

# ADVANCED TECHNOLOGIES ACADEMY



## 2013-2014 REGISTRATION GUIDE

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A-TECH has been recognized by the state of Nevada as an "**Exemplary High School.**"

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Our Mission Is...

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.

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2501 Vegas Drive  
Las Vegas, NV 89106  
702-799-7870



## 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.

### Advanced Technologies Academy Administration

**Principal**.....Deborah Kral  
**Assistant Principal** ..... W. James Burt  
**Dean of Students** ..... Cathy Chant

### Advanced Technologies Academy Counselors

**Tisha Forfia** ..... 10<sup>th</sup> thru 12<sup>th</sup> grade- A-G  
**Rabin Gokul** ..... 10<sup>th</sup> thru 12<sup>th</sup> grade- H-P  
**Adele Packert** ..... 10<sup>th</sup> thru 12<sup>th</sup> grade- Q-Z  
**Chrissy Paradiso** ..... 9<sup>th</sup> Grade

### Advanced Technologies Academy Office Phone Numbers

**Main Number** ..... 799-7870  
**Fax Number** ..... 799-0656  
**Principal** ..... Ext. 4100  
**Asst. Principal** ..... Ext. 4200  
**Dean of Students** ..... Ext. 4500  
**Counseling** ..... Ext. 4300  
**Student Services** ..... Ext. 4500  
**Attendance Office** ..... Ext. 4035

\*\*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.

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## HOW TO USE THIS GUIDE

This Registration Guide provides students and parents with information to assist with the student's program choices. Students should discuss course selections with their parents, teachers, and counselor. Students are encouraged to enroll in courses that challenge and provide the best possible preparation for their futures in terms of employment and further education.

## CLASS SELECTIONS

Please read carefully this entire Registration Guide before selecting classes.

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

A **reduced load form** must be completed if any reduction from 8 classes is requested (**seniors only**).

**If a reduced load is granted, students must have their own transportation to leave campus at the end of their scheduled classes. No student with a reduced load is allowed to be on campus before their scheduled classes begin or after their class schedule ends.**  
**\*\*Students are allowed to return for extra-curricular activities.\*\***

Teachers have made recommendations for required classes on ParentLink. Students may choose a total of three electives. 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.

As of the 2003-2004 school year, students who **repeat a course** during the eight high school semesters will have the higher grade listed on the transcript and the lower grade will be replaced with a "repeated course" notation. Students will **not receive additional** (RP) credit for repeating a course or a semester of a course that has been passed previously.

## TEACHER RECOMMENDATIONS

Teacher course recommendations for math, science, social studies, English, and program classes are included on the ParentLink registration form. Teachers may be contacted by the student for additional recommendations.

## 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.

**Students will not be allowed to select courses below their ability ranges.** A student may enroll in a course above the student's ability range if the student has met previous course and grade requirements, has teacher recommendation, and submits a signed Challenge Agreement. **Students must remain in challenged classes for a FULL YEAR.**

## CLASS FEES

Class fees are charged for classes with special projects. Fees are listed under "Prerequisites." With the uncertainty of our economy, there are families who may be unable to purchase all of the desired/necessary items for the child and/or pay necessary fees. This is understandable. If the times are such that alternatives to immediate payment of fees must be considered, please contact your child's counselor or respective teacher(s) so the school and parent may work together to resolve this problem.

## HOMEWORK POLICY

Homework assignments should generally be an outgrowth of classroom interests and activities. Holidays and weekends should ordinarily be free for outside activities. An exception would be Advanced Placement classes. The student should always understand the purpose of the homework assignment and be certain as to what to do or what to look for.

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

**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.**

## EQUIPMENT, HARDWARE, SOFTWARE, NETWORK, and INTERNET TECHNOLOGY

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 a Behavior Program and/or monetary reimbursement to correct or repair the problem. An Acceptable Use Policy (AUP), signed by the parent and student, explains the CCSD policy for using computers and the Internet. (The AUP is kept on file.)

## TESTING PROGRAM

### DISTRICT/STATE LEVEL

All students at A-TECH participate in the required district-wide testing program. Students must demonstrate minimum competency on the Nevada Proficiency Examinations in addition to completing the required credits to receive a diploma from a Nevada high school. Students who fail one or more of these examinations will not receive a diploma but are eligible for a Certificate of Attendance if they have completed all other graduation requirements. The areas currently tested are reading, writing, mathematics, and science.

## **TESTING FOR COLLEGE**

All Clark County School District students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT. The PSAT taken as a junior (at the cost of the student) is used to identify National Merit Scholarship Semi-finalists. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. The final stage of pre-college testing involves taking the ACT and/or SAT in the spring of the student's junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the SAT and/or ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

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

<b>Junior, Sophomore</b>	<b>Fall</b>	<b>PSAT-NMSQT</b>
<b>Junior</b>	<b>Spring</b>	<b>ACT-SAT</b>
<b>Senior</b>	<b>Fall</b>	<b>ACT-SAT</b>

## **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.

## **ACTIVITIES AND ATHLETICS**

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

## **ACTIVITIES**

There are many clubs and organizations that exist at Advanced Technologies Academy. Clubs are based on an A-TECH program and/or special interests of students. Some of the clubs available at A-TECH are National Honor Society, Key Club, and Chess Club.

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.

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

1. Must be enrolled in grades 9 – 12.
2. Must reside in the school of enrollment's attendance zone.
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve a previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association regulations (NAC 386.785 – 386.799).
6. Secondary Magnet/CTA students who enroll for less than a three year (3) program or enroll in individual classes are ineligible for sports at the Magnet/CTA for 180 days. Students who drop from the Magnet/CTA will become automatically ineligible for sports at the Magnet/CTA for

180 days. If a student chooses to return to his/her school residence, he/she would be ineligible for the remainder of that school year and for 180 days in any sport in which he/she appeared on an NIAA roster during his/her attendance at the Magnet/CTA.

#### 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 regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.

#### **NCAA INITIAL ELIGIBILITY REQUIREMENTS**

In order to participate in collegiate athletics, students must register with the NCAA Clearinghouse at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). This should be initiated in the student's junior year. For the Class of 2008 and beyond, students must attain a minimum grade point average in 16 core courses for Division I and 14 core courses for Division II as listed; and earn a combined ACT or SAT sum score that matches the core course GPA (see Academic Eligibility requirements are in the [Guide for the College-Bound Student-Athlete](#)).

#### **Physical Education II Waiver Credit**

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

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

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

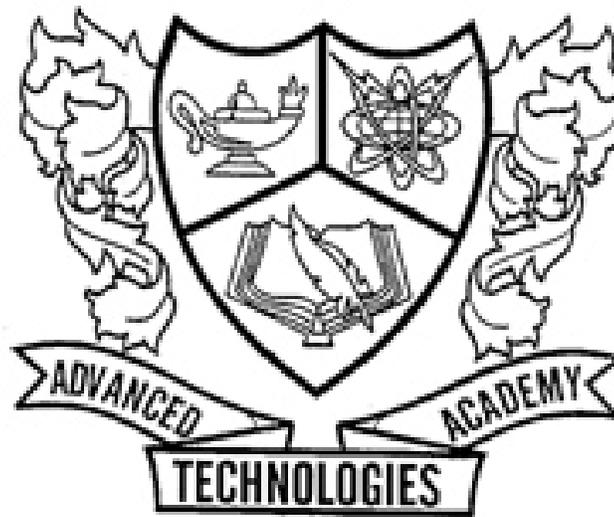
**\*\*A waiver for the second credit of Physical Education (PE II) may be granted if a student participates outside of the school day in interscholastic athletics at the zoned school. The student must actively participate for at least 120 hours and satisfactorily complete the activity. Total credits required for graduation are reduced by the credit waived\*\*.**

## FOUR-YEAR ACADEMIC PLAN

An online four year Academic Plan will be implemented with all freshmen students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before graduation. Academic plans include the designation of a career pathway, a four year high school course of study, and postsecondary planning. The plan includes students and parents:

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

The academic plan will be used as a guide to manage the student's educational development and course selection in alignment with an identified course of study. The plan is easily accessible through the CCSD website at <http://eduplan.ccsd.net> for regular review and revision as necessary. Regular examination throughout high school will assist students in preparation for adulthood in the 21<sup>st</sup> century.



## TECH PREP

The Tech Prep Program allows students the opportunity to earn college credit for approved high school courses. These credits are granted to any CCSD student that took a qualifying course in his/her junior or senior year, or who took a course earlier and remained in a qualifying program of study through junior year. Credits earned from the College of Southern Nevada apply to a degree at CSN or may be transferred (for a small fee) to a university or four-year college.

This is a great way to kick start your college education with free credits!

To receive your Tech Prep credits, you must:

- Be a high school junior or senior when you apply.
- Complete an eligible career and technical course at your high school with a grade A or B and satisfy specific course competencies.
- Fill out a Tech Prep admissions form from the College of Southern Nevada.

