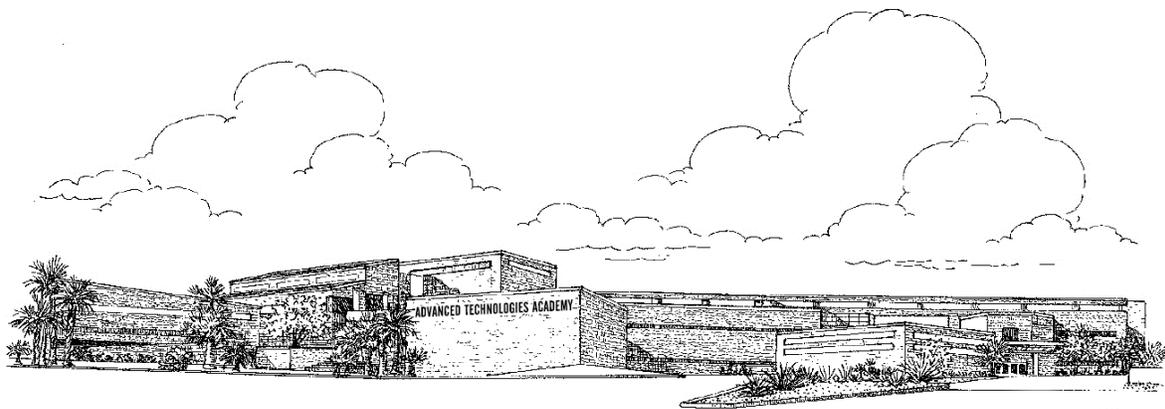


# Advanced Technologies Academy

## Course Catalog 2017-2018



702-799-7870 | [www.atech.org](http://www.atech.org) | Academics *plus* Technology

## MISSION STATEMENT

The mission of Advanced Technologies Academy is to empower a diverse student body to succeed in a competitive world by promoting academic concepts, technological skills, and ethical behavior.

## COURSE CATALOG STATEMENT

We reserve the right to update or modify the course catalog at any time without prior notice. For the most accurate and updated version of the course catalog, please visit [atech.org](http://atech.org).

### Advanced Technologies Academy Administration

**Jonathan Synold**..... Principal  
**Roseann Hill** ..... Assistant Principal  
**Shiah Littmann** ..... Assistant Principal

### Advanced Technologies Academy Counselors

<u>Student Last Name</u>	<u>Counselor Name</u>
Alpha A-E .....	<b>Maribel Romero</b>
Alpha F-L .....	<b>Rabin Gokul</b>
Alpha M-R.....	<b>Alisa Nyznyk</b>
Alpha S-Z.....	<b>Jeanne Moore</b>

### Advanced Technologies Academy Office Phone Numbers

**Main Number** ..... 799-7870  
**Fax Number** ..... 799-0656

**Principal** ..... Ext. 4100  
**Asst. Principal Hill** ..... Ext. 4200  
**Asst. Principal Littmann**..... Ext. 4500

**Attendance Office** ..... Ext. 4035  
**Banker**..... Ext. 4044  
**Counseling**..... Ext. 4300  
**Student Services**..... Ext. 4500

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities and provide equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

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## GENERAL INFORMATION

This Registration Guide provides students and parents with information to assist with the students' program choices. Students should discuss course selections with their parents, teachers, and counselor. Students are encouraged to enroll in courses that challenge them, provide the best possible preparation for successful employment, and ensure post-secondary education readiness.

## REQUIRED HIGH SCHOOL STUDENT CLASS LOAD

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

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

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

**Open periods may be requested by seniors only. If an open period is granted, students must have their own transportation to leave campus at the end of their scheduled classes.**

**\*\*Students are allowed on campus during open periods only if they report to the library during the open periods. Students who leave campus after scheduled classes are not permitted to return\*\***

## DUPLICATE COURSE WORK – REPEATING COURSES

A student may repeat a course. A student 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 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 an "F" will only be removed once. If applicable, all other "F's" will remain on a transcript.**

## TEACHER RECOMMENDATIONS

Students will have the opportunity to choose courses based on course prerequisites and teacher recommendations. In the event that some electives are filled or an insufficient number of students enroll in a class to offer the class, students will be enrolled in their alternate choices, if available, in the order listed. Each course is described by content and prerequisites. Every effort is made to aid students in planning their high school programs and projecting these programs toward long-term goals; however, the ultimate responsibility for each student's individual program must rest with the student and parent. When selecting courses, students should consider graduation and post-high school education or occupational entrance requirements. **Please read this entire Registration Guide carefully before selecting classes.**

## PREREQUISITES

Prerequisites are listed in this Registration Guide to help students and parents decide on courses for next year. Both semesters of a prerequisite course **must be successfully completed** and, if required, the stated grade earned. Students may repeat a course for no additional credit in order to meet prerequisite requirements.

## COURSE CHALLENGE

Course placement is based on the student's ability level, teacher recommendations, and other indicators. The student and parent/guardian should carefully consider all prerequisites for each course. Students may challenge recommendations which they feel do not meet their academic needs, however, **only students who have successfully completed the course prerequisite(s) with at least a "C" grade will be permitted to challenge course recommendations. Students may not challenge courses above their grade level.** Students wishing to challenge a course must submit a signed Course Challenge Contract. **Students must remain in challenged classes for a FULL YEAR.** It is the student's responsibility to get the appropriate signatures on their registration forms.

## CLASS FEES

Class fees are charged for courses with special projects. These fees are set by CCSD and are listed under "prerequisites." Please contact your child's counselor or respective teacher if family circumstances do not allow immediate payment of fees. Class fees should never be a deterrent for a student not to select a course.

## TECHNOLOGY EQUIPMENT and NETWORK ACCESS

A-TECH is the only CCSD high school with unfiltered Internet access. Students will be required to complete the Acceptable Use Policy agreement prior to accessing A-TECH's computer network. Access to the Clark County School District's educational network resources is designed for educational purposes, and the District has taken precautions to eliminate access to controversial material. However, please recognize it is impossible for the District to restrict access to all controversial materials. Furthermore, if a student does not follow the Clark County School District's Acceptable Use Policy, privileges to access the District computer network resources may be revoked.

Students are expected to use equipment, hardware, software, network, Internet, and other technology at A-TECH in an appropriate and responsible manner. Actions by students which result in damage, alteration, or interference of any of the above, violation of copyrights, or accessing inappropriate material will result in disciplinary action. Disciplinary action may include a required parent conference (RPC), suspension, referral to legal authorities, or to an alternative site and/or monetary reimbursement to correct or repair the problem.

Students are encouraged to bring personal technology and communication devices such as cell phones, laptops, or tablets to enhance instruction and student achievement under the Bring Your Own Device Program (BYOD). Students and parents are required to complete a BYOD agreement each year. These devices may be only used before and after school, during lunch or with the approval of the classroom teacher. **A-TECH is not responsible for lost or stolen devices.** See CCSD Policy 5136 for more information regarding personal technology and communication devices.

## HOMEWORK POLICY

Homework assignments should generally be an outgrowth of classroom interests and activities. Students should expect homework in all classes. Teachers will insist on high standards of work turned in by students. Accuracy, neatness, legibility, proper arrangement on the page, correct spelling, and punctuation will be stressed. Students may be required to check their Google Classroom webpages daily in order to complete all homework assignments. Due to the increased rigor, Advanced Placement classes may assign summer, weekend and holiday homework. The student should always understand the purpose of the homework assignment and be certain as to what to do or what to look for. Students are encouraged to attend a teacher's Assistance period to ask clarifying questions about a homework assignment before leaving campus.

## SCHEDULE CHANGE POLICY

The master schedule for all classes offered is the end result of months of planning, student/parent opportunities for guidance, student choices for classes, and staffing needs of the school. As a consequence of this extensive planning, schedule changes will not be made after registration. Student-initiated requests for a schedule change are considered only during the first 18 days of the semester, are subject to space availability, and are considered for the following specific reasons:

- Adding required graduation courses
- Successful completion of summer school
- End of Course exam preparation
- Concurrent and/or Early Studies Enrollment

After eighteen (18) days into the semester, no student may change or withdraw from a class due to the required number of hours to earn credit. **Students who withdraw from a class after 18 days into the semester will receive a grade of "F" for the semester on their transcripts and will not receive credit for the new class.** Class changes will not be granted for failing grades, poor work habits, request for a teacher, request for an easier course load, change of mind, or lunch period.

## **ACADEMIC LETTER**

Academic Letters are awarded to the student receiving all "A" grades for both semester grading periods during one calendar school year. For each subsequent year, the student meeting the Academic Letter requirement will receive a bar to attach to his/her Academic Letter. An Academic Letter reception for qualifying students will be hosted in the fall of the following school year.

## **ACADEMIC PROBATION**

All students and parents are required to sign a Magnet Program Contract when enrolling at A-TECH. The contract states that students must maintain a minimum grade point average of an overall 2.0 unweighted GPA (C average) and earn a C or better on Program area courses. Students who fall below a 2.0 GPA or earn a D or F in their program area course will be placed on Academic Probation for one semester. If a student on Academic Probation fails to attain a 2.0 GPA or earn a C or better in their Program Area course by the end of the following semester, they will be withdrawn from A-TECH and must return to their home school.

## **ENROLLMENT ADJUSTMENTS**

The administration may, due to increased/decreased enrollment and staff changes, balance sections by transferring students from one class and/or teacher to another section. Effort will be made to ensure a smooth transition for students.

## **RELEASE OF STUDENT DIRECTORY INFORMATION**

The CCSD releases directory information, which is information not generally considered harmful or an invasion of privacy if disclosed (Regulation 5125.1). This information will be made available to qualified agencies upon request. Qualified agencies include, but are not limited to public colleges and universities, Nevada State Treasurer's Office, and the military branches. Federal No Child Left Behind legislation requires that all branches of the military have access to directory information upon request.

The term "directory information" means one or more of the following items: Student name, address, telephone number, date and place of birth, school attended, grade level, participation in officially organized activities and sports, weight and height of the members of athletic teams, and degrees and awards received. Parents have the right to have directory information restricted upon request. If parents prefer to restrict the release of their child's directory information, they may sign a Restrict Release of Student Information form that is available in the Registrar's office.

## **CCSD GUIDANCE & COUNSELING WEBSITE**

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

## **COUNSELING OFFICE (702) 799-7870 x4300**

Four academic counselors are available to assist students and parents. The mission of the school counseling program at Advanced Technologies Academy is to provide equitable access to a rigorous curriculum and to support diverse learners within a caring learning community. We encourage students to challenge themselves academically, use technology effectively, and to develop self-advocacy skills in order to achieve their educational, personal/social, and career goals.

