or better or Teacher Recommendation
Fee: AP Testing Fee

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.

INDIVIDUALIZED STUDENT SERVICES

Sunrise Mountain High School Student Services Department offers courses designed to provide a comprehensive course of study for students with behavioral, cognitive, emotional, learning, and physical disabilities in grades 9-12. Curriculum emphasis is placed on developing social, vocational, and academic skills that students will need to perform basic competencies in such areas as reading, writing, and mathematics in the college, military, and/or workplace setting.

The Student Services Department offers three models to assist students with disabilities achieve. Students are placed in the least restrictive environment, as recommended in their Individualized Educational Plan (IEP). The models are:

COOPERATIVE TEACHING MODEL

This model is designed to assist students with disabilities in becoming successfully integrated into a general class or classes. The special education teacher and the general education teacher cooperatively work with the entire class on planning lessons and instructional strategies.

RESOURCE ROOM MODEL

This model is designed for students with disabilities who have difficulty within a particular subject or subjects. The special education teacher plans lessons and instructional strategies in a specific content area. Emphasis is on returning students to the general education setting as soon as possible.

SPECIALIZED EDUCATIONAL PROGRAM MODEL

This model is designed for students whose disabilities require extreme instructional and curriculum modifications that cannot be feasibly performed in a resource or regular education program. The special education teacher utilizes specialized curriculum and instructional modes to educate students. Emphasis is on returning students to resource room or general education settings as soon as possible.

<u>ENGLISH</u> English 1 APP English 2 APP English 3 APP English 4 APP	<u>MATHEMATICS</u> Math I Math II Principles of Algebra Principles of Geometry Personal Finance I Personal Finance II	<u>SOCIAL STUDIES</u> The Study of World History The Study of U.S. History The Study of U.S. Government
<u>SCIENCE</u> Principles of Biology Principles of Geoscience Principles of Physical Science	<u>ELECTIVES</u> PreVocational Skills Study Skills Social Living/Independent Living Skills Reading APP Personal Health	

ENGLISH

ENGLISH 1 APP

Grade: 9

Prerequisite: IEP

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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 mature ways such as controlling the language and structure of text; completing more complex writing assignments; reading a range of literary and informational texts, both classic and contemporary; delivering more oral presentations; and participating in a variety of conversations and collaborations with peers and adults. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 English credits required for high school graduation.

ENGLISH 2 APP

Grade: 10

Prerequisite: IEP

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 English credits required for high school graduation.

ENGLISH 3 APP

Grade: 11

Prerequisite: IEP

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 English credits required for high school graduation.

ENGLISH 4 APP

Grade: 12

Prerequisite: IEP

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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. The appropriate use of technology is an integral part of this course. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 English credits required for high school graduation.

MATHEMATICS

MATH I

Grade: 9-12

Prerequisite: IEP

This one-year course is designed to focus on five critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, developing, and using expressions and linear equations; 4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 5) drawing inferences about populations based on samples. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 required mathematics credits for high school graduation.

MATH II

Grade: 9-12

Prerequisite: IEP

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 required mathematics credits for high school graduation.

PRINCIPLES OF ALGEBRA

Grade: 9-12

Prerequisite: IEP

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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 the Algebra I requirement and one of the mathematics credits required for high school graduation.

PRINCIPLES OF GEOMETRY

Grade: 9-12

Prerequisite: IEP

This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 required mathematics credits for high school graduation.

PERSONAL FINANCE I

Grade: 9-12

Prerequisite: IEP

This one-year course introduces students to the study of personal finance. Major topics include money management, risk management, financial planning related to consumer and family studies, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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. This course fulfills one of the required mathematics credits for high school graduation.

PERSONAL FINANCE II

Grade: 9-12

Prerequisite: IEP

This one-year course follows Personal Finance 1 and is designed to provide students a deeper understanding of personal finance concepts. Major topics include money management, risk management, financial planning related to consumer and family studies, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 required mathematics credits for high school graduation.

SOCIAL STUDIES

THE STUDY OF WORLD HISTORY

Grade: 10

Prerequisite: IEP; Specialized Programs Only

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 historical, geographical, political, economic, and cultural contexts. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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.

THE STUDY OF U.S. HISTORY

Grade: 11

Prerequisite: IEP; Specialized Programs Only

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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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.

THE STUDY OF U.S. GOVERNMENT

Grade: 12

Prerequisite: IEP; Specialized Programs Only

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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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.

SCIENCE

PRINCIPLES OF BIOLOGY

Grade: 9-12

Prerequisite: IEP; Specialized Programs Only

This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to biology. Topics 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. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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.

PRINCIPLES OF GEOSCIENCE

Grade: 9-12

Prerequisite: IEP; Specialized Programs Only

This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to earth and space science. Topics 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. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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.

PRINCIPLES OF PHYSICAL SCIENCE

Grade: 9-12

Prerequisite: IEP; Specialized Programs Only

This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to physical science. Topics include Forces and Interactions, Energy, Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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.