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

The Clark County School District expects all students to meet the requirements of the 21<sup>st</sup> 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, which will include Biology. 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 Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School
- Workforce

21 <sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
USE OF COMPUTERS	½
ELECTIVES (Includes one Arts/Humanities or Career & Technical Education Course)	5½
<b>TOTAL</b>	<b>22½</b>

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

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions
  - Grade Point Average (GPA) and Core Curriculum Requirements are:
    - 3.00 GPA (weighted or unweighted) *in the core curriculum*
    - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship
  - GPA and Core Curriculum Requirements are:
    - 3.25 *cumulative* GPA (weighted or unweighted) *and the core curriculum*
    - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

# Code of Honor

## Nevada Department of Education

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

### **What is cheating?**

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

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

### **What is plagiarism?**

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

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

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

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

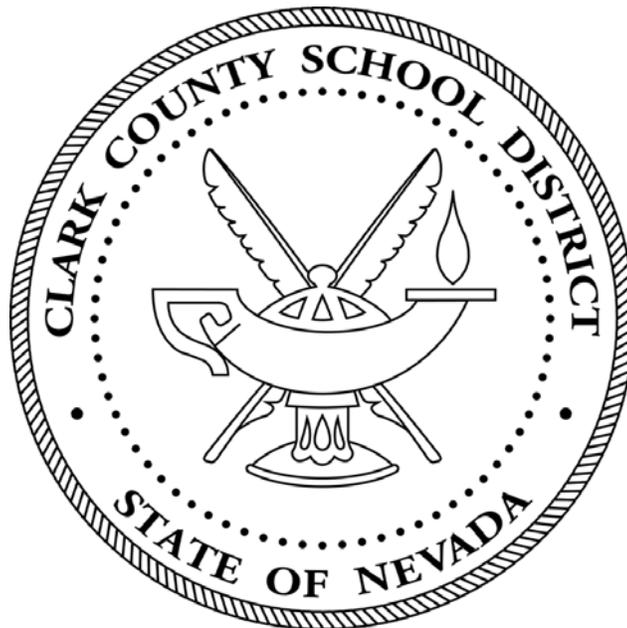
## RELEASE OF STUDENT DIRECTORY INFORMATION

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.

## COMPUTER NETWORK ACCESS

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.



## CONCURRENT CREDITS

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

- **Academy of Individualized Study (AIS)** - For specific information, including fees, call 702-799-8636 extension 325 or check out the AIS website at: [www.ccsd.net/schools/ais](http://www.ccsd.net/schools/ais).
- **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>.
- **Virtual High School Distance Education** - To preview courses available, visit the web site at: [www.ccsdde.net](http://www.ccsdde.net), call the office at 855-8435, or see your high school counselor.
- **Summer School** - Students may earn a maximum of two credits per summer. Classes are offered at various high schools during the summer. A fee is required, and students must provide their own transportation. Registration information is available in the counseling office in the spring. Additional information is available at [www.ccsd.net/schools/summer-school/](http://www.ccsd.net/schools/summer-school/).

## EXTERNAL CREDIT OPTIONS

Students currently enrolled in a Clark County high school may earn a maximum of six external credits toward graduation. External credits are credits earned beyond the regular school day. No external credit will be granted without prior approval counselor and completion of the CCF-850 Clark County School District External Application. See your counselor for prior approval and applications for the following External Credit options. **External credit options will not receive Honors credit.**

**Community Service Credit** – A maximum of one credit may be earned by 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 Courses** – Credits may be earned for courses completed by mail or online from approved institutions. Fees vary from \$100 to \$120 per half credit plus books. Students must conform to the procedures set by the credit granting institution. **Seniors must complete the final exam by the last Friday in April.**

**Credit-By-Exam** – Students may earn credit by earning a score of 80% or better on an examination for a course they have not taken previously or are not enrolled in currently. A fee of \$40 (\$80.00 for language exams) is required for a semester credit. The exam must be taken within 2 months of the application. **Seniors must complete exams by the end of the third nine weeks.**

**Dual Credit** – High school credit can be earned for approved college courses not offered at A-TECH. A three credit college 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 CCSD. 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.

## 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 (approximately \$86) is paid for by the student. Students are expected to, but not required to, take the AP Exam. Students may take an AP Exam without having taken the AP class. **See your school counselor if you have a financial hardship.** 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.* A weighted grade point factor of .025 will be added for successful completion of a maximum of 28 semesters of honors and/or AP classes for students enrolled in high school before the 2003-2004 school year. For students who enroll in the 9<sup>th</sup> grade during or after the 2003-2004 school year, 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:

<u>AP Course</u>	<u>Grade Level</u>
AP Calculus AB	12
AP Calculus BC	12
AP Human Geography	09
AP Statistics	12
AP Computer Science A	10
AP Language and Composition	11
AP Literature and Composition	12
AP Physics B	12
AP Physics C	12
AP Spanish Language	11, 12
AP Biology	12
AP U.S. Government	12
AP U.S. History	11
AP World History	10
AP Psychology	11, 12

AP Chemistry	12
AP Environmental Science	11,12
AP Economics (Micro/ Macro)	12

Additional AP courses are available through Distance Education.

## HONORS PROGRAM - (H)

The Honors program consists of advanced classes. 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. Each Honors course successfully completed receives a weighted factor of .025 (for a maximum of 28 semesters) added to the semester grade point average. First year foreign language classes, fifth year classes, and external credit options will not receive Honors credit.



# **STANDARD DIPLOMA**

The following subjects are needed to meet graduation requirements:

<b>STANDARD DIPLOMA</b>	
<b>REQUIRED/ELECTIVE AREAS OF STUDY</b>	<b>UNITS</b>
ENGLISH	4
*MATHEMATICS	3
SCIENCE	2
WORLD HISTORY or GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	½
***USE OF COMPUTERS	½
ELECTIVES	7½
<b>TOTAL</b>	<b>22½</b>

\*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

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

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

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students must pass exams in reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.

# ADVANCED DIPLOMA

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

<b>ADVANCED DIPLOMA</b>	
<b>REQUIRED/ELECTIVE AREAS OF STUDY</b>	<b>UNITS</b>
ENGLISH	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	½
***USE OF COMPUTERS	½
ARTS / HUMANITIES or CAREER AND TECH ED ELECTIVE	1
ELECTIVES	6
<b>TOTAL (unweighted GPA 3.25)</b>	<b>24</b>

\*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

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

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

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students must pass exams in reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.

# ADVANCED HONORS DIPLOMA

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

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

<b>ADVANCED HONORS DIPLOMA</b>		
Required/Elective Areas of Study	Advanced Diploma Units	Honors Course Program Units
ENGLISH	4	3
MATHEMATICS	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography (2011) U.S. History U.S. Government	3	2
PHYSICAL EDUCATION	2	
HEALTH	½	
USE OF COMPUTERS	½	
ARTS/HUMANITIES or CAREER TECH ED ELECTIVE	1	
ELECTIVES	6	3*
<b>TOTAL</b>	<b>24</b>	<b>12</b>
* Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. <b>Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.</b>		

## Weighted Honors Courses

Students will earn a weighted grade point factor 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 weighted GPA cap for the Honors Program for students will be added as follows:**

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

**Advantages of the Honors Course Offerings**

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

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

<p><b>CCSD Guidance &amp; Counseling Website</b></p>
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The Guidance and Counseling Web site 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 regarding post secondary planning. Starting with elementary school, parents and students are able to review a checklist of activities on "How to Support your Child's Education". These activities will assist with school success and will also prepare your children for college, apprenticeships, trade and technical schools, military opportunities, or to go directly to work. For details visit: <http://ccsd.net/departments/guidance-counseling> under Tips for Parents click on Support your Child's Education.

## 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) at A-TECH.** Students must pass state mandated proficiency exams and earn the required credits for graduation.

### **PROGRAM HONOR MEDALLION**

The Program Honor Medallion is designed to recognize students who exhibit excellence in the chosen program area. **Students who successfully complete all required program credits and earn an unweighted GPA of 3.6 or above in all program classes through the seventh semester of their senior year are awarded the Program Honor Medallion.** These students are recognized at Awards Night and in the graduation program. The Program Honor Medallion is worn at the graduation ceremony.

Graduates who successfully complete senior year in their program areas will receive a program emblem on their diploma. Seniors who complete all graduation requirements and complete their 12th grade at A-TECH will earn an A-TECH diploma.

### **VALEDICTORIAN and SALUTATORIAN**

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

Final Valedictorian(s) and Salutatorian(s) will be determined based on the completion of all high school **credit course work through the eighth semester.** The highest GPA earned is 4.800.

- The weighted GPA cap for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP courses.
- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors Courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 points for twenty-eight semesters (14 classes) of Honors courses.

### **HIGH HONOR and HONOR GRADUATES**

High Honor and Honor graduate status is based on a student's grade point average for all high school credit granting courses students have completed through the **seventh semester** of their senior year.

High Honors graduate status is awarded to students who achieve a 3.8 or above weighted GPA (maximum of 14 full-year Honors or AP courses) and earn no F's. These students lead the class at graduation.

Honors graduate status is awarded to students who achieve a 3.5 - 3.799 weighted GPA (maximum of 14 full-year Honors or AP courses) and earn no F's.

## Matriculation

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

**COUNSELING OFFICE**  
**799-7870 x 4300**

Four academic counselors are available to assist parents and students. Located in the counseling office is a career center with information on colleges, universities, technical institutes, student aid, including grants and scholarships and apprentice programs. Students and parents are encouraged to visit the career center and become familiar with the resources available.

**SPECIAL PROGRAMS**

An Individual Education Plan (IEP) for each special education program student must be developed and reviewed annually. To assist these students, a “consultative” teaching program is available. 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.

**COLLEGE READINESS ASSESSMENTS**

All Clark County School District students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student’s potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT. The PSAT taken as a junior (at the cost of the student) is used to identify National Merit Scholarship Semi-finalists. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. The final stage of pre-college testing involves taking the ACT and/or SAT in the spring of the student’s junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the SAT and/or ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

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

**GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM**

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who plan to 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. Policy guidelines and requirements for eligibility can be obtained by call 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.