## **MATRICULATION**

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

## **SPECIAL PROGRAMS**

An Individual Education Plan (IEP) for each special education program student must be developed and reviewed annually. To assist these students, a team-teaching program is available in core subject areas as deemed necessary in students' IEPs. In this program, the classroom teacher receives support, assistance, advice, and supplemental material from the consulting special education teacher. Planning is a joint effort while the primary responsibility for instruction lies with the regular classroom teacher.

## FOUR-YEAR COURSE PLAN

Each ninth-grade student must have an approved four-year academic plan. The academic plan must set forth 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, Advanced Placement (AP), International Baccalaureate (IB), and Honors courses.

The ninth-grade student and his/her 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.

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.

## VOCATIONAL TESTING

The Armed Services Vocational Aptitude Battery (ASVAB) is offered to 11th and 12th grade students at no cost. Results indicate student ability, achievement, and interest areas. Individuals do not need to be interested in joining the military to participate.

## CAREER AND TECHNICAL EDUCATION (CTE) COLLEGE CREDIT

CTE College Credit provides an opportunity for secondary students who complete state-approved programs in career and technical education (CTE) to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit, the high school coursework aligns to postsecondary courses and the teacher of record is a high school CTE teacher.

To qualify for the CTE College Credit, students must:

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

Students who complete a CTE program of study according to the criteria are eligible to earn the CTE College Credit within three years of graduating from high school and upon admission to the postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align to the college courses for a certificate or degree in a related career pathway.

## CONCURRENT CREDIT OPTIONS

Concurrent credits are credits a student earns from another CCSD-sponsored school while still attending his/her home school. The student may earn credit within the scope of the day at the home school, and/or earn credits by enrolling in another school or program within the District. **A student may not be enrolled in two or more instances of the same course concurrently.** All concurrent course enrollments require prior approval from school counselors/administrators. There is no limit on earning concurrent credits. See your counselor for more information on the following concurrent programs:

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

## EXTERNAL CREDIT OPTIONS

External credits are credits earned beyond the regular school day. Students currently enrolled in a Clark County high school may earn a maximum of six (6) external credits toward graduation. If a student completes a recognized Advanced Placement (AP) curriculum from an accredited institution, AP credit will be awarded. Honors designation will be awarded for approved dual credit courses.

**All external credit options require prior approval from the student's school of full-time enrollment using the CCF-850 External Credit Application.**

### Maximum Credit Options

Students enrolled in the Clark County School District may earn a total of six (6) external credits. Not more than three (3) external credits in English, mathematics, science, and social studies may be applied toward graduation.

External credits from the following programs are accepted when successfully completed in accordance with Clark County School District guidelines:

**Community Service Credit** – A maximum of one credit may be earned for students who complete 120 hours of volunteer service with an approved community agency. One-half credit may be earned for 60 hours of service; court mandated hours do not count for Community Service credit.

**Correspondence Credit** – Credits may be earned for courses completed online from approved institutions. The costs of courses vary. Students must conform to the procedures set by credit granting institution.

**Credit-By-Exam** – Students may earn credit by obtaining a score of 70% or better on an examination for a course they have not taken previously or are not enrolled in currently. For a complete list of credit by exam course offerings and fees, see the NVLA website at <http://nvlearningacademy.net/>. Credit by Exam cannot count toward Honors credit.

**Dual Credit** – High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three-credit college/university course equals one-half unit of high school credit.

**Educational Travel Credit** – A maximum of one credit may be granted to students who keep a journal while traveling for 42 consecutive days or 1/2 credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit.

**Enrichment Program Credit** – Students may receive credit for academically accelerated courses taken at accredited institutions.

**Music Equivalent Credit** – A maximum of one credit may be granted to students participating in a music program not offered by the Clark County School District. Credit granting is monitored by the CCSD Department of Fine Arts. Specific application forms must be submitted along with a fee. Call (702) 799-8531 for more information.

**Online Courses** – Credits may be earned for courses completed by mail or online from approved institutions. The cost of courses vary. Students must conform to the procedures set by the credit granting institution.

## COLLEGE READINESS ASSESSMENTS

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

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

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

## ACTIVITIES AND ATHLETICS

Students at A-TECH are encouraged to participate in activities and/or athletics beyond the classroom.

### ACTIVITIES

Over forty different clubs and organizations exist at Advanced Technologies Academy. Clubs are based on an A-TECH program and/or special interests of students.

Student body and class officer elections are held each year. Students have the opportunity to be involved in student elections either as a candidate, member of a campaign committee, or as an informed voter.

### ATHLETICS

Students with an interest in competition sports are encouraged to participate in tryouts for the sport(s) of their choice at their zoned schools. **Busing for sports is not available from A-TECH to the zoned school.** Students must contact the zoned school for tryout schedules.

#### **Clark County School District Athletic Eligibility:**

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

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

##### **Maintenance of Eligibility**

1. Must maintain passing grades in all subjects during the current athletic season.
2. Must regularly attend school. Must be in school in order to participate in practice or games on any given day.
3. Must maintain positive citizenship. Students on RPC or suspension are not eligible to participate. Serious and/or chronic behavior infractions may result in suspension of athletic participation for up to one year, at the discretion of the principal. Additional specific eligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.

## PHYSICAL EDUCATION II WAIVER CREDIT

A maximum of one (1) credit of Physical Education II (PE II) Waiver credit may be earned toward graduation if a student actively participates in and completes an authorized school activity of one hundred-twenty (120) hours of participation. Students may earn PE II Waiver credit by two methods:

- **Option I:** Students may earn a PE II Waiver if they participate in and complete one of the school-sponsored activities/athletics listed below:
  - Baseball – Varsity, Junior Varsity
  - Basketball – Varsity, Junior Varsity, B-Team
  - Bowling – Varsity, B-Team
  - Cheerleaders – Varsity, Junior Varsity, B-Team
  - Cross Country – Varsity
  - 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

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

Transfer students may qualify if the sport can be verified.

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

## NCAA ELIGIBILITY REQUIREMENTS

In order to participate in collegiate athletics, students must register with the NCAA at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). This should be initiated in the student's junior year. NCAA Division I and Division II require 16 core courses. See the charts below.

NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.

Division I core GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300. The Division I ACT/SAT minimum score is determined by the core GPA on the Division I sliding scale. Division II requires a minimum SAT score of 820 or ACT sum score of 68 and a core GPA of 2.0. **Beginning August 1, 2018, Division II core GPA to be eligible for competition is 2.200.** Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website

([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA.

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

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

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

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

# NEVADA DEPARTMENT OF EDUCATION

## CODE OF HONOR

### **Nevada Department of Education**

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

### **What is cheating?**

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

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

### **What is plagiarism?**

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

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

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

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

*Consequences for violating the Code of Honor will be subject to disciplinary measures, which could result in expulsion. 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.*

# GRADUATION



Students who graduate from A-TECH must meet all state, district, and A-TECH requirements. **Students may not graduate from A-TECH prior to the completion of their senior year (12th grade).** Students who desire to graduate early must return to their zoned high schools or an alternative school and meet the graduation requirements of that school in order to graduate early. Seniors who complete all graduation requirements and complete their 12th grade at A-TECH will earn an A-TECH diploma.

## **VALEDICTORIAN & SALUTATORIAN**

Identification of Valedictorian(s) and Salutatorian(s)

1. Valedictorian(s), student(s) with the highest grade point average (weighted GPA with Bonus Points) in the graduating cohort, and Salutatorian(s), student(s) with the second highest grade point average (weighted GPA with Bonus Points) in the graduating cohort, will be identified as candidates at the end of the fall semester of their graduating year.
2. Final Valedictorian(s) and Salutatorian(s) will be determined based on the completion of all high school credit course work.

## **HIGH HONOR and HONOR GRADUATES**

High Honors Graduates are students who have earned a 3.8 grade point average with Bonus Points and no failing grades (F) through the seventh semester of their senior year. High Honors Graduates will wear white caps and gowns and gold stoles at graduation.

Honors Graduates are students who have earned a 3.5 to 3.799 grade point average with Bonus Points and no failing grades (F) through the seventh semester of their senior years. Honors Graduates will wear silver cords at graduation.

## **PROGRAM HONOR MEDALLION**

The Program Honor Medallion is designed to recognize students who exhibit excellence in their chosen program area. Students who successfully complete all required program credits and have earned a 3.25 grade point average without Bonus Points or higher and no failing grades (F) in all program classes through the seventh semester of their senior year are awarded the Program Honor Medallion. The Program Honor Medallion is worn at the graduation ceremony.

## **CTE PROGRAM EMBLEM**

Graduates who successfully pass the CTE End of Program Exam and CTE Workplace Readiness Skills Exam will receive a program emblem on their diploma issued by Nevada State of Education.

## GOVERNOR GUINN MILLENIUM SCHOLARSHIP PROGRAM

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

## HONORS COURSES – (H)

The CCSD Honors Program is designed to challenge students to enroll in more demanding and rigorous course work and to improve advanced academic achievement of students demonstrating accelerated educational potential. Courses offered include Honors, Advanced Placement (AP), and International Baccalaureate (IB). Knowledge of content for AP and IB courses is determined by participation in the cumulative examination sponsored by the College Board and International Baccalaureate.

Students participating in the Honors program should be mature and **highly motivated**. Honors classes are classified as accelerated, **rigorous** courses designed for students who plan to apply to colleges or universities with admission requirements that are competitive. The **level and amount of homework** is greater than regular level classes. With an eight period day, parent and student should consider the student's total workload before selecting classes that have more homework. First-year foreign language classes, fifth-year classes, and external credit options will not receive Honors credit. Students may take Honors/Advanced Placement courses even if they have not chosen to complete the requirements for the Advanced Honors Diploma.

### Advantages of the Honors Course Offerings

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

## GRADE POINT AVERAGE (GPA) CALCULATIONS

- The GPA will be calculated on a 4-point scale (A=4, B=3, C=2, D=1, F=0)
- 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.
- Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:
  - Honors .025
  - Advanced Placement (AP) .050
  - International Baccalaureate (IB) .050
- The Bonus Points for Advanced Placement (AP) and International Baccalaureate (IB) courses shall be incorporated only when a student participates in a cumulative examination.
- The exception for the aforementioned cumulative examination(s) requirement only exists if the course load for a student exceeds three courses per semester. A fourth or subsequent number of Advanced Placement (AP) or International Baccalaureate (IB) courses taken by a student in a semester does not require the participation in the cumulative examination. Students may choose which three Advanced Placement (AP) or International Baccalaureate (IB) tests to take related to that semester/year-long course.
- Parents or guardians may waive the testing requirement related to Advanced Placement (AP) and International Baccalaureate (IB) by contacting the school administration. This direct waiver request by a parent or guardian will result in the student receiving a weighted grade point factor of .025 for the completion of the Advanced Placement (AP) and International Baccalaureate (IB) courses successfully completed.
- The student who does not pursue the Advanced Honors diploma may still enroll in Honors or Advanced Placement (AP) courses and receive the Bonus Points previously described if the student participates in a cumulative examination in each semester which is successfully completed for a maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors classes.

