

**LAS VEGAS HIGH
SCHOOL
2016 - 2017
COURSE CATALOG**



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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.

Pre-Registration Information

INTRODUCTION

The courses that will be offered at Las Vegas High School for the upcoming school year are courses selected by the students during spring preregistration. Generally, the courses listed in this registration guide will only be offered in the curriculum for the next school year if **30 or more students** preregister for a course. If fewer than 30 students sign up for the course, the course may be canceled and those students will be rescheduled into their alternate course(s). Students will not receive credit for repeating a semester of a course that has been passed previously. Some courses may be repeated for credit; see a school counselor for details.

COURSES THAT STUDENTS SELECT IN SPRING ARE THE COURSES THEY WILL BE REQUIRED TO ATTEND NEXT YEAR. CHOOSE CLASSES CAREFULLY. NO SCHEDULE CHANGE REQUESTS WILL BE GRANTED OTHER THAN THOSE GOVERNED BY THE STATEMENT PRINTED BELOW. Students will be scheduled into classes selected during preregistration unless those classes are filled or canceled. Students who do not submit a preregistration form will be given a schedule by their counselor.

NON-DISCRIMINATION LANGUAGE

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

COURSE SELECTION GUIDELINES

1. **READ** course descriptions carefully before you register. Please note any prerequisites. Complete course descriptions including prerequisites, graduation requirements, and fees can be found in the LVHS catalog.
2. **DISCUSS** your course selection with your parents, teachers and counselor before registration. Reviewing the requirements for the type of diploma you are seeking. Recommendations will be made for math, science, English, and social studies, if applicable.
3. **CHOOSE** courses that will challenge you and provide you with the best possible preparation for your future terms of employment and further education.
4. **COMPLETE** the registration form. List your required classes first; then list your electives. Choose two alternative courses. In the event some of your electives are filled, you will be assigned your alternate choice(s). Students planning to attend summer school will be preregistered based on the next logical course sequence according to their spring schedule. If a student successfully completes summer school, he/she may change courses upon returning to school in the fall.
5. **UNDERSTAND** you will be expected to remain in year-long classes for the entire year. Exceptions (graduation requirements, misplacement) will be handled through the regular schedule change procedure.

SCHEDULE CHANGE POLICY

Since much advanced planning and guidance is provided for each student prior to registration, schedule changes will not be made after registration. Class **changes will not be granted** to accommodate a change in a student's lunch period or to request a specific instructor. After 15 days into the semester, due to the State of Nevada Department of Education's requirement for the number of hours needed to earn credit, no student may change or withdraw from a class. Students who drop a class after the first 15 days will receive an "F" on the semester transcript. No student may change a class and receive credit after the 15th day of the semester. Requests for schedule changes are considered only during the first three weeks of the semester and are granted only for the following reasons:

1. Minimum competency preparation for the End of Course Examinations
2. Graduation requirement fulfillment, if class has not been taken previously.
3. Misplacement in an academic area according to stanine scores and/or ability.
4. Successful completion of summer school course work.

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

Students will be expected to remain in year-long courses for the entire school year. Exceptions (graduation requirements, misplacement) will be handled through the regular schedule change procedure.

High School Graduation Requirements

21st CENTURY COURSE OF STUDY EXPECTATIONS

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

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

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

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

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

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

STANDARD DIPLOMA

The following subjects are needed to meet graduation requirements:

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

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

**Mathematics course units for the following cohort years:

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

** A maximum of ONE credit may be earned for a P.E. II Waiver by participating in a school approved activity/athletic.

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

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

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

ADVANCED DIPLOMA

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

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

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

**Mathematics course units for the following cohort years:

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

*** A maximum of ONE credit may be earned for a P.E. II Waiver by participating in a school approved activity/athletic.

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

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

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

ADVANCED HONORS DIPLOMA

The following subjects are 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 without Bonus Points GPA and 3.85 GPA with Bonus Points. GPA calculations are exact and not rounded to meet diploma requirements.