# COURSES AVAILABLE AT A-TECH

Students may enroll in any core course or courses outside their program major provided they meet the prerequisites for the course.

## ENGLISH

- AP English Lang/Comp
- AP English Lit/Comp
- English 9
- English 9 Honors
- English 10
- English 10 Honors
- English 11
- English 11 Honors
- English 12
- English 12 Honors

## FOREIGN LANGUAGES

- AP Spanish Language & Culture
- Spanish I
- Spanish II Honors, III Honors
- Spanish for Spanish Speakers II Honors, III Honors

## HEALTH – CBP

- Computer Based Projects
- Health

## MATHEMATICS

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Algebra I
- Algebra II
- Algebra II Honors
- Geometry
- Geometry Honors
- Pre-Calculus Honors
- Topics in Modern Math
- Trigonometry / Probability/Statistics

## PHYSICAL EDUCATION

- Physical Education I, II

## PERFORMING ARTS

- Advanced Band
- Advanced Orchestra
- Intermediate Orchestra
- Orchestral Ensemble

Contact your counselor for information

On Virtual High School-Distance Education-Concurrent Courses or visit [www.ccsdde.net](http://www.ccsdde.net)

## SCIENCE

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics B
- AP Physics C
- Biology
- Biology Honors
- Chemistry
- Chemistry Honors
- Geoscience
- Geoscience Honors
- Physics
- Physics Honors

## SOCIAL STUDIES

- AP Human Geography
- AP Economics (Micro/ Macro)
- AP Psychology
- AP U.S. History
- AP U.S. Government & Politics
- AP World History
- Economics
- Psychology
- Survey of Social Studies
- U.S. Government
- U.S. Government Honors
- U.S. History
- U.S. History Honors
- World History
- World History Honors

## PROGRAM CLASSES

### BUSINESS MANAGEMENT

- Accounting & Finance I
- AP Economics (Micro/ Macro)
- Business Management I, II
- Business Management Advanced Studies
- Economics
- Entrepreneurship I
- Principles of Business & Marketing

### GRAPHIC DESIGN

- Graphic Design I
- Graphic Design II
- Graphic Design III & Lab
- Graphic Design Advanced Studies
- Art I
- Drawing I, II

### ARCHITECTURAL DRAFTING & DESIGN

- Drafting and Design
- Architectural Drafting Design I, II, III
- Architectural Drafting Design I-III Labs

## COMPUTER SCIENCE

- AP Computer Science A
- Computer Science I
- Computer Science II Honors
- Computer Science III Honors
- Digital Game Development I, II
- Graphic Design I

## ENGINEERING

- Civil Engineering and Architecture
- Engineering Design & Development
- Intro to Engineering
- Introduction to Robotics
- Principles of Engineering
- Physics or Physics Honors

## WEB DESIGN & DEVELOPMENT

- Animation I, II
- Graphic Design I
- IT Essentials II
- Web Design & Development I
- Web Design & Development II
- Web Design & Development III

## LEGAL STUDIES

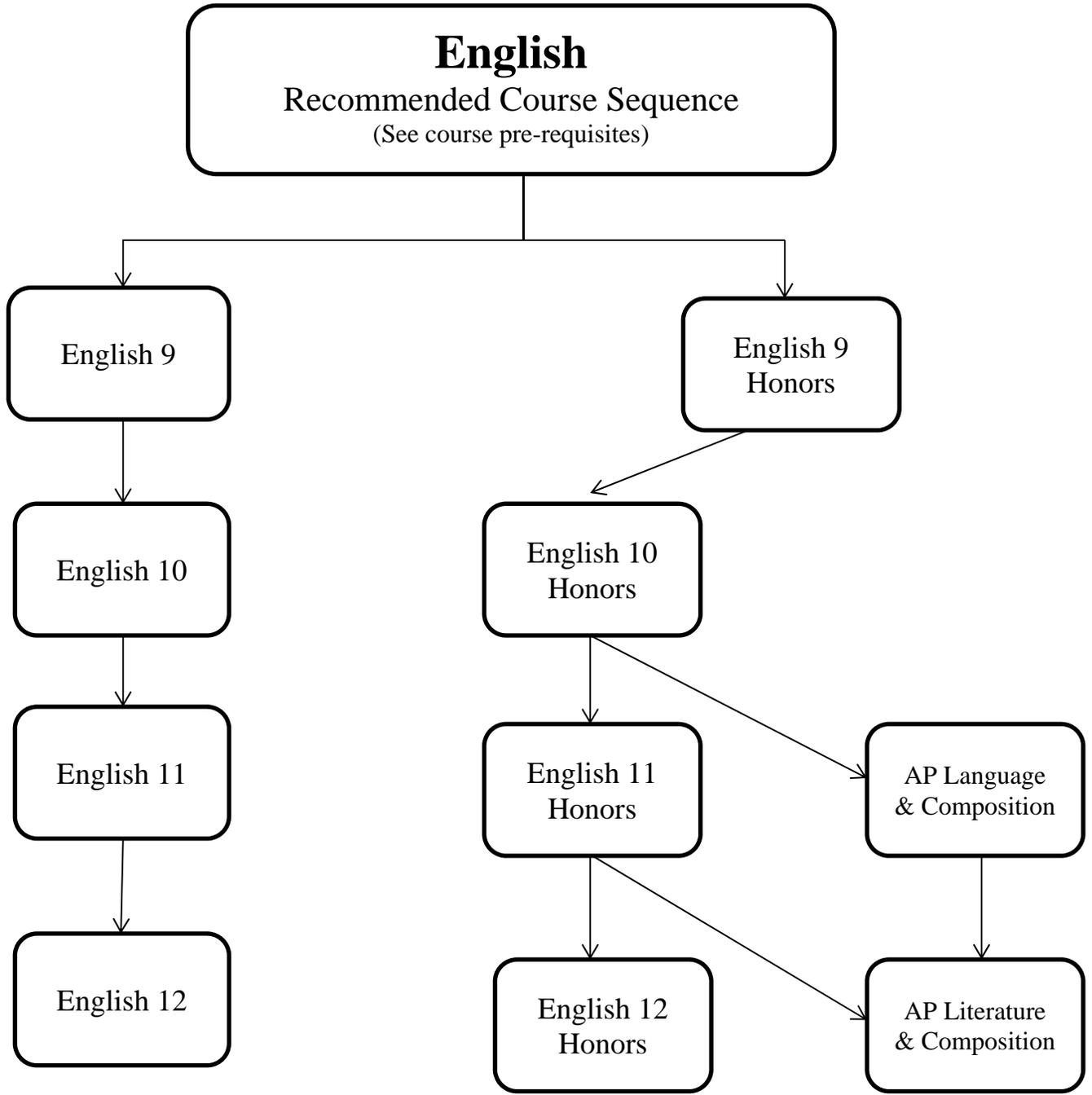
- AP Psychology or Psychology
- Criminal Justice I
- Crime and Justice
- Project-Based Learning
- Public Speaking and Argumentation (Formerly Speech)
- Sociology I
- Trial Advocacy

## IT NETWORKING

- Computer Science I
- IT Essentials I, II
- IT Networking I, II
- IT Networking III Honors, IV Honors

## MISCELLANEOUS

- Applied Office Practice
- Journalism Foundation
- Journalism II
- Music Appreciation
- Student Aide
- Principles of Leadership
- Public Speaking and Argumentation (Formerly Speech)
- Publications I, II
- School Related Work Experience
- The History of Popular Music
- Video Production I, II



# ENGLISH

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>English 9 (4300)</b>	This one-year course ( <i>Foundations in Composition and the Elements of Text</i> ) 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.	<b>9<sup>th</sup> Grade</b>
<b>English 9 Honors (4300H)</b>	This one-year course ( <i>Foundations in Composition, Language, and the Elements of Text</i> ) 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.	<b>9<sup>th</sup> Grade  A or B in 8<sup>th</sup> Grade English</b>
<b>English 10 (4310)</b>	This one-year course ( <i>Composition and Themes in Global Text</i> ) 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.	<b>10<sup>th</sup> Grade</b>
<b>English 10 Honors (4310H)</b>	This one-year course ( <i>Composition and Themes in Global Text</i> ) 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	<b>10<sup>th</sup> Grade  A or B in English 9 Honors</b>

	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.	
<b>English 11 (4320)</b>	This one-year course ( <i>Composition and Themes in American Text</i> ) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	<b>11<sup>th</sup> Grade</b>
<b>English 11 Honors (4320H)</b>	This one-year course ( <i>Composition and Themes in American Text</i> ) 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.	<b>11<sup>th</sup> Grade</b> <b>B or better in English 10 H</b>
<b>English 12 (4330)</b>	This one-year course ( <i>Post-Secondary Composition and Universal Themes in Text</i> ) 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.	<b>12<sup>th</sup> Grade</b>

<p><b>English 12 Honors (4330H)</b></p>	<p>This one-year course (<i>Post-Secondary Composition and Universal Themes in Text</i>) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	<p><b>12<sup>th</sup> Grade</b> <b>A or B in English 11 Honors</b></p>
<p><b>AP English Language &amp; Composition (4670AP)</b></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement <i>AP English Language and Composition</i> 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. <b>It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	<p><b>11<sup>th</sup> Grade</b> <b>A or B in English 10 Honors</b></p>
<p><b>AP English Literature &amp; Composition (4680AP)</b></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement <i>AP English Literature and Composition</i> 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. <b>It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	<p><b>12<sup>th</sup> Grade</b> <b>A or B in AP English Language/ Comp.</b> <b>A in English 11 Honors or Teacher Recommendation</b></p>