## **ADVANCED PLACEMENT - (AP)**

Advanced Placement tests are developed by the National Educational Testing Service. AP courses on a student's transcript are evaluated by universities as the most significant entry that can appear on a transcript. **AP students may be required to attend at least one weekend study session and utilize outside study exam preparation materials in addition to classroom preparation.** In May, a cumulative exam is administered for each AP course. AP exams are graded on a scale of one (minimum) to five (maximum). The cost for each exam is paid for by the student. Students are expected to take the AP Exam. Students may take an AP Exam without having taken the AP class. **Waivers and reduced fees are available to students who demonstrate financial hardship. See your counselor for further information.** Credit is generally granted by the college or university for test scores of 3 and above. Based on a student's AP test scores, he/she may earn as many as 18 semester hours of college credit. This represents significant financial savings to the student and parent. *Students are responsible for checking the AP policy for colleges they are considering attending.* The weighted grade point factor for successful completion of a maximum of 28 semesters of Honors and/or AP courses is .025 for Honors and .050 for AP.

All AP courses fulfill the honor course requirements for an Advanced Honors Diploma. The following Advanced Placement courses are offered at A-TECH based on student interest:

### **AP Course**

AP Biology	AP Human Geography
AP Calculus AB	AP Physics 1 – Algebra Based
AP Calculus BC	AP Physics 2 – Algebra Based
AP Capstone – Seminar ( <i>Year 1</i> )	AP Physics C: Electricity & Magnetism
AP Capstone – Research ( <i>Year 2</i> )	AP Physics C: Mechanics
AP Chemistry	AP Psychology
AP Computer Science A	AP Spanish Language and Culture
AP Computer Science Principles	AP Spanish Literature and Culture
AP Macroeconomics	AP Statistics
AP Microeconomics	AP Studio Art – 2D
AP English Language and Composition	AP Studio Art – Drawing
AP English Literature and Composition	AP U.S. Government & Politics
AP Environmental Science	AP U.S. History
AP European History	AP World History

Additional AP courses are available through Distance Education.

## 21ST CENTURY COURSE OF STUDY CORE CURRICULUM REQUIREMENTS

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics (which will include Algebra II), and a third year of science. **Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.**

The 21st Century Course of Study provides the following for students:

- Opens doors to postsecondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions Expectations
  - **3.00 GPA** (weighted or weighted with Bonus Points) **in the core** curriculum
  - Approved NSHE Core Curriculum (4 English, 3 Math, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares students for the Governor Guinn Millennium Scholarship
  - 3.25 **cumulative** GPA (weighted or weighted with Bonus Points) **or** 21 ACT composite score, **or** 990 combined SAT (taken prior to March 2016, **or** 1070 combined SAT (taken on or after March 2016) **and** the core curriculum below
  - Approved NSHE Core Curriculum (4 English, 4 Math (including Algebra II or higher), 3 Natural Science, 3 Social Science & History = 14 units)
- Students may not take course work **after graduation** to meet Millennium Eligibility

21ST CENTURY COURSE OF STUDY CORE CURRICULUM	
AREA OF STUDY	UNITS
ENGLISH	4
MATHEMATICS <i>(Including Algebra II or higher)</i>	4
NATURAL SCIENCE	3
SOCIAL STUDIES AND HISTORY	3
<b>TOTAL</b>	<b>14</b>

*The 21st Century Course of Study Core Curriculum requirements are aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements as outlined in both the Nevada Revised Statutes (NRS) Chapter 396 and Nevada System of Higher Education (NSHE) Board of Regents Handbook Title 4 Chapter 18 Section 9.*



## STANDARD DIPLOMA

To receive a standard high school diploma, each student must complete twenty-two and one-half (22½) units of approved course work.

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

*\* World History or Geography is required for all Clark County School District students. World History or Geography taken in CCSD fulfills the Arts/Humanities or Career and Technical Education state requirement.*

*\*\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21st Century Learning graduation requirement.*

### Testing Requirements

Cohorts 2017 and 2018 must **take** Nevada End-of-Course (EOC) Examinations and take the ACT. Cohorts 2019 and beyond must **pass** Nevada End-of-Course (EOC) Examinations and take the ACT.

### Additional Course Requirements

Cohorts 2017 and 2018 must **pass** year-long courses aligned to the EOC Examinations. Cohorts 2019 and beyond must **take** year-long courses aligned to the EOC Examinations.

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from assessment participation requirements for graduation (NRS 389.807).

## ADVANCED DIPLOMA

To receive an Advanced Diploma, each student must complete twenty-four (24) units of approved course work and pass or participate in the required state assessment based on cohort, and achieve a minimum of a 3.25 unweighted GPA.

REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS	4
SCIENCE	3
WORLD HISTORY / GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH EDUCATION	½
21 <sup>st</sup> CENTURY LEARNING *	½
ARTS/HUMANITIES or CTE ELECTIVE **	1
ELECTIVES	6
<b>TOTAL</b>	<b>24</b>

*\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21st Century Learning graduation requirement.*

*\*\* For students pursuing the Advanced Diploma, World History or Geography will satisfy either the student's third social studies credit or the student's Arts/Humanities or Career and Technical Education elective credit but not both.*

### Testing Requirements

Cohorts 2017 and 2018 must **take** Nevada End-of-Course (EOC) Examinations and take the ACT. Cohorts 2019 and beyond must **pass** Nevada End-of-Course (EOC) Examinations and take the ACT.

### Additional Course Requirements

Cohorts 2017 and 2018 must **pass** year-long courses aligned to the EOC Examinations. Cohorts 2019 and beyond must **take** year-long courses aligned to the EOC Examinations.

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from assessment participation requirements for graduation (NRS 389.807).

## ADVANCED HONORS DIPLOMA

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 GPA Weighted and 3.85 GPA Weighted with Bonus Points. GPA calculations are exact and not rounded to meet diploma requirements.

REQUIRED AREAS OF STUDY	ADVANCED DIPLOMA UNITS	HONORS COURSE
ENGLISH	4	3
MATHEMATICS	4*	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) <ul style="list-style-type: none"> <li>• World History / Geography</li> <li>• U.S. History</li> <li>• U.S. Government</li> </ul>	3	2
PHYSICAL EDUCATION	2	
HEALTH EDUCATION	½	
21 <sup>st</sup> CENTURY LEARNING *	½	
ARTS/HUMANITIES or CTE ELECTIVE **	1	
FOREIGN LANGUAGE		1***
ELECTIVES	6	2
<b>TOTAL</b>	<b>24</b>	<b>12</b>

\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21st Century Learning graduation requirement.

\*\* For students pursuing the Advanced Diploma, World History or Geography will satisfy either the student's third social studies credit or the student's Arts/Humanities or Career and Technical Education elective credit but not both.

\*\*\* First year foreign language courses will not receive Honors credit.

### Testing Requirements

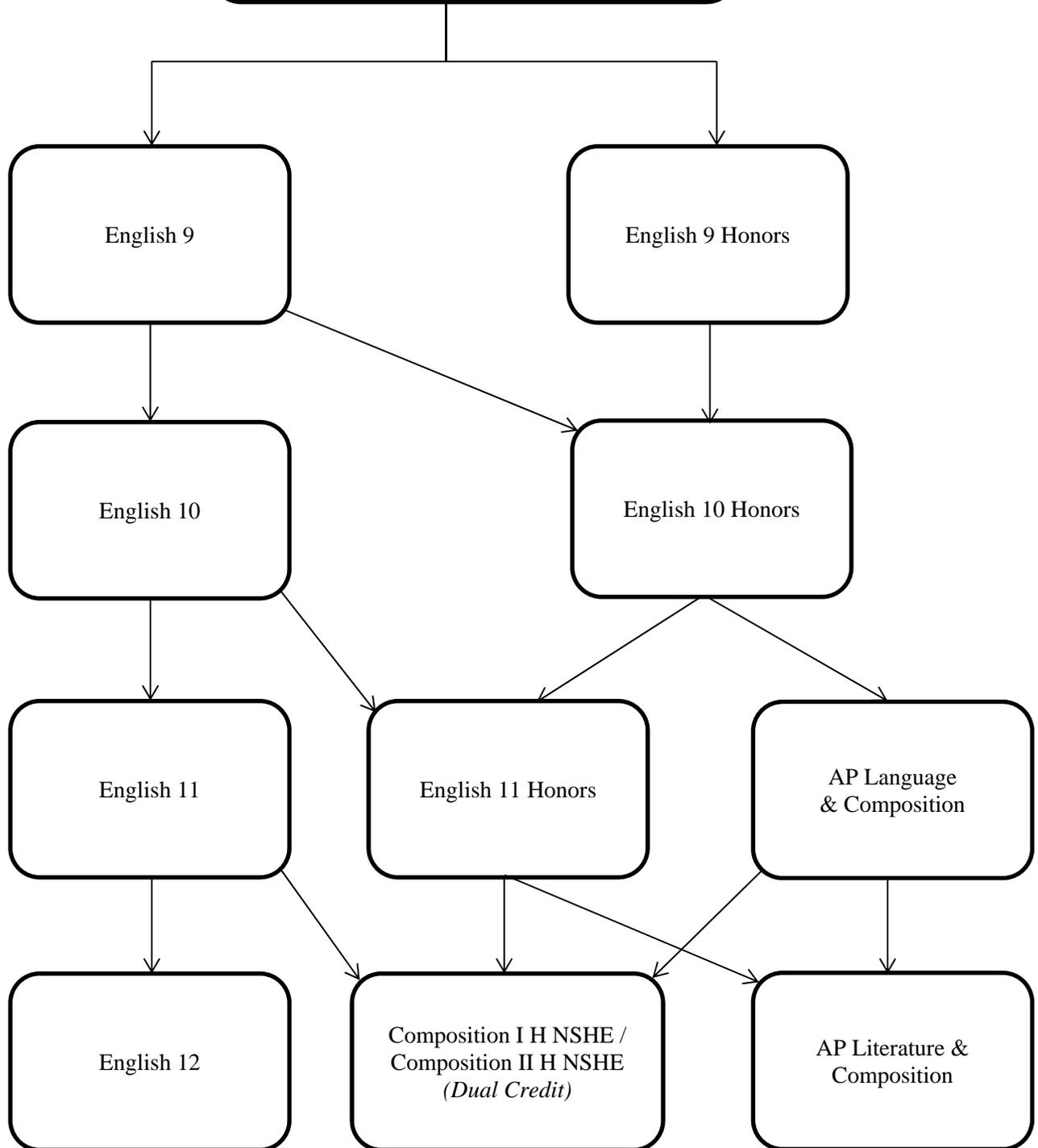
Cohorts 2017 and 2018 must **take** Nevada End-of-Course (EOC) Examinations and take the ACT. Cohorts 2019 and beyond must **pass** Nevada End-of-Course (EOC) Examinations and take the ACT.