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

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

**Mathematics course units for the following cohort years:

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

*** A maximum of ONE credit may be earned for a P.E. II Waiver by participating in a school approved activity/athletic.

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

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

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

Honors Courses with Bonus Points

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

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

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

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

Advantages of the Honors Course Offerings

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

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

MATRICULATION

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

ATTENDANCE REQUIREMENT

With state-mandated accountability, comes greater responsibility to our students. Students are required to attend all classes to which they are assigned (including but not limited to early and late-bird classes). Students with more than ten (10) unexcused absences in any class will lose credit for that class.

REQUIRED HIGH SCHOOL STUDENT CLASS LOAD

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

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

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

Four Year Course Plan

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

The plan includes students and parents:

- Working in consultation with a school counselor to develop the Course Plan
- Parent review and approval
- Reviewing the plan yearly and revising as needed

Concurrent Credit Options

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

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

Physical Education II Waiver Credit

A maximum of ONE credit of Physical Education Waiver credit may be earned toward graduation. Students may earn PE Waiver credit by two methods.

Students may earn a PE II Waiver if they participate in and complete one of the school-sponsored activities/athletics listed below:

Baseball – Varsity, Junior Varsity
Basketball – Varsity, Junior Varsity, B-Team
Bowling - Varsity, B-Team

Marching Band/Flags/Mascots
Soccer – Varsity, Junior Varsity, B-Team
Softball – Varsity, Junior

Cheerleading – Varsity, Junior Varsity, B-Team
 Cross Country – Varsity
 Flag Football – Varsity, Junior Varsity, B-Team
 Football – Varsity, Junior Varsity, B-Team
 Golf – Varsity

Swimming – Varsity
 Tennis – Varsity
 Track – Varsity
 Volleyball – Varsity, Junior Varsity, B-Team
 Wrestling – Varsity, Junior Varsity

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

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

Duplicate Course Work – Repeating Courses

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

External Credit Options

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

See your counselor for prior approval and applications for the following External Credit options:

Community Service Credit	A maximum of one credit may be earned for students who complete 120 hours of volunteer service with an approved community agency. One-half credit may be earned for 60 hours of service; court mandated hours do not count for Community Service credit.
Credit By Exam	Students may earn credit by obtaining a score of 70% or better on an examination for a course they have not taken previously or are not enrolled in currently. For a complete list of credit by exam course offerings and fees, see the NVLA website at http://nvlearningacademy.net/ . Credit by Exam cannot count toward Honors credit.
Dual Credit	High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three credit college/university course equals one-half unit of high school credit.
Educational Travel Credit	A maximum of one credit may be granted to students who keep a journal while traveling for 42 consecutive days or 1/2 credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit.
Enrichment Program Credit	Students may receive credit for academically accelerated courses taken at accredited institutions.
Music Equivalent Credit	A maximum of one credit may be granted to students participating in a music program not offered by the Clark County School District. Credit granting is monitored by the CCSD Department of Fine Arts. Specific application forms must be submitted along with time log. Call (702) 799-8531 for more information.
Online Courses	Credits may be earned for courses completed online from approved institutions. The cost of courses vary. Students must conform to the procedures set by the credit granting institution.

Planning for College

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 Bonus Points.

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. The Academic Plan which includes a four-year high school course of study, will be used as a guide to manage the student's educational development and course selection in alignment with an identified course of study. Revising the Academic Plan annually will assist students in preparation for graduation and post-secondary goals.

The plan includes students and parents:

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

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.

Beginning in 2014-2015, all Juniors will take the ACT with Writing exam in the Spring. The College and Career Readiness Assessment (ACT) is a requirement for graduation for the Class of 2015 and beyond. Juniors will take the ACT in spring of their junior year at no cost. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. It is recommended that students take ACT and/or SAT in the spring of their junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the 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.