## FOREIGN LANGUAGE

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Spanish I (3840)</b>	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.	<b>Course is for students with little or no former exposure to the Spanish Language.</b>
<b>Spanish II Honors (3850H)</b>	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.	<b>C or better in Spanish I</b>
<b>Spanish for Spanish Speakers II Honors (3820H)</b>	This one-year course is designed to provide Spanish speakers with the opportunity to develop proficiency in the skills of listening, speaking, reading, and writing in Spanish. The focus is on oral and written communication, incorporating an understanding of diverse Hispanic cultures, connections to other disciplines, comparing English to Spanish, and participating in multicultural communities. Knowledge of linguistic structures and vocabulary will be reviewed and expanded to allow students to communicate at the intermediate level in real-life situations. 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 fulfills one elective credit required for high school graduation.	<b>Must be a fluent Spanish speaker</b>

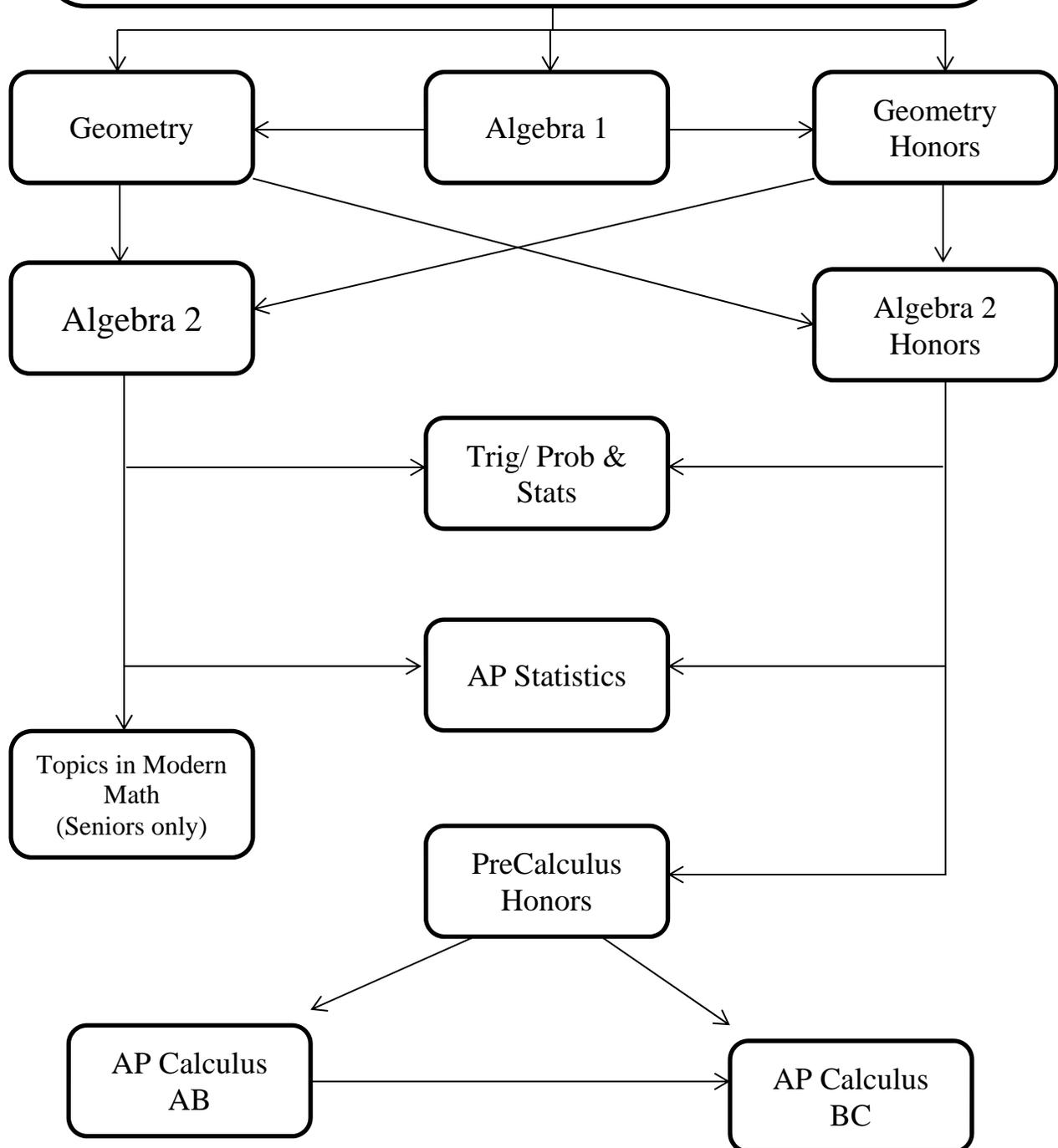
<p><b>Spanish III Honors (3860H)</b></p>	<p>This one-year course is designed for students who have successfully completed Spanish II Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the 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.</p>	<p><b>B or better in Spanish II H</b></p>
<p><b>Spanish for Spanish Speakers III Honors (3830H)</b></p>	<p>This one-year course is designed to provide Spanish speakers with the opportunity to develop a greater degree of proficiency in the areas of oral communication, reading comprehension, writing, and reasoning. It will increase the ease and confidence with which the student uses the language in the community. Connecting with other disciplines and comparing Spanish to English will be emphasized and expanded. The study of linguistics and literature will promote the understanding and appreciation of varied Hispanic cultures. 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 either one Arts/Humanities credit or one of the elective credits required for graduation.</p>	<p><b>B or better in Spanish II H or Spanish For Spanish Speakers II H</b></p>
<p><b>AP Spanish Language and Culture (3695AP)</b></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement <i>AP Spanish Language and Culture</i> 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. See your school counselor if you have a financial hardship.</p>	<p><b>B or better in Spanish III H</b></p>

# Mathematics

## Recommended Course Sequence

(See course pre-requisites)

*\*To qualify for the Millennium Scholarship, students must complete four years of mathematics including Algebra II for the class of 2009 and beyond.*



# MATHEMATICS

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Algebra I (4790)</b>	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.	<b>9<sup>th</sup> Grade</b>  <b>Successful Completion of Math 8</b>
<b>Geometry (4830)</b>	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.	<b>9<sup>th</sup>- 10<sup>th</sup> Grade</b> <b>Successful Completion of Algebra I</b>
<b>Geometry Honors (4830H)</b>	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.	<b>9<sup>th</sup>- 10<sup>th</sup> Grade</b> <b>B or Better in Algebra I</b>
<b>Algebra II (4800)</b>	This one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation. <b><u>A graphing calculator is required. The TI-84 or TI-Inspire is recommended.</u></b>	<b>10<sup>th</sup>- 12<sup>th</sup> Grade</b>  <b>Successful Completion of Geometry or a D in Geometry H</b>
<b>Algebra II Honors (4800H)</b>	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	<b>10<sup>th</sup>- 12<sup>th</sup> Grade</b>  <b>C or Better in Geometry H or A's in Both Semesters of Geometry</b>

	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. <b><u>A graphing calculator is required. The TI-84 or TI-Inspire is recommended.</u></b>	
<b>Trigonometry (4850) Probability/ Statistics (4860)</b>	This one-year course includes one semester of Trigonometry and one semester of Probability. <b>Trigonometry</b> includes the study of right-triangle and circular-trigonometric functions, trigonometric identities, solutions of trigonometric equations, complex numbers, vectors and polar coordinates. <b>Probability</b> includes statistical graphing techniques, measures of center and variance, distributions, and exploring randomness using probability and simulation. <b><u>A graphing calculator is required. The TI-84 or TI-Inspire is recommended.</u></b>	<b>11<sup>th</sup>- 12<sup>th</sup> Grade</b>  <b>Successful Completion of Algebra II or D or C in Algebra II H</b> <b>Must be taken together</b>
<b>Pre-Calculus Honors (4870H)</b>	This one-year <sup>†</sup> course is designed for the motivated, above-average student with a strong background in advanced algebra. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, series and sequences, probability and statistics, and the introductory concepts of calculus. This course is distinguished from Precalculus by the instructional pacing and delivery of advanced content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation. <b><u>A graphing calculator is required. The TI-84 or TI-Inspire is recommended.</u></b>	<b>11<sup>th</sup>- 12<sup>th</sup> Grade</b>  <b>B or Better in Algebra II H or B or Better in Trig/Prob-Stats</b>
<b>AP Calculus AB (4880AP)</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement <i>AP Calculus AB</i> 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. <b>A graphing calculator is required. The TI-Inspire 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.</b>	<b>11<sup>th</sup>- 12<sup>th</sup> Grade</b>  <b>B or better in Pre-Calculus H</b>
<b>AP Calculus BC (7590AP)</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement <i>AP Calculus BC</i> 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	<b>11<sup>th</sup>- 12<sup>th</sup> Grade</b>  <b>C or Better in Calculus Honors or C or Better in Calculus AB</b>