### Additional Course Requirements

Cohorts 2017 and 2018 must **pass** year-long courses aligned to the EOC Examinations. Cohorts 2019 and beyond must **take** year-long courses aligned to the EOC Examinations.

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from assessment participation requirements for graduation (NRS 389.807).

**English**  
Recommended Course Sequence  
(See course prerequisites)



# ENGLISH

## AP English Language & Composition

**Prerequisite:** • C or better in English 10 H  
or A in English 10  
or B in English 10 with teacher  
recommendation

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

## AP English Literature & Composition

**Prerequisite:** • C or better in AP English  
Lang/Comp  
or B or better in English 11 H  
or A in English 11  
or B in English 11 with teacher  
recommendation

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

## Composition I H (*Semester 1*)

**Prerequisite:** • C or better in English 11 H  
or B or better in English 11  
• ACT Score: 18 or higher in English -  
or SAT Score: 440 or higher in either  
Critical Reading or Evidence Based  
Reading and Writing  
or CSN English Placement Test  
• \$66.50 fee

This one-semester course is a writing intensive course designed to strengthen college level composition skills, with particular attention to audience, purpose and context for writing. Students receive extensive background in strategies of planning, drafting and revising. Research, primary and/or secondary, is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. This course fulfills one half of an English credit required for high school graduation. This course fulfills 3 credits for ENG 101 at College of Southern Nevada (CSN). Student is required to earn a C- or better to continue to Composition II and earn CSN credit. CSN cannot guarantee that all colleges and universities will accept credits. It is strongly recommended students contact the Admission's Office at the institution of choice regarding questions about course/credit transfer.

## Composition II H (*Semester 2*)

**Prerequisite:** • C- or better in Composition I (Sem. 1)  
• \$66.50 fee

This one-semester course is a continuation and extension of Composition I with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis and argument. This course fulfills one half of an English credit required for high school graduation. This course fulfills 3 credits for ENG 102 at College of Southern Nevada (CSN). Student is required to earn a C- or better to earn CSN credit. CSN cannot guarantee that all colleges and universities will accept credits. It is strongly recommended students contact the Admission's Office at the institution of choice regarding questions about course/credit transfer.

**English 9****Prerequisite:** • None

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****Prerequisite:** • B or better in Accelerated English 8  
or A in English 8

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****Prerequisite:** • None

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****Prerequisite:** • C or better in English 9 H  
or B or better in English 9

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****Prerequisite:** • None

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

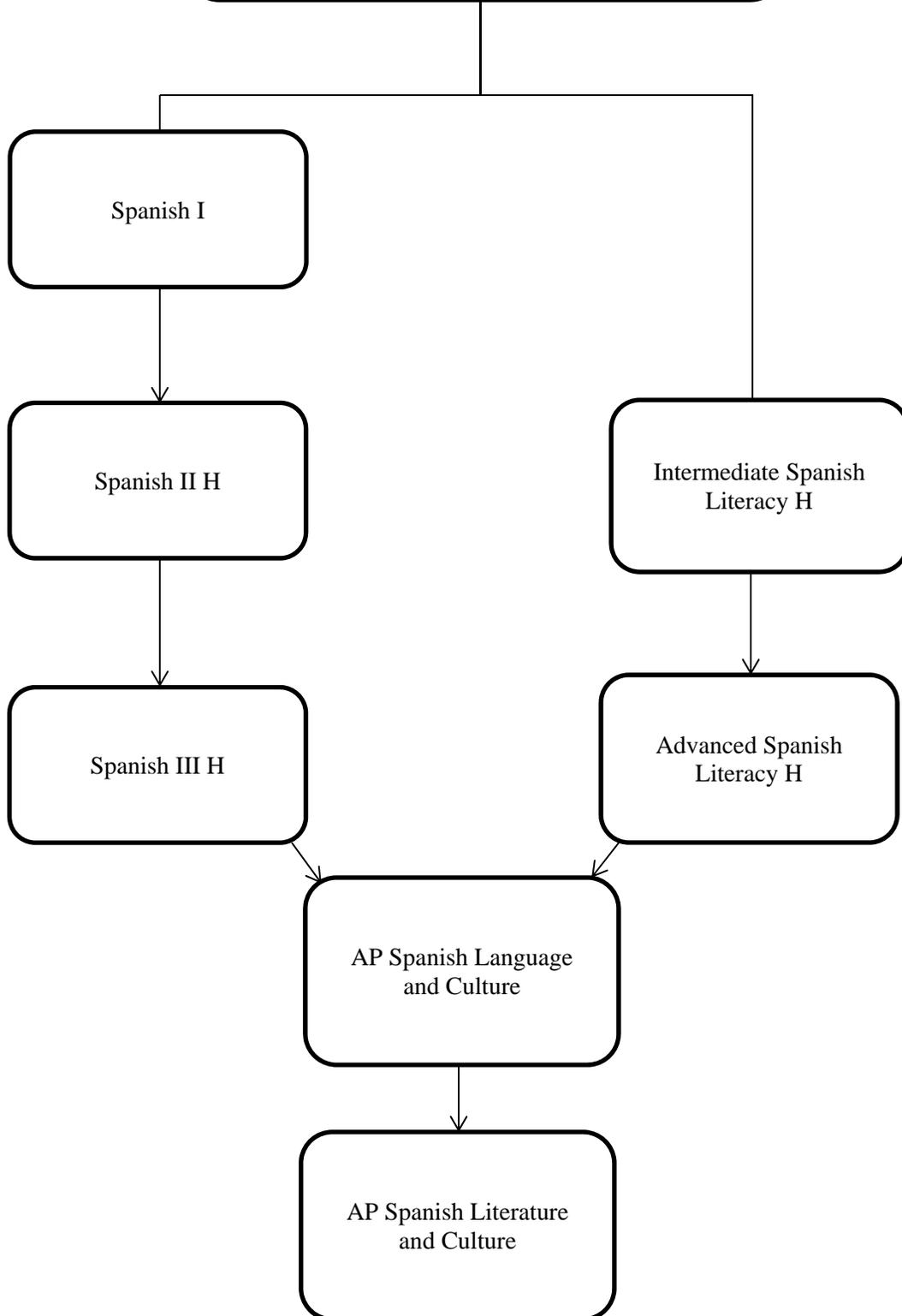
**English 11 Honors****Prerequisite:** • C or better in English 10 H  
or B or better in English 10

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****Prerequisite:** • None

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.

**Foreign Language**  
Recommended Course Sequence  
(See course prerequisites)



# FOREIGN LANGUAGE

## Advanced Spanish Literacy H

**Prerequisite:** • Must be fluent Spanish Speaker  
• C or better in Spanish II H or Spanish for Spanish Speakers II H  
• **Placement determined by CAPE score**

Formerly Spanish for Spanish Speakers III H. 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.

## AP Spanish Language and Culture

**Prerequisite:** • C or better in Spanish III H or B or better in Advanced Spanish Literacy H or instructor approval

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

## AP Spanish Literature and Culture

**Prerequisite:** • C or better in AP Spanish Lang.

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement *AP Spanish Literature 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 the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. 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 one Arts/Humanities credit required for high school graduation. **It is expected students will take the AP exam in May.** See your school counselor if you have a financial hardship.

**Intermediate Spanish Literacy H****Prerequisite:** • Must be fluent Spanish speaker  
• Placement determined by  
CAPE score

Formerly Spanish for Spanish Speakers II H. 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 one of the elective credits required for high school graduation.

**Spanish I****Prerequisite:** • None

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

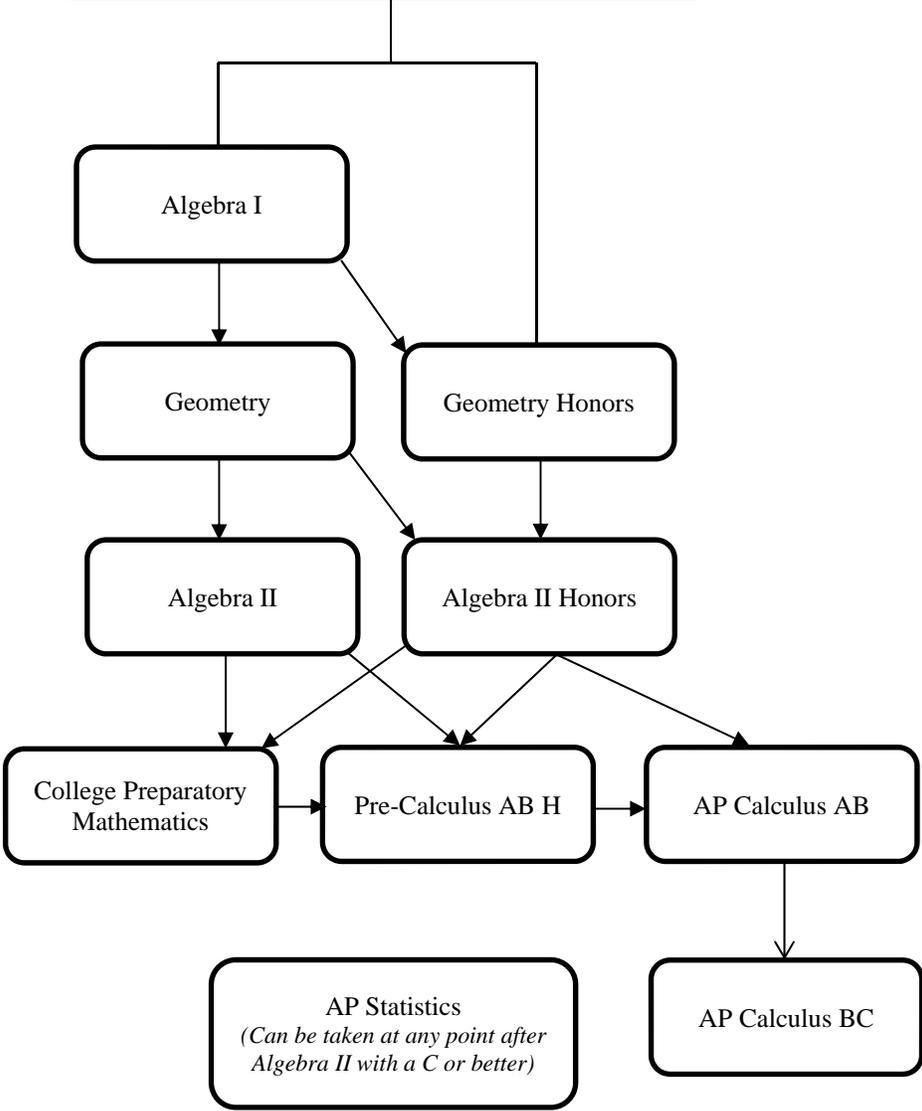
**Spanish II H****Prerequisite:** • C or better in Spanish I

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

**Spanish III H****Prerequisite:** • C or better in Spanish II H

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

**Mathematics**  
Recommended Course Sequence  
(See course prerequisites)



# MATHEMATICS

## Algebra I

**Prerequisite:** • None

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. **A scientific calculator is required for this course.**

## Algebra II

**Prerequisite:** • Geometry

This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communications skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of 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. **A graphing calculator is required. The TI-Nspire is highly recommended for this course.**

## Algebra II Honors

**Prerequisite:** • C or better in Geometry H  
or A in Geometry

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. **A graphing calculator is required. The TI-Nspire is highly recommended for this course.**

## AP Calculus AB

**Prerequisite:** • A in Algebra II H  
• C or better in Pre-Calculus AB H

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. **A graphing calculator is required. The TI-Nspire CAS or TI-89 Titanium is highly recommended for this level (see instructor). It is expected students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## AP Calculus BC

**Prerequisite:** • C or better in AP Calculus AB

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus BC examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. **A graphing calculator is required. The TI-Nspire CAS or TI-89 Titanium is highly recommended for this level (see instructor). It is expected students will take the AP exam in May.** See your school counselor if you have a financial hardship.