CCSD GUIDANCE & COUNSELING WEBSITE

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

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

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

SCHOLARSHIPS & GRANTS

There are four types of financial aid available to help defray the costs of a college education.

1. **Scholarships** are monetary awards the student earns and does not have to repay. The student's high school course selection (including AP and Honors courses), GPA, financial need, and college entrance examination scores (ACT, SAT) weigh heavily in determining recipients.
2. **Grants** are monetary awards based solely on need. Need is determined from information supplied on a family financial aid form. Grants need not be repaid.
3. **Work-study** is employment on or near campus on a part-time basis. Often the university or college makes an effort to place the student in a job related to his/her major.
4. **Student loans** are low-interest monies granted on the basis of need. A loan must be repaid.

A senior should obtain a Free Application for Federal Student Aid (FAFSA) form at www.fafsa.ed.gov or from the student's counselor. The form should be completed and sent in immediately after January 1 of the student's senior year. The FAFSA will trigger any federal need-based program for which a student is eligible.

This is a very general outline of financial aid. For information on specific scholarships or programs, the student should contact his/her counselor.

CTE COLLEGE CREDIT

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

To qualify for the CTE College Credit, students must:

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

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

Clark County School District Athletic Eligibility:

Initial Eligibility – General Requirements:

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

Maintenance of Eligibility:

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

NCAA Initial Eligibility Requirements

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

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

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

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

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

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

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

Unique Programs

INSPIRE ACADEMY

The vision of the INSPIRE Academy (iAcademy) is to foster, support, and promote excellence through innovative teaching and learning practices designed to meet the needs of today's diverse learners. The iAcademy at Las Vegas High School is a school within a school offering a traditional high school experience within a smaller community for more individualized attention. Students take their core classes (Math, Science, English, & Social Studies) within the program in a blended format but still take their electives in the traditional format. Core classes are offered at honors and Advanced Placement levels providing students the opportunity to earn their Advanced Honors Diploma and the possibility of graduating in a white gown. Beyond that, the Advanced Honors Diploma gives students a more competitive edge when applying for post-secondary education. Although their curriculum is available online through the District's Canvas portal, the key to students' success in the iAcademy is the time that they spend in smaller seminar sessions with their core teachers. This blended learning model enables educators to move away from a one-size-fits-all classroom, and design flexible seminars built on the immediate needs of students. The iAcademy provides innovative learning opportunities that increase student engagement, improve critical thinking, and build problem-solving skills. See the course sequence at the end of the catalog

PAL (PARTNERSHIP AT LAS VEGAS) PROGRAM

PAL is a Career and Technical Education program that provides internship experiences to juniors and seniors to prepare them for careers and a variety of postsecondary options. The program is fully consistent with students planning to enter college and/or careers upon graduation. PAL students report on Wednesdays to an internship site, and these sites are changed each semester to expose students to different career fields in our community. The PAL program is designed to show students what technical and advanced training is needed for quality careers, and give students a jump on such training in high school. The PAL program is a school-within-a-school and is made up of a team of five teachers and approximately 180 students. Academic courses stress the connection between school and the real world of work, and include language arts, math, social studies, science, business/computers, and life skills. Essential program aspects include field trips. Business etiquette and manners, motivational speakers, group and team identification, and constant monitoring of student progress with feedback from the PAL team (including students) and the business community. Students must complete an application process. For further information, see your counselor.