	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. <b>A graphing calculator is required. The TI-Inspire or TI-89 Titanium is highly recommended for this level (see instructor). It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.	
<b>AP Statistics (4730AP)</b>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement <i>AP Statistics</i> 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. <b><u>A graphing calculator is required. The TI-84 Plus is recommended. It is expected students will take the AP exam in May.</u></b> See your school counselor if you have a financial hardship.	<b>11<sup>th</sup> -12<sup>th</sup> Grade</b>  <b>B or better in Trig/Stats or C or better in Alg II H or A's in both Semesters of Algebra II</b>
<b>Topics in Modern Mathematics (4704)</b>	This one-year senior level course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. Emphasis will be on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computers, is an integral part of this course. The prerequisite for this course is successful completion of Algebra II. This course will fulfill one of the mathematics credits required for high school graduation. <b><u>A scientific or graphing calculator is recommended.</u></b>	<b>12<sup>th</sup> grade</b> <b>Successful completion of Algebra II or Higher (Seniors Only)</b>

## PERFORMING ARTS

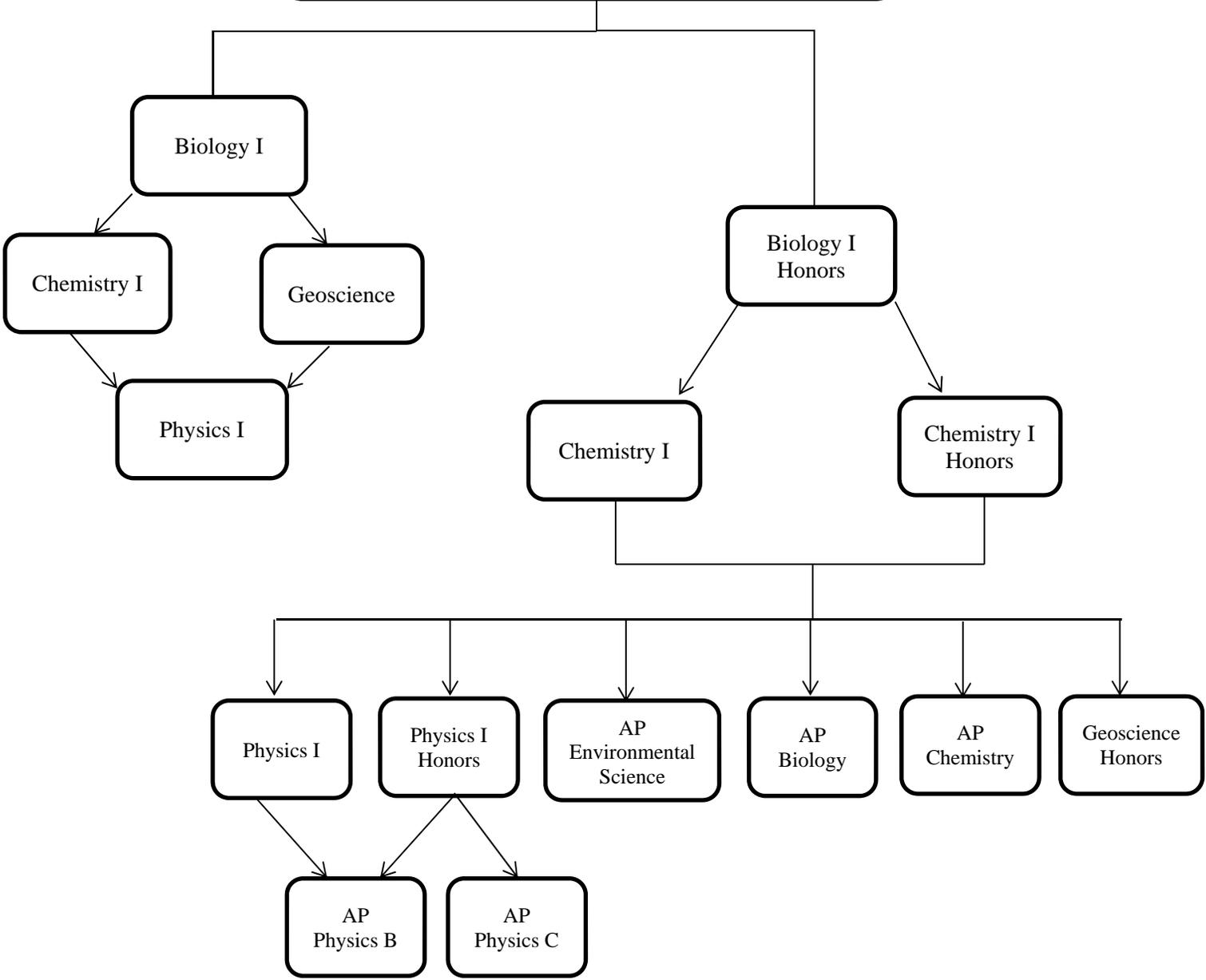
COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Advanced Band (5570)</b>	This one-year course is designed for students who have developed skills beyond those outlined and described in the Junior Varsity Band syllabus. It includes guidance related to playing instruments. The importance of sustained effort 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.	<b>Experience on a band instrument</b>
<b>Advanced Orchestra (5580)</b>	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.	<b>Experience on an orchestral instrument</b>
<b>Intermediate Orchestra (5570)</b>	This one-year course is designed for students who have developed skills beyond those outlined and described in the Middle School Orchestra Syllabus. It includes further development of those skills necessary to become independent as a musician. The course emphasizes the place of string music in the students' musical heritage and the development in style, 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 participating in a variety of performing experiences. This course may be repeated for credit. This course will fulfill the one arts/humanities credit required for graduation.	<b>Experience on an orchestral instrument</b>
<b>Orchestral Ensemble (5510)</b>	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.	<b>Experience on an orchestral instrument</b>

## PHYSICAL EDUCATION

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>P.E. I (6450)</b>	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.	<b>None</b>  <b>PE uniform required \$25</b>
<b>P.E. II (6460)</b>	This one-year course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. 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 activities that apply movement principles found in team sports, individual/dual sports, fitness and wellness activities, dance/rhythms, and lifetime recreational activities. 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 two physical education credits required for high school graduation.	<b>None</b>  <b>PE uniform required \$25</b>

***Please note:*** Ninth and tenth grade students who plan to tryout for a sport at the zoned high schools must be enrolled in PE. Eleventh grade students must be enrolled in sports guidance if playing sports at their zoned schools.

**Science**  
Recommended Course Sequence  
(See course pre-requisites)



## SCIENCE

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Biology (6760)</b>	This one-year course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem-solving techniques while developing an understanding of major biological concepts. The course also familiarizes students with the nature of science and technology. 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.	<b>9<sup>th</sup> Grade</b>
<b>Biology Honors (6760H)</b>	This one-year course is designed around introductory biological concepts designed for the academically-oriented student. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. 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.	<b>9<sup>th</sup> Grade</b>  <b>Counselor Recommendation</b>
<b>Geoscience (6690)</b>	This one-year course is designed to integrate scientific principles related to the Earth and its environment. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth's composition and structure. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. 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 admission.	<b>10<sup>th</sup> Grade</b>
<b>Chemistry (6850)</b>	This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics included are mathematics of chemistry, safety, laboratory procedures, properties of matter, atomic theory and structure, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, states of matter, acids-bases-salts, equilibrium, thermochemistry, polymer chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology and Society (STS) issues will be an integral part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. 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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.	<b>10<sup>th</sup> -12<sup>th</sup> Grade</b>  <b>C or better in Algebra I</b>
<b>Chemistry Honors (6850H)</b>	This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics include: mathematics of chemistry, safety, laboratory procedures, elements-compounds-mixtures, atomic theory and structure, structure and organization of the periodic table, mole concept, chemical	<b>10<sup>th</sup> - 12<sup>th</sup> Grade</b>  <b>B or better in Algebra I</b>

	<p>bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, phases of matter, solutions, acids-bases theory, equilibrium, thermochemistry, organic chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology, and Society (STS) issues will be an integral on-going part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. This course is distinguished from Chemistry I by the instructional pacing and the delivery of advanced content. 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 science credit towards high school graduation and qualifies as a laboratory science for college entrance.</p>	
<p><b>Physics (6900)</b></p>	<p>This one-year course is designed for those students who have successfully completed Algebra I and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that informs students about the interconnectedness among different types of forces and energy transformations. Demonstrations and/or lab experiences are 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. This course fulfills one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.</p>	<p><b>11<sup>th</sup> -12<sup>th</sup> Grade</b>  <b>C or better in Algebra I</b></p>
<p><b>Physics Honors (6900H)</b></p>	<p>This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II/Trigonometry and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward a greater conceptual understanding of physical concepts and processes. Demonstrations and/or lab experiences are an integral part of this course. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. 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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.</p>	<p><b>11<sup>th</sup> -12<sup>th</sup> Grade</b>  <b>B or better in Geometry Honors</b></p>
<p><b>Geoscience Honors (6690H)</b></p>	<p>This one-year course is designed to integrate scientific principles related to the Earth and its environment. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth's composition and structure. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. 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 admission.</p>	<p><b>11<sup>th</sup> -12<sup>th</sup> Grade</b>  <b>B or better in Biology and B or better in Chemistry</b></p>

<b>AP Biology (6770AP)</b>	<p>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. <b>It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>B or better in Biology and B or better in Chemistry</b>
<b>AP Environmental Science (6529AP)</b>	<p>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. <b>It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>B or better in Biology and B or better in Chemistry</b>
<b>AP Chemistry (6860AP)</b>	<p>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. <b>It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>B or better in Chemistry H; B or better in Algebra II</b>
<b>AP Physics B (6528AP)</b>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics B examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. <b>It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	<b>12<sup>th</sup> Grade</b>  <b>B or better in Algebra II Honors</b>  <b>B or better in Geometry Honors</b>  <b>B or better in Physics I H</b>
<b>AP Physics C (6910AP)</b>	<p>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 rapidly changing science of physics. Strong emphasis is placed on solving a variety of challenging problems,</p>	<b>12<sup>th</sup> Grade</b>  <b>Instructor Approval</b>