**AP Statistics****Prerequisite:** • C or better in Algebra II H or higher  
or A in Algebra II or higher

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics examination. This college-level curriculum introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. **A graphing calculator is required. The TI-84 Plus or TI-Nspire is recommended. It is expected students will take the AP exam in May.** See your school counselor if you have a financial hardship.

**College Preparatory Mathematics****Prerequisite:** • Algebra II or higher

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.

**Geometry****Prerequisite:** • Algebra I

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. 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. **A scientific calculator is required for this course.**

**Geometry Honors****Prerequisite:** • B or better in Algebra I

This one-year course provides a rigorous study of Euclidean Geometry for the more advanced mathematics student. Emphasis is on the development of logical reasoning, through techniques of proofs and constructions, geometric concepts, and algebraic applications. Students will extend their ability to make mathematical connections through problem solving. 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. **A scientific calculator is required for this course.**

**Pre-Calculus AB Honors****Prerequisite:** • C or better in Algebra II H  
or A in Algebra II  
or B or better in College Prep. Math.

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. **A graphing calculator is required. The TI-Nspire is highly recommended for this course.**

# PERFORMING ARTS

## Advanced Band

**Prerequisite:** • Band instrument experience  
• \$40 fee

This one-year course is designed for students who have developed skills beyond those outlined and described in the Junior Varsity Band syllabus. It includes guidance related to playing instruments. The importance of sustained effort and practice is stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing exercises. This course may be repeated. This course will fulfill either the one Arts/Humanities or one elective credit required for graduation. A family's difficulty paying necessary fees will not prevent a student's enrollment in any course. See your school counselor if you have a financial hardship.

## Advanced Orchestra

**Prerequisite:** • Orchestral instrument experience  
• \$40 fee

This one-year course designed for students who have developed skills beyond those outlined and described in the Junior High School String Music Procedural Guide. It includes further development of those skills necessary to become independent as musicians. The course emphasizes the place of string music in Western musical heritage, style development, articulation, dynamics, rhythmic patterns, and tone throughout history. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit required for graduation. A family's difficulty paying necessary fees will not prevent a student's enrollment in any course. See your school counselor if you have a financial hardship.

## Orchestral Ensemble

**Prerequisite:** • Orchestral instrument experience  
• Instructor approval  
• \$40 fee

This one-year course is offered for the purpose of allowing students to perform in an ensemble which has a selected membership and which specializes in performing a particular type of chamber music literature. This course may be repeated for credit. This course will fulfill the arts/humanities credit required for graduation. A family's difficulty paying necessary fees will not prevent a student's enrollment in any course. See your school counselor if you have a financial hardship.

# PHYSICAL EDUCATION / HEALTH

## Health

**Prerequisite:** • None

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. Students will be enrolled in Public Speaking & Argumentation for the other semester.

## Lifetime Sports & Recreation

**Prerequisite:** • Successful completion of PE I and PE II  
• P.E. uniform required \$25

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.

## P.E. I

**Prerequisite:** • None  
• P.E. uniform required \$25

This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal-setting, and health-related fitness knowledge. 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. Students participate in movement experiences, team sports, individual and dual sports, dance/rhythms, and lifetime recreational activities. 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.

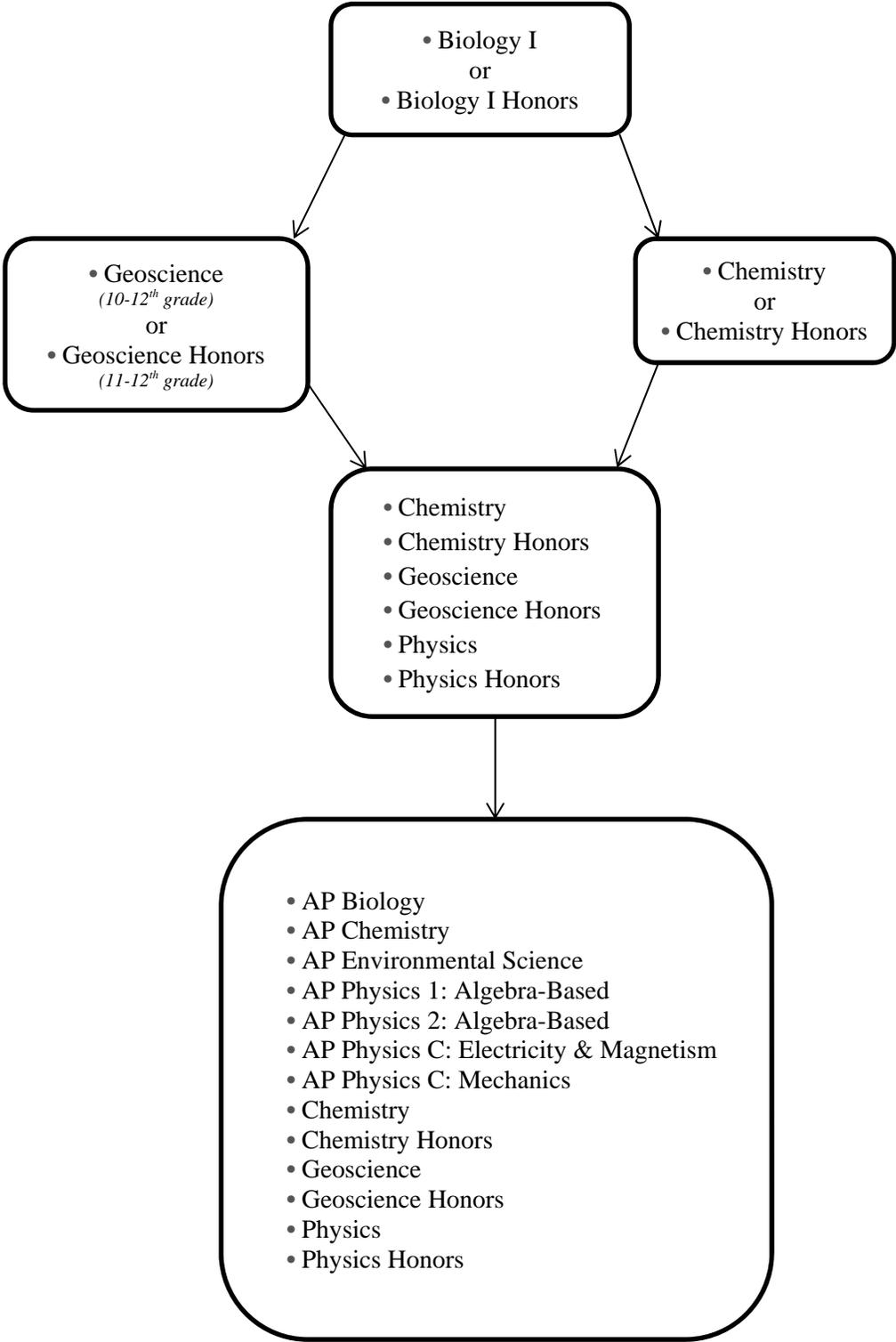
## P.E. II

**Prerequisite:** • Successful completion of PE I  
• P.E. uniform required \$25

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.

**Please note: Ninth and tenth grade students who plan to tryout for a sport at their zoned high school must be enrolled in PE. Eleventh grade students must be enrolled in sports guidance if playing sports at their zoned schools. Sports Guidance is not offered for credit. See your counselor for more information.**

**Science**  
Recommended Course Sequence  
(See course prerequisites)



# SCIENCE

## AP Biology

- Prerequisite:**
- 11th-12th Grade
  - B or better in Biology H or A in Biology
  - B or better in Chemistry H or A in Chemistry
  - Completion or concurrent enrollment in Algebra II or higher

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology 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 biology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. **It is expected students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## AP Chemistry

- Prerequisite:**
- 11th-12th Grade
  - B or better in Chemistry H
  - B or better in Algebra II or higher

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

## AP Environmental Science

- Prerequisite:**
- 11th-12th Grade
  - B or better in Biology H or A in Biology
  - B or better in Chemistry H or A in Chemistry
  - Completion or concurrent enrollment in Algebra II or higher

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

## AP Physics 1 - Algebra Based

- Prerequisite:**
- 11th-12th Grade
  - B or better in Algebra II

This one year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1 examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the applications of physics to the real world. **AP Physics 1 is equivalent to a first-semester college course in algebra and trigonometry based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sounds. It also provides an introduction to electric circuits.** This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. **This is the first of a two course sequence. Students are expected to enroll in AP Physics 2. It is expected students will take the AP exam in May.** See your counselor if you have a financial hardship.

**AP Physics 2 - Algebra Based****Prerequisite:** • 12th Grade  
• C or better in AP Physics 1

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. **It is expected students will take the AP exam in May.** See your counselor if you have a financial hardship.

**AP Physics C: Electricity & Magnetism****Prerequisite:** • 12th Grade  
• Concurrent enrollment or completion of AP Physics C:Mechanics  
• Concurrent enrollment or completion of AP Calculus BC.

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

**AP Physics C: Mechanics****Prerequisite:** • 11th-12th Grade  
• Concurrent enrollment or completion of AP Calculus  
**\* Note: If challenging AP Calculus, a challenge must also be completed for this course.**

This one year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics C examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the applications of physics to engineering in the real world. AP Physics C Mechanics is equivalent to a first-semester college course in calculus- based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves, uniform circular and planetary motion. A strong emphasis is placed on solving a variety of challenging problems and requires calculus. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. **It is expected students will take the AP exam in May.** See your counselor if you have a financial hardship.