CRITERIA FOR ADMISSION TO THE PAL PROGRAM

- Junior or Senior
- Trustworthy
- Minimal time constraints/conflicts
- Excellent work ethic
- Positive Attitude
- Good Attendance
- Parent Support Contract
- Interested in postsecondary education/training

English Sequence

Current English	Grade Earned	Future Placement
English 8	A B C D F	English 9
English 8 Accelerated	A B	English 9 Honors
English 8 Accelerated	C D F	English 9
English 9	A B C D F	English 10
English 9 Honors	A B	English 10 (Pre-AP) Honors
	A B C	English 10 Honors
	D F	English 10
English 10	A B C D F	English 11
English 10 Honors	A B C	English 11 Honors
	D F	English 11
English 10 (Pre-AP) Honors or English 10 Honors	Recommended for all college bound students	AP English Language and Composition (should be taken first) OR AP English Literature and Composition
English 11	A B C D F	English 12
English 11 Honors	A B C	English 12 Honors
	D F	English 12
AP English Language & Composition	Recommended for all college bound students	AP English Literature & Composition

Course Title	Description	Prerequisites
English 9	This one-year course (Foundations in Composition and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	Grade 9
English 9 Honors	This one-year course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	“B” or better in English 8 ACC and teacher recommendation
English 10	This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	Grade 10
English 10 Honors	This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	Grade 10 and teacher recommendation
English 10 (Pre-AP) Honors	This one-year course (Advanced Composition, Language, and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors by the accelerated instructional pacing and depth of content. This rigorous honors course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of American prose styles and genres. The course is also structured chronologically based on the genres and movements of	Grade 10, “B” or better in English 9H or teacher recommendation

	American literature. Students are expected to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation	
English 11	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.	Grade 11
English 11 Honors	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.	“C” or better in English 10 Honors and teacher recommendation
AP English Language and Composition**	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. *It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Min. grade 11 and completion of English 10 Honors or English 10 (Pre-AP) Honors Recommended for college bound students **It is recommended that AP English Language & Composition precede AP English Literature & Composition whenever possible.
AP English Literature and Composition**	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. *It is expected students will take the AP exam in May. Cost for exam is approximately \$90.	Min. grade 11 and completion of English 10 Honors or English 10 (Pre-AP) Honors Recommended for college bound students **It is recommended that AP English Language & Composition precede AP English Literature & Composition whenever possible.

English 12	This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	Grade 12
English 12 Honors	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.	Grade 12 and “C” or better in English 11 Honors, recommended for college bound students
Journalism Foundations Elective credit only	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. <i>This course fulfills one of the elective credits required for high school graduation.</i>	9 th – 12 th grade standing, teacher recommendation or Journalism advisor approval
Journalism II Elective credit only	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. <i>This course fulfills one of the elective credits required for high school graduation.</i>	Completion of Journalism Foundations
Publications I Elective credit only	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. <i>This course fulfills one of the elective credits required for high school graduation and may be repeatable.</i>	9 th – 12 th grade standing, teacher recommendation or Publications advisor approval

Publications II Elective credit only	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. <i>This course fulfills one of the elective credits required for high school graduation and may be repeatable.</i>	Completion of Publications I
Speech and Debate I Elective credit only	This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation. <i>This course fulfills one of the elective credits required for high school graduation.</i>	
Speech and Debate II Elective credit only	This one-year course is a continuation of Speech and Debate I and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. <i>This course fulfills one of the elective credits required for high school graduation.</i>	Completion of Speech and Debate I

English Language Learners

English Language Learners		
Course Title	Description	Prerequisites
ELL I, II, III, IV	This one-year course will focus on the development of reading, writing, listening and speaking skills within the English language for students who have little or no background in English. The course will require students to practice using English in all four domains. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of the English credits required for high school graduation.	Teacher recommendation

Mathematics Sequence

Current Math	Grade Earned	Future Placement
Pre-Algebra 8	A B C	Algebra I
	D F	Pre-Algebra HS
Algebra I (8 th grade)	A B C	Geometry Honors
	D F	Retake Algebra I
Geometry Honors (8 th grade)	A B C	Algebra II Honors
	D F	Retake Geometry Honors
Any (8 th grade)	Recommended for students with “D” or lower in 9 th grade math. School identified.	Fundamental Math Concepts (concurrent with Pre-Algebra)
Pre-Algebra HS (9 th grade)	A B C D F	Algebra I
Algebra I (9 th grade)	A B C	Geometry Honors
	D	Geometry
	F	Retake Algebra I
Geometry (9 th grade)	A B	Algebra II Honors
	C D	Algebra II
	F	Retake Geometry
Geometry Honors (9 th grade)	A B C	Algebra II Honors
	C D	Algebra II