	<p>some requiring calculus. Two major areas are covered: mechanics and electricity and magnetism with an equal emphasis on both. 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. <b>It is expected students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	
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**SOCIAL STUDIES**

**Recommended Course Sequence (See course pre-requisites)**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Survey of Social Studies</b>	World History	US History	US Government
AP Human Geography	World History Honors  AP World History (Counselor Approval)	US History Honors  AP US History	US Government Honors  AP US Government & Politics

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Survey of Social Studies (7000)</b>	<p>This one-year course is designed to develop critical thinking, problem-solving, and civic participation skills for students through the study of history, geography, economics, and civics. Students examine physical and human aspects within global and regional contexts, current and past economic events, and the structures, functions, and responsibilities of all levels of government. Instructional practices incorporate integration of diversity awareness including appreciation 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.</p>	<b>9<sup>th</sup> Grade</b>
<b>AP Human Geography (7170AP)</b>	<p>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. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation. <b>It is expected that students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p>	<b>9<sup>th</sup> Grade</b>  <b>Concurrent enrollment in English 9 H</b>
<b>World History (7010)</b>	<p>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,</p>	<b>10<sup>th</sup> Grade</b>

	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.	
<b>World History Honors (7010H)</b>	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.	<b>10<sup>th</sup> Grade</b>  <b>B or better in Survey of Social Studies</b>
<b>AP World History (7010AP)</b>	This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering the scope of human history from 8,000 BCE to the present. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation. <b>It is expected that the students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.	<b>10<sup>th</sup> Grade</b>  <b>Instructor approval. Survey of Social Studies grade of A or B.</b>  <b>Must register for English 10 H</b>
<b>U.S. History (7030)</b>	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.	<b>11<sup>th</sup> Grade</b>
<b>U.S. History Honors (7030H)</b>	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	<b>11<sup>th</sup> Grade</b>  <b>B or better in World History Honors or A in World History</b>

	required for high school graduation.	
<b>AP U.S. History (7030AP)</b>	This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be used throughout the course. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. History credit required for high school graduation. <b>It is expected that students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.	<b>11<sup>th</sup> Grade</b>  <b>B or better in AP World History or A in World History H</b>
<b>U.S. Government (7050)</b>	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.	<b>12<sup>th</sup> Grade</b>
<b>U.S. Government Honors (7050H)</b>	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.	<b>12<sup>th</sup> Grade</b>  <b>B or better in US History H or A in US History</b>
<b>AP U.S. Government &amp; Politics (7050AP)</b>	This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This course gives students an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation. <b>It is expected that students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.	<b>12<sup>th</sup> Grade</b>  <b>A in US History, B or better in US History H, or C or better in AP US History</b>



	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. <b>It is expected that students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.	
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**HEALTH/  
COMPUTER BASED PROJECTS**

<b>COURSE</b>	<b>COURSE DESCRIPTION</b>	<b>PREREQUISITES</b>
<b>Health (6420)</b>	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.	<b>9<sup>th</sup> Grade</b>
<b>Computer Based Projects (9180)</b>	This one-semester course introduces students to the use of computer applications in the production of video, audio, graphic, and digital communication projects. Students utilize a variety of technologies including webcasting, virtual learning, document collaboration, web design, and digital portfolios within the project-based learning model. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills the one-half computer credit and one half of an elective credit or one elective credit required for high school graduation.	<b>9<sup>th</sup> Grade</b>

**MICELLANEOUS ELECTIVES**

<b>COURSE</b>	<b>COURSE DESCRIPTION</b>	<b>PREREQUISITES</b>
<b>Principles of Leadership (7180)</b>	The purpose of this one-year course is to train student leaders in the various aspects of leadership. Time will be used in and out of class for performance of tasks associated with their leadership responsibilities. This course will count as one elective credit. It may be repeated for more than one credit.	<b>Elected class or student body representative</b>
<b>Publications I (4190)</b>	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 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 high school graduation.	<b>10<sup>th</sup> – 12<sup>th</sup> Grade</b>

<b>Publications II (4200)</b>	<p>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.</p>	<b>10<sup>th</sup> – 12<sup>th</sup> Grade</b>  <b>Consent of Instructor B or better in English classes and/or graphic skills</b>
<b>Journalism Foundations (4315)</b>	<p>This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>Journalism II (4170)</b>	<p>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. This course fulfills one of the elective credits required for high school graduation.</p>	<b>Instructor Approval Required</b>
<b>Student Aide (3460)</b>	<p>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.</p>	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>Teacher approval Fewer than 7 semester absences</b>
<b>Applied Office Practice (Aide) (8270)</b>	<p>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.</p>	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>Teacher approval Fewer than 7 semester absences</b>

<b>Sch Rel Work Exp (3400)</b>	This course allows students to assist in the cafeteria with food preparation, food service, and clean up. Students are evaluated on participation, performance and work ethics. Students are paid but do not earn credit for this period.	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>The History of Popular Music (6640)</b>	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.	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>Music Appreciation (5400)</b>	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.	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>Public Speaking and Argumentation (5200)</b>  <b>(Formerly Speech I)</b>	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. Instructional practices incorporate integration of diversity awareness including appreciation 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.	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>Video Production I (4180)</b>	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.	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>Teacher Consent</b>
<b>Video Production II (5490)</b>	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.	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>Teacher Consent</b>  <b>Successful completion of Video Production I</b>

## A-TECH PROGRAMS

There are eight A-TECH programs, students have required courses. 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. Qualified junior/senior students may participate in an unpaid, supervised internship as part of their senior course work.

The course sequence listed for each program is based on students entering A-TECH in the 9th grade. Students entering A-TECH after the 9th grade usually begin with the first year program class but, based on previous experience, program area, and ability, may enter a higher level course and continue through the courses in the sequence indicated.

### TECH PREP

A student who completes his program earning grades of B or above is eligible to apply for 3 to 15 college credits through College of Southern Nevada (CSN). See page 6 for additional information.

#### BUSINESS MANAGEMENT

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math Science English PE I CBP/ Health Survey of Social Studies Elective <b>Principles of Business &amp; Marketing</b>	Math Science English PE II World History Elective <b>Business Management I                      Accounting &amp; Finance</b>	Math Science English US History Elective Elective <b>Business Management II                      Entrepreneurship I</b>	Math Science Elective English Government Elective Elective <b>Business Management                      Advanced Studies                      AP Econ or Economics</b>

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Principles of Business And Marketing (3280)</b>	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.	<b>9<sup>th</sup> Grade</b>
<b>Business Management I (9703)</b>	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.	<b>10<sup>th</sup> Grade</b>
<b>Accounting &amp; Finance I (9696)</b>	This one-year course is designed to develop an understanding of accounting and finance principles. Emphasis is placed on introductory accounting procedures and knowledge of finance as applied in such areas as banking, insurance, and investments. Instructional practices incorporate integration of diversity awareness including appreciation 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.	<b>10<sup>th</sup> Grade</b>

<p><b>Business Management II (9706)</b></p>	<p>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.</p>	<p><b>11<sup>th</sup> Grade</b></p>
<p><b>Entrepreneurship I (8010)</b></p>	<p>This one-year course is designed for students who have successfully completed Principles of Business and Marketing and have a career interest in business development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p><b>11<sup>th</sup> Grade</b></p>
<p><b>Business Management Advanced Studies (3390)</b></p>	<p>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.</p>	<p><b>12<sup>th</sup> Grade</b></p>
<p><b>Economics (7330)</b></p>	<p>This one-year course is designed to provide students with an understanding of economic ideas essential in today's world. Students apply logical reasoning and analytical skills as they develop a global perspective and personal application of economics. Instructional practices incorporate integration of diversity awareness including appreciation 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.</p>	<p><b>11<sup>th</sup>-12<sup>th</sup> Grade</b></p>
<p><b>AP Microeconomics (8631AP)</b></p> <p><b>AP Macroeconomics</b></p>	<p>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. <b>It is expected that students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.</p> <p>This one-semester course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement</p>	<p><b>11<sup>th</sup>-12<sup>th</sup> Grade</b></p>

<b>(7330AP)</b>	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. <b>It is expected that students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.	
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**GRAPHIC DESIGN**

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

**Recommended Electives:** Art I, Computer Science I, Drawing I, II, Digital Game Development I, II.

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Graphic Design I (9350)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>9<sup>th</sup> Grade</b>  <b>Computer Graphics</b>  <b>\$15 Fee</b>
<b>Graphic Design II (9360)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>10<sup>th</sup> Grade</b>  <b>Graphic Design I</b>  <b>\$20 Fee</b>

<p><b>Graphic Design III (9645)</b></p>	<p>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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b></p>	<p><b>11<sup>th</sup> Grade</b> <b>\$20 Fee</b></p>
<p><b>Graphic Design III LAB (9646)</b></p>	<p>This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Graphic Design III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. 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.</p>	<p><b>11<sup>th</sup> Grade</b> <b>Must be enrolled in Graphic Design III</b></p>
<p><b>Graphic Design Advanced Studies (9647)</b></p>	<p>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.</p>	<p><b>12<sup>th</sup> Grade</b> <b>\$20 Fee</b></p>
<p><b>Art I (3000)</b></p>	<p>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.</p>	<p><b>9<sup>th</sup>-12<sup>th</sup> Grade</b> <b>\$15 Fee</b></p>
<p><b>Drawing I (3010)</b></p>	<p>This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. Instructional practices will 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 will fulfill one of the elective credits required for high school graduation.</p>	<p><b>11<sup>th</sup>-12<sup>th</sup> Grade</b> <b>B or better in Art, consent of instructor</b> <b>\$20 Fee</b></p>