ELECTIVES

PREVOCATIONAL SKILLS

Grade: 9-12

Prerequisite: IEP

This one-year course is designed to assist students in determining the occupational areas for which they might best prepare for post-secondary employment. Major topics include four major areas of work practice; classroom jobs, school and community work experiences, neighborhood jobs, and paid employment in the community. This course provides students the opportunity to learn about and practice work habits and skills applicable to a variety of jobs. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. The appropriate use of technology is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one elective credit required for high school graduation and is repeatable.

STUDY SKILLS

Grade: 9-12

Prerequisite: IEP

This one year course teaches students the process of organizing their thinking to acquire knowledge of new concepts and skills, and retain information that aids in their ability to study and successfully participate in all areas of academic studies. Strategies may include the use of mnemonics, effective reading strategies, concentration techniques, effective note taking, and time management and motivation 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. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. This repeatable course fulfills the one elective credit required for high school graduation.

SOCIAL LIVING/INDEPENDENT LIVING SKILLS

Grade: 9-12

Prerequisite: IEP

This one-year course gives students the opportunity for self-improvement through exploring who they are, the values they want to have, how to set short- and long-term goals, responsibility and leadership, and how to identify and overcome obstacles. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation and may be repeated.

READING APP

Grade: 9-12

Prerequisite: IEP

This course is designed to improve students' word recognition, decoding, phonetic, and reading comprehension skills. Sequencing and main ideas will also be addressed. This course is not designed to prepare students for the End of Course Exams.

PERSONAL HEALTH

Grade: 9-12

Prerequisite: IEP; Specialized Programs only

This one-year course examines the relationships between the structural and physiological functions required for mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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. The course fulfills the one-half credit of health required for high school graduation as well as one-half elective credit.

ACADEMIC SERVICES COURSE OFFERINGS

Academic Services Electives	
Work-Based Learning	<ul style="list-style-type: none">• Applied Office Practice• Student Aide• School-Related Work Experience
Education and Training	<ul style="list-style-type: none">• Freshman Studies• Junior Studies• Guidance• Employability Skills
Miscellaneous	<ul style="list-style-type: none">• Study Skills• Virtual Lab

WORK-BASED LEARNING COURSES

APPLIED OFFICE PRACTICE

Grade: 11-12

Prerequisite:

This one-year course is designed to provide the business student 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. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignment will be made and approved by the Applied Office Practice teacher-coordinator. 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. The student enrolled in the Student Aide Program is excluded from these areas. 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

Grade: 11-12

Prerequisite: Students must apply with Cafeteria Manager and meet the job requirements

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

STUDENT AIDE

Grade: 11-12

Prerequisite:

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.

EDUCATION AND TRAINING COURSES

FRESHMAN STUDIES

Grade: 9

This one-year course is designed for ninth grade students to provide a smooth transition into the high school setting and develop a sense of community and ownership. Emphasis will be placed on developing a long-range educational plan. This course will fulfill one elective credit required for high school graduation.

JUNIOR STUDIES

Grade: 11

Prerequisite: Teacher Recommendation

This one-year course is designed for eleventh grade students to prepare them for the world of work and post-secondary education. Emphasis will be placed on the employment process and employability skills during the first semester. Preparing for college entrance exams, application processes, financial aid and a focused personal plan for post secondary training or education will be emphasized during the second semester. This course will fulfill one elective credit required for high school graduation. **This class will focus on preparing students for the ACT exam.**

GUIDANCE

Grade: 11-12

Prerequisite: Teacher Recommendation

This one-year course is designed to increase academic success among students identified as at-risk by exhibiting at least

one of the following characteristics: excessive absences, poor academic grades, low self-esteem, and/or multiple discipline referrals. This course can be taught in numerous ways to meet the state guideline of 120 hours of instruction. The class can be offered in one of the following ways: As a one-period elective during the regular school day. As a late- or early-bird class. As a combination class of after school and Saturdays with guided activities and documented seat time. As a one-on-one individualized class with guided activities, written/oral reports, and a contract. This course will fulfill one of the elective credits required for graduation. **This class works in partnership with Communities and Schools.**

EMPLOYABILITY SKILLS

Grade: 11-12

Prerequisite: Teacher Recommendation

This one-year course provides students with employability skills for career readiness. Topics include leadership, self-development skills, and professional-knowledge necessary to be successful in the workplace. 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. **This class works in partnership with Jobs for America's Graduates.**

MISCELLANEOUS COURSES

STUDY SKILLS

Grade: 9-12

Prerequisite: Teacher Recommendation

This one-year course is designed to increase academic success in the skills of critical thinking, reading, listening, writing, and speaking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

VIRTUAL LAB HS

Grade: 11-12

This option is competency-based and designed for students who need several credits in a single content area and who need on-campus course availability with face-to-face support. Course completion is determined by student demonstration of competency. Multiple courses in the same content area, including different semesters, may be offered in the same class period. **Competency-based courses are not accepted by the military and the NCAA.**