	F	Retake Geometry Honors
Algebra II Honors (9 th grade)	A B C D	Pre-Calculus AB Honors
	F	Retake Algebra II Honors
Algebra I (10 th grade)	A B C D F	Geometry
Geometry (10 th grade)	A B C D	Algebra II
	F	Retake Geometry
Geometry Honors (10 th grade)	A B C	Algebra II Honors
	C D	Algebra II
	F	Retake Geometry Honors
Algebra II (10 th grade)	A B C D	College Preparatory Mathematics
	F	Retake Algebra II
Algebra II Honors (10 th grade)	A B C D	Pre-Calculus AB Honors
	F	Retake Algebra II Honors
Pre-Calculus AB Honors (10 th grade)	A B C D	AP Calculus AB or AP Statistics
	F	Retake Pre-Calculus AB Honors
Algebra I (11 th grade)	A B C D F	Geometry
Geometry (11 th grade)	A B C D	Algebra II
	F	Math of Personal Finance

Algebra II (11 th grade)	A B C D	College Preparatory Mathematics
	F	Retake Algebra II or Math of Personal Finance
Algebra II Honors (11 th grade)	A B C	Precalculus AB Honors
	C D	College Preparatory Mathematics
	F	Retake Algebra II H
College Preparatory Mathematics (11 th grade)	A B	AP Calculus or AP Statistics
	C	Pre-Calculus AB Honors
	D F	Personal Finance
Pre-Calculus AB Honors (11 th grade)	A B C	AP Calculus or AP Statistics
	D F	Retake Pre-Calculus AB Honors or College Preparatory Mathematics
AP Calculus AB (11 th grade)	A B C D	AP Statistics or College Preparatory Mathematics
	F	Retake AP Calculus AB
AP Statistics (11 th grade)	A B C D	AP Calculus AB or College Preparatory Mathematics
	F	Retake AP Statistics

Course Title	Description	Prerequisites
Fundamental Math Concepts	This one-year, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student's course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).	9th Grade: Paired with Pre-Algebra based on "D" or lower and teacher recommendations
Pre-Algebra	This one-year course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education (NSHE) core requirements for university admission.	9th Grade: "D" or "F" in Math 8 or Pre-Algebra 8.
Algebra I	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.	9th Grade: "C" or better in Pre-Algebra 8 10th Grade: "F" or better in Pre-Algebra HS.
Geometry	This one-year course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. Various instructional techniques are utilized through activity-based methods. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.	9th Grade: "D" or "F" in Algebra I and teacher recommendation 10th Grade: "D" or "F" in Algebra I 11th Grade: "F" or better in Algebra I
Geometry Honors	This course is an in-depth study of plane and coordinate geometry. Clear thinking and conciseness of language are necessary and are stressed through a study of deductive proof, both direct and indirect. This course is designed for students preparing for advanced courses in mathematics.	9th Grade: "C" or better in Algebra I or "D" or "F" in Geometry Honors & teacher recommendation 10th Grade: "C" or better in Algebra I or "D" or "F" in Geometry Honors
Algebra II	This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	10th Grade: "C" or "D" in Geometry 11th Grade: "C" or better in Geometry or "D" or "F" in Geometry Honors 12th Grade: "A" or "B" in Geometry or "F" in Algebra II