**Biology****Prerequisite:** None

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****Prerequisite:** • B or better in Science 8

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****Prerequisite:** • 10th-12th Grade  
• C or better in Algebra I

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****Prerequisite:** • 10th-12th Grade  
• B or better in Algebra I

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****Prerequisite:** • 10th-12th Grade

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****Prerequisite:** • 11th-12th Grade  
• B or better in Biology  
• B or better in Chemistry

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.

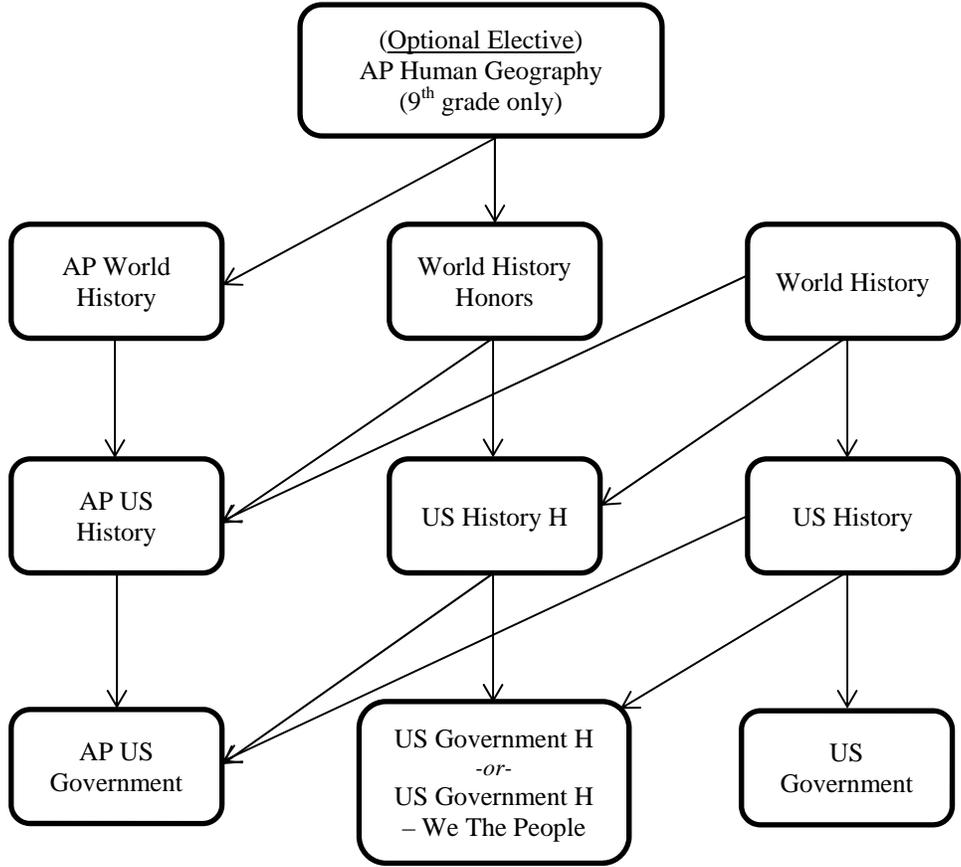
**Physics****Prerequisite:** • 11th-12th Grade  
• C or better in Algebra I

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****Prerequisite:** • 11th-12th Grade  
• B or better in Algebra I and concurrent enrollment in Algebra II or higher.

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.

**Social Studies**  
 Recommended Course Sequence  
 (See course prerequisites)



# SOCIAL STUDIES

## AP Human Geography

- Prerequisite:**
- 9th grade
  - B or Better in Acc. English 8
  - Concurrent enrollment in English 9 H

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This course 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 the Earth's surface. This course will focus on the methods and tools geographers use in their science 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. **It is expected that students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## AP U.S. Government & Politics

- Prerequisite:**
- 12th grade
  - C or better in AP U.S. History or B or better in U.S. History Honors or A in U.S. History

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

## AP U.S. History

- Prerequisite:**
- 11th grade
  - C or better in AP World History or B in World History H or A in World History

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

## AP World History

- Prerequisite:**
- 10th grade
  - B or better in English 9 H or A in English 9
  - **Concurrent enrollment in English 10 H**

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

**World History****Prerequisite:** • 10th grade

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

**World History Honors****Prerequisite:** • 10th grade  
• B or better in English 9 H or  
A in English 9

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

**U.S. Government****Prerequisite:** • 12th grade

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

**U.S. Government Honors****Prerequisite:** • 12th grade  
• C or better in AP U.S. History or  
B or better in U.S. History H  
or A in U.S. History

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

**U.S. Government Honors – We The People****Prerequisite:** • 12th grade  
• C or better in AP U.S. History or  
B or better in U.S. History H  
or A in U.S. History  
• Instructor Recommendation

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

**U.S. History****Prerequisite:** • 11th grade

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

**U.S. History Honors****Prerequisite:** • 11th grade  
• C or better in AP World History  
or B or better in World History H  
or A in World History

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

## A-TECH PROGRAMS OF STUDY

A-TECH offers eight magnet programs. Students will be scheduled into magnet program courses that correspond with their graduation year. These courses are to be completed in sequence, as indicated. Required courses are listed under the appropriate grade in bold print. Elective courses are options for the students.

Students entering A-TECH in the 9<sup>th</sup> grade will begin with the first-year program class. Students new to a program may not have sufficient time to complete the program course sequence in its entirety.



### Architectural Design

Students in Architectural Design are introduced to the principles of architectural drawing, design, and introductory civil engineering concepts using two and three-dimensional drawing techniques, rendering, and animation to prepare for jobs in the fields of architecture and engineering. Areas of concentration include building codes, construction methods and materials, climate, energy efficiency, sustainability, green building concepts, presentation skills and portfolio development. Students test their skills through project based learning activities and participation in local and national design contests. Upon successful completion of this program, students will have acquired entry-level skills for employment in this field.



### Business Management

Students are prepared with the principles and operations of business and management found in today's technologically-advanced economy. The curriculum prepares students for customer relationships and multiple forms of management associated with business. Economics, finance, operations, and professional development are emphasized throughout the program. The appropriate use of technology and industry-related equipment is an integral part of the program.



### Computer Science

In Computer Science, students focus on programming in C++ and Java. The programming experience is enhanced by the use of several IDEs such as CodeBlocks, BlueJ, IntelliJ, and many more. It also incorporates the 21<sup>st</sup> Century Curriculum and prepares students to move forward in their chosen field whether it is software development, game development, app development, or any other field that students may choose to pursue. Students are further prepared through their development of workplace readiness skills and employability skills for career readiness. Students will have several opportunities to participate in internships, hackathons, student lead workshops, and the Hour of Code.



### Engineering

Students in Engineering develop knowledge of engineering principles through the Project lead the Way Curriculum. The curriculum is designed to encompass all four years of high school. Students develop knowledge in technological and engineering problem-solving skills through hands-on and project-based activities. Students design, test, and actually construct circuits and devices, such as smart phones and tablets. Students work collaboratively on a culminating capstone project.



### Graphic Design

Students focus on the professional areas of graphic design, computer art, and video. Students develop skills in the areas of drawing, digital and visual communications, design critiquing, portfolio development, and presentations. Projects, design competitions, and internships allow students to apply their skills at professional levels.



### IT Networking

In Networking Technology, students develop the skills necessary to support microcomputers with various platforms and to administer network systems. Students are taught the fundamentals of Local Area Network design and the responsibilities of a system administrator. Students prepare for the Cisco CCNA, and A+ Certification.



### Legal Studies

Students in this program focus on civil and criminal law with practical training in the skills necessary for pursuing a law related occupation. Students will explore themes in both civil and criminal law reflecting American social, moral, political, and economic values. The appropriate use of technology and industry standard equipment is an integral part of this program.



### Web Design & Development

Courses in this program provide students with the skills necessary to create websites for a variety of purposes. Students develop their knowledge of content, placement, use of color and graphics, typography, and message using industry standard software. Students use various web design languages, design concepts, and layout theories to create websites. Upon successful completion of this program, students will have acquired entry-level skills for employment in this field.

# ARCHITECTURAL DESIGN

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English Math Science PE I Public Speaking/Health Elective Elective <b>CADD I</b>	English Math Science PE II World History Elective <b>Architectural Design I</b>	English Math Science US History Elective Elective <b>Architectural Design II</b> <b>Architectural Design II</b> <b>Lab</b>	English Math Science Elective US Government Elective Elective <b>Architectural Design III</b> <b>Architectural Design III</b> <b>Lab</b>

**Recommended Electives:** Art I, Computer Science I, Drawing I, II, Graphic Design I, II, III.

## CADD I

**Prerequisite:** • \$10 fee

This one-year course introduces the student to the fundamentals of mechanical and architectural drawing as related to Computer-Aided Drafting and Design (CADD). This course provides students with the knowledge and practice required to produce and analyze multi-view and pictorial drawings, dimensioning, auxiliary views, and intersections. 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.

## Architectural Design I

**Prerequisite:** • CADD I  
• \$10 fee

This one-year course provides Architectural Design students with the principles of architectural drawing, design, and introductory civil engineering skills. Areas of study include current building codes, construction methods, materials, and architectural drafting. 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.

## Architectural Design II

**Prerequisite:** • Architectural Design I  
• \$20 fee

This one-year course is designed for students who have successfully completed Architectural Design I. Areas of study include building codes, building construction methods, building materials, and architectural drafting methods. 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.

## Architectural Design II Lab

**Prerequisite:** • Must be concurrently enrolled in  
Architectural Design II

This one-year course is designed to provide extended experience for students concurrently enrolled in Architectural Design 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 this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

## Architectural Design III

**Prerequisite:** • Architectural Design II  
• \$20 fee

This one-year course is designed for students who have successfully completed Architectural Design II. Areas of study include analyzing climate effect, occupant comfort, and efficient energy use. 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. **This course may allow students to earn college credit from the College of Southern Nevada.**

**Architectural Design III Lab****Prerequisite:** • Architectural Design II

This one-year course is designed to provide extended experience for students concurrently enrolled in Architectural Design III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

# BUSINESS MANAGEMENT

9th Grade	10th Grade	11th Grade	12th Grade
English Math Science PE I Public Speaking/Health Elective Elective <b>Principles of Business &amp; Marketing</b>	English Math Science PE II World History Elective Elective <b>Business Management I</b>	English Math Science US History Elective Elective Elective <b>Business Management II</b>	English Math Science Elective US Government Elective Elective AP Economics (highly recommended) <b>Business Management Advanced Studies</b>

**Recommended Electives:** College Survival Exams & Financial Literacy.

## Principles of Business & Marketing

**Prerequisite:** • None

This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

## Business Management I

**Prerequisite:** • Principles of Business & Marketing

This one-year course is designed for students who have successfully completed Principles of Business & Marketing. Areas of emphasis are customer relations, human resources, and strategic management. 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.