<b>Drawing II (3060)</b>	<p>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.</p>	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>B or better in Drawing I, consent of instructor</b>  <b>\$20 Fee</b>
<b>Digital Game Development I (9015)</b>	<p>This one-year course is designed to introduce students to the elements and structure of game design and development. The areas of major emphasis are game methodology, game genres, game theory, interactive experiences, and immersive environments. 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.</p>	<b>11<sup>th</sup> Grade</b>  <b>Successful completion of Computer Science I and Graphic Design I</b>
<b>Digital Game Development II (9016)</b>	<p>This one-year course is designed to allow students who have completed Digital Game Development I to advance their knowledge and skills in electronic game design and development. Areas of emphasis include development of a variety of genres and exploration of the potential for multi-player development. 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.</p>	<b>12<sup>th</sup> Grade</b>  <b>Successful completion of Digital Game Dev. I, Computer Science I and Graphic Design I</b>

## ARCHITECTURAL DRAFTING & DESIGN

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math Science English PE I CBP/ Health Survey of Social Studies Elective <b>Drafting &amp; Design</b>	Math Science English PE II World History Elective <b>Architectural Drafting &amp; Design I</b> <b>Architectural Drafting &amp; Design I LAB</b>	Math Science English US History Elective Elective <b>Architectural Drafting &amp; Design II</b> <b>Architectural Drafting &amp; Design II LAB</b>	Math Science Elective English Government Elective Elective <b>Architectural Drafting &amp; Design III</b> <b>Architectural Drafting &amp; Design III LAB</b>

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

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Drafting and Design (8650)</b>	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.	<b>9<sup>th</sup> Grade</b>  <b>\$10 Fee</b>
<b>Architectural Drafting &amp; Design I (9370)</b>	This one-year course provides Computer-Aided Drafting and Design (CADD) 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.	<b>10<sup>th</sup> Grade</b>  <b>\$10 Fee</b>
<b>Architectural Drafting &amp; Design I LAB (8695)</b>	This one-year course is designed for the student who is concurrently enrolled in Architectural Drafting and Design I. 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.	<b>10<sup>th</sup> Grade</b>  <b>Must be enrolled in AD&amp;D I</b>
<b>Architectural Drafting &amp; Design II (9380)</b>	This one-year course is designed for students who have successfully completed Architectural Drafting and 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.	<b>11<sup>th</sup> Grade</b>  <b>Consent of instructor</b>  <b>\$20 Fee</b>
<b>Architectural Drafting &amp; Design II LAB (9692)</b>	This one-year course is designed to provide extended experience for students concurrently enrolled in Architectural Drafting and 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.	<b>11<sup>th</sup> Grade</b>  <b>Must be enrolled in AD&amp;D II</b>
<b>Architectural Drafting &amp; Design III (9590)</b>	This one-year course is designed for students who have successfully completed Architectural Drafting and 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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>12<sup>th</sup> Grade</b>  <b>\$20 Fee</b>

<p><b>Architectural Drafting &amp; Design III LAB (9693)</b></p>	<p>This one-year course is designed to provide extended experience for students concurrently enrolled in Architectural Drafting and 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.</p>	<p><b>12<sup>th</sup> Grade</b> <b>Must be enrolled in AD&amp;D III</b></p>
<p><b>Art I (3000)</b></p>	<p>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.</p>	<p><b>9<sup>th</sup>-12<sup>th</sup> Grade</b> <b>\$15 Fee</b></p>
<p><b>Computer Science I (8400)</b></p>	<p>This one-year course is designed to introduce students who have successfully completed Algebra I to the core concepts of computer science. The areas of major emphasis are 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 either the one half required computer credit and one-half of the elective credit or one elective credit.</p>	<p><b>9<sup>th</sup> Grade</b> <b>Successful completion of Algebra I</b></p>
<p><b>Drawing I (3010)</b></p>	<p>This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. Instructional practices will 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 will fulfill one of the elective credits required for high school graduation.</p>	<p><b>11<sup>th</sup>-12<sup>th</sup> Grade</b> <b>B or better in Art, consent of instructor</b> <b>\$20 Fee</b></p>
<p><b>Drawing II (3060)</b></p>	<p>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</p>	<p><b>11<sup>th</sup>-12<sup>th</sup> Grade</b> <b>B or better in Drawing I, consent of instructor</b> <b>\$20 Fee</b></p>

	credits required for high school graduation.	
<b>Graphic Design I (9350)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>9<sup>th</sup> Grade</b> <b>Computer Graphics</b> <b>\$15 Fee</b>
<b>Graphic Design II (9360)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>10<sup>th</sup> Grade</b> <b>Graphic Design I</b> <b>\$20 Fee</b>
<b>Graphic Design III (9645)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>11<sup>th</sup> Grade</b> <b>\$20 Fee</b>
<b>Graphic Design III LAB (9646)</b>	This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Graphic Design III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. 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.	<b>11<sup>th</sup> Grade</b> <b>Must be enrolled in Graphic Design III</b>

## COMPUTER SCIENCE

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math Science English PE I CBP/ Health Survey of Social Studies Elective <b>Computer Science I</b>	Math Science English PE II World History Elective <b>Computer Science II H</b> <b>OR</b> <b>AP Computer Science A</b> <b>AND</b> <b>Graphic Design I</b>	Math Science English US History Elective Elective <b>Computer Science III H</b> <b>Digital Game</b> <b>Development I</b>	Math Science Elective English Government Elective Elective Elective <b>Digital Game Development II</b>

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

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Computer Science I (8400)</b>	This one-year course is designed to introduce students who have successfully completed Algebra I to the core concepts of computer science. The areas of major emphasis are 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 either the one half required computer credit and one-half of the elective credit or one elective credit.	<b>9<sup>th</sup> Grade</b>  <b>Successful completion of Algebra I</b>
<b>Computer Science II H (8410)</b>	This one-year project-based course emphasizes object-oriented programming, algorithms, and arrays, and builds on the skills acquired in Computer Science I. Topics include program design, program implementation, standard data structures, and standard algorithms. Instructional practices incorporate integration of diversity awareness including appreciation 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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>Successful completion of Computer Science I and Graphic Design I</b>
<b>AP Computer Science A (8410AP)</b>	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.	<b>10<sup>th</sup>-11<sup>th</sup> Grade</b>  <b>Successful completion of Computer Science I and Graphic Design I</b>
<b>Computer Science III H (8420)</b>	This one-year course builds on the skills acquired in Computer Science II and provides students with practical experience in object-oriented programming. This course focuses on advanced data structures, emerging technologies, and the implementation of software development methodologies. Project-based learning, collaboration, and project-management are essential elements of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all	<b>11<sup>th</sup> Grade</b>  <b>Successful completion of Computer Science II H or AP Computer Science</b>

	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 of the elective credit or one of the elective credits required for high school graduation.	<b>II A</b>
<b>Digital Game Development I (9015)</b>	This one-year course is designed to introduce students to the elements and structure of game design and development. The areas of major emphasis are game methodology, game genres, game theory, interactive experiences, and immersive environments. 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.	<b>11<sup>th</sup> Grade</b>  <b>Successful completion of Computer Science I and Graphic Design I</b>
<b>Digital Game Development II (9016)</b>	This one-year course is designed to allow students who have completed Digital Game Development I to advance their knowledge and skills in electronic game design and development. Areas of emphasis include development of a variety of genres and exploration of the potential for multi-player development. 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.	<b>12<sup>th</sup> Grade</b>  <b>Successful completion of Digital Game Dev. I, Computer Science I and Graphic Design I</b>
<b>Art I (3000)</b>	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.	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>\$15 Fee</b>
<b>Drawing I (3010)</b>	This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. Instructional practices will 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 will fulfill one of the elective credits required for high school graduation.	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>B or better in Art I, consent of instructor</b>  <b>\$20 Fee</b>
<b>Drawing II (3060)</b>	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	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>B or better in Drawing I, consent of instructor</b>  <b>\$20 Fee</b>

	technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
<b>Graphic Design I (9350)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>9<sup>th</sup> -10<sup>th</sup> Grade</b> <b>Computer Graphics</b> <b>\$15 Fee</b>
<b>Graphic Design II (9360)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>10<sup>th</sup> -12<sup>th</sup> Grade</b> <b>Graphic Design I</b> <b>\$20 Fee</b>
<b>Graphic Design III (9645)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>11<sup>th</sup> -12<sup>th</sup> Grade</b> <b>\$20 Fee</b>
<b>Graphic Design III LAB (9646)</b>	This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Graphic Design III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. 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.	<b>11<sup>th</sup> -12<sup>th</sup> Grade</b> <b>Must be enrolled in Graphic Design III</b>

## Engineering

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math Science English PE I CBP/ Health Survey of Social Studies Elective <b>Introduction to Engineering Design</b>	Math Science English PE II World History Elective Elective <b>Principles of Engineering</b>	Math Science English US History Elective Elective <b>Civil Engineering &amp; Architecture Physics or Physics H</b>	Math Science Elective English Government Elective Elective Elective <b>Engineering Design &amp; Development</b>