## Business Management II

**Prerequisite:** • Business Management I

This one-year course is designed for students who have successfully completed Business Management I. Financial analysis that supports economic decision making in business is emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

## Business Management Advanced Studies

**Prerequisite:** • Business Management II

This one-year course provides students who have achieved all content standards in Business Management 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 (CS)

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English Math Science PE I Public Speaking/Health Elective Elective <b>Computer Science I</b>	English Math Science PE II World History Elective Elective <b>AP Computer Science Principles</b>	English Math Science US History Elective Elective <b>Computer Science III H</b> <b>Computer Science III Lab</b>	English Math Science Elective US Government Elective Elective Elective <b>Computer Science Advanced Studies</b> <b>or</b> <b>AP Computer Science A</b>

**Recommended Electives:** Digital Game Development I, Digital Game & Development I, II, III, and STEM Robotics.

## Computer Science I

**Prerequisite:** • Algebra I or concurrent enrollment in Algebra I

This one-year course is designed for students who have successfully completed or are concurrently enrolled in Algebra I. Areas of emphasis include computer programming, algorithms, and problem-solving. An introductory programming language is used as the vehicle for implementing computer-based solutions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half required computer credit and one-half of the elective credit or one elective credit required for high school graduation.

## AP Computer Science Principles

**Prerequisite:** • Computer Science I

This course follows The College Board Advanced Placement curriculum and prepares students for the AP Computer Science Principles exam. This course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world. This course focuses on technology and programming as a means to solve computational problems and find creative solutions. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course fulfills the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **It is expected students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## Computer Science III H

**Prerequisite:** • AP Computer Science Principles  
• Concurrent Enrollment in Computer Science III H Lab

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. Students receive practical experience in a second object-oriented programming language. Areas of emphasis include object-oriented programming and algorithms, program design, program implementation, and standard data structures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

## Computer Science III Lab

**Prerequisite:** • Computer Science I & AP Computer Science Principles  
• Concurrent Enrollment in Computer Science III H

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

**Computer Science Advanced Studies****Prerequisite:** • Computer Science III H

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

**AP Computer Science A****Prerequisite:** • B or better in Computer Science III H

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 object-oriented programming methodology with a concentration on problem solving and algorithm development. 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-half computer credit and one-half elective credit or one of the elective credits required for high school graduation. **It is expected students will take the AP exam in May.** See your school counselor if you have a financial hardship.

# ENGINEERING

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English Math Science PE I Public Speaking/Health Elective Elective <b>PLTW-Introduction to                      Engineering Design</b>	English Math Science PE II World History Elective Elective <b>PLTW-Principles of                      Engineering</b>	English Math Science ( <b>Physics or Physics H                      or AP Physics</b> ) US History Elective Elective Elective <b>PLTW-Civil Engineering                      &amp;Architecture</b>	English Math Science Elective US Government Elective Elective Elective <b>PLTW-Engineering                      Design &amp; Development</b>

**Recommended Electives:** STEM Robotics, CADD I, Architectural Design I, II, III.

## **PLTW- Introduction to Engineering Design**

**Prerequisite:** • \$10 fee

This one-year course provides students with a project-based learning approach to the design-development process in engineering. Students use solid-modeling and computer design software to analyze, create, and construct engineering projects. 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. **This course work is part of the nationally recognized Project Lead the Way (PLTW) Curriculum.**

## **PLTW- Principles of Engineering**

**Prerequisite:** • Introduction to  
 Engineering Design  
 • \$25 fee

This one-year course is designed for students who have successfully completed Introduction to Engineering Design. Students use mathematics, science, and technology in an engineering problem-solving environment. The course focuses on the social and political consequences of technological change. 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. **This course work is part of the nationally recognized Project Lead the Way (PLTW) Curriculum.**

## **PLTW- Civil Engineering & Architecture**

**Prerequisite:** • Intro. to Engineering  
 Design  
 • Principles of Engineering  
 • \$25 fee

This one-year course is designed for the students who have successfully completed Project Lead The Way™ (PLTW) Principles of Engineering. Topics include the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. Instructional practices will 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 will fulfill one elective credit required for high school graduation.

## **PLTW-Engineering Design & Development**

**Prerequisite:** • Intro. to Engineering Design  
 • Principles of Engineering  
 • Civil Engineering &  
 Architecture  
 • \$25 fee

This one-year course is designed for students who have successfully completed Introduction to Engineering Design, Principles of Engineering, and Civil Engineering & Architecture. This course provides students with a project-based learning approach in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. 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. **This course work is part of the nationally recognized Project Lead the Way (PLTW) Curriculum.**

# GRAPHIC DESIGN

9th Grade	10th Grade	11th Grade	12th Grade
English Math Science PE I Public Speaking/Health Elective Elective <b>Graphic Design I</b>	English Math Science PE II World History Elective Elective <b>Graphic Design II</b>	English Math Science US History Elective Elective <b>Graphic Design III</b> <b>Graphic Design III</b> <b>LAB</b>	English Math Science Elective US Government Elective Elective Elective <b>Graphic Design</b> <b>Advanced Studies</b>

**Recommended Electives:** AP Studio Art, Art I, Drawing I & II, Digital Game Development I, II, & III.

## Graphic Design I

**Prerequisite:** • \$15 fee

This one-year course is designed to provide students with the skills and knowledge needed to create a variety of commercial art products. Students gain an understanding of the creative process, with an emphasis on the design principles, layout, and the creation and manipulation of graphics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## Graphic Design II

**Prerequisite:** • Graphic Design I  
• \$20 fee

This one-year course builds on the skills and knowledge acquired in Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## Graphic Design III

**Prerequisite:** • Graphic Design I & II  
• \$20 fee

This one-year course builds on the skills and knowledge acquired in Graphics Design II. Students create projects simulating challenges found in the design industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## Graphic Design Advanced Studies

**Prerequisite:** • Graphic Design I, II, & III  
• \$20 fee

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

# IT NETWORKING

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English Math Science PE I Public Speaking/Health Elective Elective <b>IT Essentials I</b>	English Math Science PE II World History Elective Elective <b>IT Essentials II</b>	English Math Science US History Elective Elective <b>IT Networking I</b> <b>IT Networking II</b>	English Math Science Elective Government Elective Elective <b>IT Networking III H</b> <b>IT Networking IV H</b>
<b>Class of 2018 Program Sequence</b>			
<b>Computer Science I</b>	<b>IT Essentials I</b>	<b>IT Networking I</b> <b>IT Networking II</b>	<b>IT Networking III H</b> <b>IT Networking IV H</b>

## **IT Essentials I**

**Prerequisite:** • \$10 fee

This one-year course is designed to provide students with the fundamentals of computer hardware and software. Topics include design, maintenance, repair, and technical support of computer networks. Instructional practices incorporate the 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. It is recommended that students have successfully completed Algebra I before registering for this course. This course fulfills one elective credit required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## **IT Networking I (Semester 1)**

**Prerequisite:** • IT Essentials I  
• \$10 fee

This one-semester, two-period course provides students the skills necessary to design, build, and maintain simple Ethernet 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 either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## **IT Networking II (Semester 2)**

**Prerequisite:** • IT Networking I  
• \$10 fee

This one-semester, two-period course builds on the knowledge and skills acquired in IT Networking I. Students gain skill in distance vector routing protocols and advanced router configuration, including interfaces, Routing Information Protocol (RIP), and Enhanced Interior Gateway Routing Protocol (EIGRP). Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## **IT Essentials II**

**Prerequisite:** • IT Essentials I  
• \$10 fee

This one-year course is designed to provide students with hands on practice implementing the skills acquired in IT Essentials I. Students apply prior knowledge of troubleshooting, installing, and upgrading computer systems while preparing for industry-standard certifications. 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. **This course may allow students to earn college credit from the College of Southern Nevada.**

**IT Networking III Honors (Semester 1)****Prerequisite:** • IT Networking II  
• \$10 fee

This one-semester, two-period course builds on the knowledge and skills acquired in IT Networking II. Topics include the general theory of switching and intermediate routing, including virtual local-area networks (VLAN), interVLAN routing, wireless local area networks (LAN), and network troubleshooting. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

**IT Networking IV Honors (Semester 2)****Prerequisite:** • IT Networking III H  
• \$10 fee

This one-semester, two-period course for junior- and/or senior-level students provides classroom and laboratory instruction to help students learn the general theory needed to understand Wide-Area Network (WAN) technologies. Classroom concepts learned will provide the students with the opportunity to further their education in Information Technology (IT) and prepare for entry-level IT careers. Upon completion of this course, students will qualify to sit for a national industry-standard certification exam. Instructional practices will 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 will fulfill one elective credit required high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

# LEGAL STUDIES

9th Grade	10th Grade	11th Grade	12th Grade
English Math Science PE I Public Speaking/Health Elective Elective <b>Crime &amp; Justice</b>	English Math Science PE II World History Elective Elective <b>Fundamentals of Law &amp; Research</b>	English Math Science US History Elective Elective <b>Trial Advocacy Civil Rights &amp; Liberties</b>	English Math Science Elective US Government Elective Elective Elective <b>Project Based Learning</b>

**Recommended Electives:** AP Psychology, Speech and Debate I & II

## Crime and Justice

**Prerequisite:** • None

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.

## Fundamentals of Law & Research

**Prerequisite:** • Crime and Justice

This one-year course is designed to provide students with the fundamentals of law and research as they relate to legal history, interpretation, and application. Students investigate the relationship of key concepts and guiding principles of power, justice, liberty, and equality. 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 Art/Humanities credit required for high school graduation.

## Trial Advocacy

**Prerequisite:** • Fundamentals of Law & Research

This one-year course is designed for students who have successfully completed Civil Rights and Liberties. This course focuses on the American adversarial system of law. Trial preparation, trial strategy, the rules of evidence, and the specific stages of a jury 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 elective credit toward high school graduation.

## Civil Rights & Liberties

**Prerequisite:** • 10th-12th Grade

This one-year course is a study of the civil rights and liberties of Americans, including a practical application of civil and criminal law within the United States. This course places emphasis on the historical and contemporary relevance of the Constitution and the Bill of Rights, while exploring the specific rights of criminal, civil, and juvenile clients. 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.

## Project Based Learning

**Prerequisite:** • Trial Advocacy  
• Civil Rights & Liberties

This one-year course provides students an opportunity to complete a project-based investigation by applying research techniques related to a specified content area or topic. 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 once.