**Recommended Electives:** Intro to Robotics, Drafting and Design, Architectural Drafting & Design I, II, III.

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Introduction to Engineering Design (8633)</b>	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. <b>This course work is part of the nationally recognized Project Lead the Way (PLTW) Curriculum.</b>	<b>9<sup>th</sup> Grade</b>  <b>\$10 Fee</b>
<b>Principles of Engineering (8642)</b>	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. <b>This course work is part of the nationally recognized Project Lead the Way (PLTW) Curriculum.</b>	<b>10<sup>th</sup> Grade</b>  <b>\$25 Fee</b>
<b>Civil Engineering and Architecture (8655)</b>	This one-year course is designed to prepare students for civil engineering and architecture-related careers by providing experiences in a project-based learning environment. Students investigate the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. Instructional practices incorporate integration of diversity awareness including appreciation 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. <b>This course work is part of the nationally recognized Project Lead the Way (PLTW) Curriculum.</b>	<b>11<sup>th</sup> Grade</b>  <b>\$25</b>

<p><b>Engineering Design and Development (9571)</b></p>	<p>This one-year course is designed for students who have successfully completed Principles of Engineering. 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.</p> <p><b>This course work is part of the nationally recognized Project Lead the Way (PLTW) Curriculum.</b></p>	<p><b>12<sup>th</sup> Grade</b></p> <p><b>\$25 Fee</b></p>
<p><b>Intro to Robotics (8955)</b></p>	<p>This one-year course is designed to provide a hands-on approach to concepts in robotics technologies. This course will be tied directly to laboratory construction of complex robotics systems with emphasis placed on mobile robots and the illustrations of current state of the art research and applications. Additionally, this course will provide the historical development of robotics as a field, effectors and control, integrating sensors, mobile robot controls (reactive, behavior-based, and hybrid), motion planning, robot learning, multi-robot systems, as well as an overview of the field of robotics and their influence on society and the future. In addition to advanced computer science concepts, introductions to the related fields of mechanical and electrical engineering as well as cross-curricular references to the biological, chemical and physical sciences will be provided as appropriate. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.</p>	<p><b>9<sup>th</sup>-12<sup>th</sup> Grade</b></p> <p><b>\$20 Fee</b></p>
<p><b>Drafting and Design (8650)</b></p>	<p>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.</p>	<p><b>9<sup>th</sup> -12<sup>th</sup> Grade</b></p> <p><b>\$10 Fee</b></p>
<p><b>Architectural Drafting and Design I (9370)</b></p>	<p>This one-year course provides Computer-Aided Drafting and Design (CADD) 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.</p>	<p><b>10<sup>th</sup>-12<sup>th</sup> Grade</b></p>
<p><b>Architectural Drafting &amp; Design I LAB (8695)</b></p>	<p>This one-year course is designed for the student who is concurrently enrolled in Architectural Drafting and Design I. 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.</p>	<p><b>Must be enrolled in AD&amp;D I</b></p>

<b>Architectural Drafting and Design II (9380)</b>	<p>This one-year course is designed for students who have successfully completed Architectural Drafting and 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.</p>	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>Successful completion of Architectural Drafting and Design I</b>
<b>Architectural Drafting &amp; Design II LAB (9692)</b>	<p>This one-year course is designed to provide extended experience for students concurrently enrolled in Architectural Drafting and 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.</p>	<b>Must be enrolled in AD&amp;D II</b>
<b>Architectural Drafting &amp; Design III (9590)</b>	<p>This one-year course is designed for students who have successfully completed Architectural Drafting and 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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b></p>	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>  <b>Successful completion of Architectural Drafting and Design II</b>
<b>Architectural Drafting &amp; Design III LAB (9693)</b>	<p>This one-year course is designed to provide extended experience for students concurrently enrolled in Architectural Drafting and 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.</p>	<b>Must be enrolled in AD&amp;D III</b>
<b>Physics (6900)</b>	<p>This one-year course is designed for those students who have successfully completed Algebra I and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that informs students about the interconnectedness among different types of forces and energy transformations. Demonstrations and/or lab experiences are 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. This course fulfills one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.</p>	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>Physics Honors (6900)</b>	<p>This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II/Trigonometry and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward a greater conceptual understanding of physical concepts and processes. Demonstrations and/or lab experiences are an integral part of this course. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. Instructional</p>	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>

	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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.	
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**Web Design & Development**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math Science English PE I CBP/ Health Survey of Social Studies Elective <b>Graphic Design I</b>	Math Science English PE II World History Elective <b>Web Design &amp; Development I</b> <b>Animation I</b>	Math Science English US History Elective Elective <b>Web Design &amp; Development II</b> <b>IT Essentials II</b> <b>Animation II</b>	Math Science Elective English Government Elective Elective Elective <b>Web Design &amp; Development III</b>

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

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Graphic Design I (9350)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>9<sup>th</sup> Grade</b>  <b>\$15 Fee</b>
<b>Animation I (7980)</b>	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.	<b>10<sup>th</sup> Grade</b>
<b>Animation II (8100)</b>	This one-year course provides students with the principles of traditional two-dimensional cel and computer animation, as well as, 3-D animation and graphics. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	<b>11<sup>th</sup> Grade</b>  <b>Successful completion of Animation I</b>

<b>IT Essentials II (3640)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>11<sup>th</sup> Grade</b>  <b>\$10 Fee</b>  <b>Successful completion of IT Essentials I</b>
<b>Web Design &amp; Development I (9470)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>10<sup>th</sup> Grade</b>
<b>Web Design &amp; Development II (8660)</b>	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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>11<sup>th</sup> Grade</b>
<b>Web Design &amp; Development III (8603)</b>	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.	<b>12<sup>th</sup> Grade</b>

**LEGAL STUDIES**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math Science English PE I CBP/ Health Survey of Social Studies <b>Criminal Justice I</b> <b>Public Speaking and Argumentation</b>	Math Science English PE II World History Elective <b>Crime and Justice</b> <b>Sociology I</b>	Math Science English US History Elective Elective <b>Trial Advocacy</b> <b>AP Psychology</b> <b>or</b> <b>Psychology</b>	Math Science Elective English Government Elective Elective <b>Project-Based Learning</b> <b>AP Psychology</b> <b>or</b> <b>Psychology</b>

COURSE	COURSE DESCRIPTION	PREREQUISITES
<b>Criminal Justice I (7440)</b>	This one-year course provides students with an understanding of the difference between the civil and criminal codes in the American legal system. Students explore themes in both civil and criminal law reflecting American social, moral, political and economic values, legal terminology, writing, and court room environment. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b>	<b>9<sup>th</sup> Grade</b>
<b>Crime and Justice (7090)</b>	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.	<b>10<sup>th</sup> Grade</b>
<b>Trial Advocacy (7570)</b>	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.	<b>11<sup>th</sup> Grade</b>
<b>Project-Based Learning (7018)</b>	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.	<b>12<sup>th</sup> Grade</b>
<b>Public Speaking and Argumentation (5200) (Formerly Speech I)</b>	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. Instructional practices incorporate integration of diversity awareness including appreciation 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.	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>Psychology (7220)</b>	This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>

	course. This course fulfills one elective credit required for high school graduation.	
<b>AP Psychology (7230)</b>	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. <b>It is expected that students will take the AP exam in May.</b> See your school counselor if you have a financial hardship.	<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>
<b>Sociology I (7240)</b>	This one-year course is designed to provide students with an introduction to the study of social groups, institutions, and functions. Emphasis is on the relationship to society between the individual and groups. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	<b>10<sup>th</sup>-12<sup>th</sup> Grade</b>

**IT Networking**

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Math Science English PE I CBP/ Health Survey of Social Studies Elective <b>Computer Science I</b>	Math Science English PE II World History Elective Elective <b>IT Essentials I</b>	Math Science English US History Elective Elective <b>IT Networking I &amp; II</b> <b>IT Essentials II</b>	Math Science Elective English Government Elective Elective <b>IT Networking III H &amp; IV H</b>

<b>COURSE</b>	<b>COURSE DESCRIPTION</b>	<b>PREREQUISITES</b>
<b>Computer Science I (8400)</b>	This one-year course is designed to introduce students who have successfully completed Algebra I to the core concepts of computer science. The areas of major emphasis are 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 either the one half required computer credit and one-half of the elective credit or one elective credit.	<b>9<sup>th</sup> Grade</b>

<b>IT Essentials I (3620)</b>	<p>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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b></p>	<b>10<sup>th</sup> Grade</b>  <b>\$10 Fee</b>
<b>IT Essentials II (3640)</b>	<p>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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b></p>	<b>11<sup>th</sup> -12<sup>th</sup> Grade</b>  <b>Successful completion of IT Essentials I</b>
<b>IT Networking I (3581)</b>  <b>Semester 1</b>	<p>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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b></p>	<b>11<sup>th</sup> Grade</b>  <b>Successful completion of IT Essentials I</b>  <b>\$10 Fee</b>
<b>IT Networking II (3582)</b>  <b>Semester 2</b>	<p>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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b></p>	<b>11<sup>th</sup> Grade</b>  <b>Successful completion of IT Networking I</b>  <b>\$10 Fee</b>
<b>IT Networking III Honors (3583)</b>  <b>Semester 1</b>	<p>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. <b>This course may allow students to earn college credit from the College of Southern Nevada.</b></p>	<b>12<sup>th</sup> Grade</b>  <b>Successful completion of IT Networking II</b>  <b>\$10 Fee</b>



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