# WEB DESIGN & DEVELOPMENT

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English Math Science PE I Public Speaking/Health Elective Elective <b>Web Design &amp; Development I</b>	English Math Science PE II World History Elective Elective <b>Web Design &amp; Development II</b>	English Math Science US History Elective Elective Elective <b>Web Design &amp; Development III</b>	English Math Science US Government Elective Elective Elective <b>Web Design &amp; Development Advanced Studies</b>

**Recommended Electives:** Computer Science I, Animation I, Animation II.

## Web Design & Development I

**Prerequisite:** • None

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 either the one half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## Web Design & Development II

**Prerequisite:** • Web Design & Development I

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 either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. **This course may allow students to earn college credit from the College of Southern Nevada.**

## Web Design & Development III

**Prerequisite:** • Web Design & Development II

This one-year course is designed for students who have successfully completed Web Design and Development II. Students develop sophisticated websites that include intermediate and advanced concepts in website design and development. Portfolio development and a capstone project are essential elements 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 either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

## Web Design & Development Advanced Studies

**Prerequisite:** • Web Design & Development III

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

# MISCELLANEOUS ELECTIVES

Open to all program areas

## Advanced Study Art

**Prerequisite:** • Instructor Approval

This one-semester course provides opportunity for independent study to investigate a particular topic of visual art. The student collaborates with the supervising teacher to design and implement the topic of study. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one half of an elective credit required for high school graduation and may be repeated.

## Animation I

**Prerequisite:** • None

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

## Animation II

**Prerequisite:** • Animation I

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

## AP Capstone – Seminar (*Year 1*)

**Prerequisite:** • 10th-12th grade  
• Student must complete an AP Capstone application

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Seminar examination. This college-level curriculum engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. 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 Capstone – Research (*Year 2*)

**Prerequisite:** • 11th-12th grade  
• C or better in AP Seminar  
• Recommended: Score of 3 or higher on AP Seminar exam

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Research examination. This college-level curriculum allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In this course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. 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 European History

- Prerequisite:**
- 10th-12th grade
  - 10th graders: B or better in AP Human Geography
  - 11th graders: C or better in AP World History or B or better in World History H or A in World History
  - 12th graders: C or better in AP US History or B or better in US History H or A in US History

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement European History examination. This course examines European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping modern Europe, in particular, and the world at large. This course is designed for the highly motivated student with a deeper interest in modern European history. Emphasis is placed on critical thinking, analysis of historical sources, and essay composition. 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. **It is expected that students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## AP Macroeconomics (*Semester*)

- Prerequisite:**
- 11th-12th grade
  - C in AP World History or AP U.S. History; B in World History H or U.S. History H
  - \* **Students are expected to take both semesters of AP Microeconomics and AP Macroeconomics.**

This one-semester course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement macroeconomics examination. This course gives students a comprehensive understanding of the principles of macroeconomics. Macroeconomic concepts relate to the study of the economic system as a whole. Students focus on the study of national income and price level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. 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 half of one of the elective credits required for high school graduation. **It is expected that students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## AP Microeconomics (*Semester*)

- Prerequisite:**
- 11th-12th grade
  - C in AP World History or AP U.S. History; B in World History H or U.S. History H
  - \* **Students are expected to take both semesters of AP Microeconomics and AP Macroeconomics.**

This one-semester course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Microeconomics examination. Microeconomics is the study of decision-making by individuals and firms in a market economy. Emphasis is placed on the nature and functions of product markets, including the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. 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-half of one of the elective credits required for high school graduation. **It is expected that students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## AP Psychology

**Prerequisite:** • 10th-12th grade  
• C or better in current AP English course or  
B or better in current English H course or  
A in current English course

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. Topics examined in greater depth include research techniques and statistics, history of psychology, the neurobiological basis of behavior, sensation and perception, states of consciousness, learning and memory, thinking and language, intelligence and psychological tests, motivation and emotion, stress and health psychology, human development, psychological disorders and therapies, personality, and social psychology. 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. **It is expected that students will take the AP exam in May.** See your school counselor if you have a financial hardship.

## AP Studio Art – Drawing

**Prerequisite:** • B or better in Drawing I  
• B or better in Drawing II or instructor approval  
• \$25 fee

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

## AP Studio Art – 2D

**Prerequisite:** • B or better in Drawing I  
• B or better in Drawing II or instructor approval  
• \$25 fee

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

**Applied Office Practice****Prerequisite:** • 10th-12th grade  
• Application required

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.

**Art I****Prerequisite:** • \$25 fee

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. This course fulfills one arts/humanities credit required for graduation.

**Business Software Applications****Prerequisite:** • None

This one-year course is an introduction to various aspects of computer technology. Students receive instruction in proper keyboarding techniques, word processing, spreadsheet, database, multimedia, and desktop publishing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

**Civil Rights & Liberties****Prerequisite:** • 10th-12<sup>th</sup> grade

This one-year course is a study of the civil rights and liberties of Americans, including a practical application of civil and criminal law within the United States. This course places emphasis on the historical and contemporary relevance of the Constitution and the Bill of Rights, while exploring the specific rights of criminal, civil, and juvenile clients. 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.

**College Survival/Exams (*1<sup>st</sup> Semester*)****Prerequisite:** • 10th-12th grade

This one-semester course is designed to help tenth, eleventh, and twelfth grade students to prepare for life after high school. Emphasis will be on planning for continued education in an apprenticeship, a two-year college, or four-year college or university. Students will examine challenges of a new and independent life setting. This course will fulfill one-half of one elective credit required for high school graduation.

**Digital Game Development I****Prerequisite:** • None

This one-year course provides students an introduction to the elements and structure of game design and development. Areas of emphasis include game methodology, game genres, game theory, interactive experiences, and immersive environments. 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.

**Digital Game Development II****Prerequisite:** • Digital Game Dev. I

This one-year course is designed for students who have completed Digital Game Development I. Areas of emphasis include skills in electronic game design and development, creation of assets, and game building. 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.

**Digital Game Development III****Prerequisite:** • C or better in Digital Game Dev. II

This one-year course is designed for students who have successfully completed Digital Game Development II. Areas of emphasis include skills in game design and development, implementation of immersive environments, and the production process. 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.

**Drawing I****Prerequisite:** • Art I  
or instructor approval  
• \$25 fee

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. This course fulfills one arts/humanities credit required for graduation.

**Drawing II****Prerequisite:** • Drawing I  
• \$25 fee

This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter, and is a continuation of Drawing I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging 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. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be expanded. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Financial Literacy (2<sup>nd</sup> Semester)****Prerequisite:** • 10th-12th grade

This one-semester course introduces students to foundational money management skills. Students explore decision making strategies as consumers, savers, and investors. 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 half of one of the elective credits required for high school graduation.

**History of Popular Music****Prerequisite:** • 10th-12th Grade

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.

**Journalism I (Foundations)****Prerequisite:** • 9th Grade: B or better in English 8  
• 10th-12th Grade: B or better in English

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. After-school labs are a required element of this course. Students may have the opportunity to attend local and national journalism conferences and are encouraged to participate in competitive journalism competitions. Students who complete the course are eligible to apply for editor positions on the paper for the following academic year. This course fulfills one of the elective credits required for high school graduation.

**Journalism II (Production)****Prerequisite:** • Instructor Approval

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. 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. After-school labs are a required element of this course. Students may have the opportunity to attend local and national journalism conferences and are encouraged to participate in competitive journalism competitions. Students in Journalism II are eligible to apply for editor positions on the paper. This course fulfills one of the elective credits required for high school graduation and may be repeated.

**Music Appreciation****Prerequisite:** • None

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

**Principles of Leadership****Prerequisite:** • Elected class or student body representative  
• Instructor Approval

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 elective credit.

**Public Speaking & Argumentation (Semester)****Prerequisite:** • None

This one semester 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. 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-half elective credit required for high school graduation.

**Publications I****Prerequisite:** • 10th–12th grade  
• Instructor Approval  
• \$25 fee

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****Prerequisite:** • 11th–12th grade  
• Publications I  
• Instructor Approval  
• \$25 fee

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.

**Reasoning in Mathematics and English****Prerequisite:** • 9th-10th Grade  
• Instructor Approval

This one-year intervention course is designed for ninth- and tenth-grade students who need additional instruction and support in the concepts of mathematics, and/or various text types and features. This course provides students with additional strategic instruction in conjunction with the required mathematics and/or English course(s) of study. 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, digital media, and computer software, is an integral part of this course. This course is a repeatable elective course and does not fulfill one of the English credits or one of the mathematics credits required for high school graduation.

**School Related Work Experience****Prerequisite:** • Application required

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.

**Speech and Debate I****Prerequisite:** • 10th–12th grade: B or better in English  
• 9th Grade - C or better in Eng. 8  
• Concurrent enrollment in English Honors is recommended  
• \$40 fee

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. Participation in weekend Speech and Debate league tournaments is required as part of this course. Tournament participation requires entry fees set by the tournament. Students may also have the opportunity to compete in national circuit tournaments out of state. The course fee for Speech and Debate I includes payment for the mandatory one-time \$25 membership fee. See your school counselor if you have a financial hardship.

**Speech and Debate II****Prerequisite:** • Speech and Debate I  
• Instructor approval required  
• Concurrent enrollment in English Honors is recommended  
• \$25 fee

This one-year course is a continuation of Speech and Debate I and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students 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 is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Participation in weekend tournaments is required as part of this course. Tournament participation requires entry fees set by the tournament. Students may also have the opportunity to compete in national circuit tournaments out of state. See your school counselor if you have a financial hardship.

**STEM Robotics (formerly Intro. to Robotics)****Prerequisite:** • 10th-12th Grade  
• \$20 fee

This one-year STEM (Science, Technology, Engineering, and Mathematics) focused course is designed to provide a hands-on approach to basic engineering concepts in robotic technologies. Areas of emphasis include the development of robotics as an influence on manufacturing and society, computer science concepts, and an introduction to engineering with cross-curricular references to mathematics and science. Instruction will incorporate appropriate safety practices and 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.

**Student Aide****Prerequisite:** • 10th-12th grade  
• Application required

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

**Student Tutor****Prerequisite:** • 10th-12th grade  
• Application required

This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics laboratories in an elementary, junior, or senior high school to assist with individual student instruction. A formal application is required. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 3.0 accumulative grade point average and be knowledgeable in the academic area in which they are to assist. One-half credit per semester is earned upon the satisfactory completion of the program's requirements. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.

**Video Production I****Prerequisite:** • 9th-12th grade  
• Instructor Approval

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****Prerequisite:** • 10th-12th grade  
• Video Production I  
• Instructor Approval

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****Prerequisite:** • 11th-12th grade  
• Video Production II  
• Instructor Approval

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.