Algebra II Honors	This rigorous one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I H and Geometry H. Emphasis is on the study of polynomial, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	<p>9th Grade: “C” or better in Geometry Honors & teacher recommendation</p> <p>10th Grade: “A” or “B” in Geometry or “C” or better in Geometry Honors or “D” or “F” in Algebra II Honors</p> <p>11th Grade: “D” or better in Geometry Honors</p>
College Preparatory Mathematics	This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	<p>11th Grade: “C” or better in Algebra II</p> <p>12th Grade: “A” or “B” in Algebra II or “C” or “D” in Algebra II Honors or “D” or “F” in Precalculus AB Honors or “C” or better in AP Calculus AB or AP Statistics</p>
Precalculus AB Honors	This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the introductory concepts of calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	<p>10th Grade: "C" or better in Algebra II Honors</p> <p>11th Grade: "C" or better in Algebra II Honors or “D” or “F” in Precalculus AB Honors</p> <p>12th Grade: "C" or better in Algebra II Honors or “C” in College Preparatory Mathematics or “D” or “F” in Precalculus AB Honors</p>
AP Calculus AB	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. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	<p>11th Grade: “C” or better in Precalculus AB Honors</p> <p>12th Grade: “C” or better in Precalculus AB Honors or “B” or better in College Preparatory Mathematics or “D” or “F” in AP Calculus AB or “C” or better in AP Statistics</p>
AP Statistics	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. * It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	<p>11th Grade: “C” or better in Precalculus AB Honors</p> <p>12th Grade: “C” or better in Precalculus AB Honors or “D” or “B” or better in College Preparatory Mathematics or “F” in AP Statistics or “C” or better in AP Calculus AB</p>

<p>Math of Personal Finance</p>	<p>This one-year course is the study of personal finance for senior-level students. Students will develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The emphasis will be on refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computers, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.</p>	<p>12th Grade</p>
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Science Sequence

****3 Credits of Science for Graduation, 4 Credits Required by Many Colleges****

Current Science	Grade Earned	Future Placement
Science 8	A B	Biology Honors
	B C D F	Biology
Science 8 ACC	A B C	Biology Honors
	D F	Biology
Biology (9 th grade) (NGSS Aligned)	A B	Honors Geoscience
	C D F	Geoscience
Biology Honors (9 th grade) (NGSS Aligned)	A B	Chemistry Honors or AP Physics Part I
	C D F	Geoscience
Geoscience	A B	11 th grade Honors/AP Science
	C D F	Chemistry or Physics
10 th grade Honors/AP	A B	11 th grade Honors/AP
	C D F	Chemistry, Physics or Science Elective (4 th year of science not required for graduation, but many colleges expect a 4 th year)
11 th grade Honors/AP, or non-Honors/non-AP	A B C D	Honors or AP Courses, Chemistry, Physics, or Science Elective (4 th year of science not required for graduation, but many colleges expect a 4 th year)

Course Title	Description	Prerequisites
Biology NGSS Aligned	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	Grade 9 *Only open to sophomores with no previous biology course.
Biology Honors NGSS Aligned	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	“B” or better in Science 8 or “D” or better in Science 8 ACC *Open only to sophomores with no previous biology course.
Geoscience	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. The topics covered in Geoscience include Space Systems, History of Earth, Earth’s Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	Grade 10, “C”, “D”, or” F” in Biology Honors
Geoscience Honors	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Geoscience Honors include Space Systems, History of Earth, Earth’s Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	Grade 10, “A” or “B” in Biology/Biology Honors or a completed challenge form
Chemistry	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered in Chemistry include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	Grade 11, Biology/Biology Honors, Geoscience and “D” or better in Algebra I Grade 12, Biology/Biology Honors, Geoscience, “D” or better in Algebra I
Chemistry Honors	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional	Grade 10 or 11, “C” or better in Biology Honors AND “C” or better in Algebra I

	practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	Grade 12, “C” or better in Biology Honors, “C” or better in Algebra I
Physics	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Geoscience Honors include Space Systems, History of Earth, Earth’s Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	Grade 11 “C” or better in Algebra I Grade 12 “C” or better in Algebra I
Principles of Genetics Honors Elective credit only	This one-year course is designed for students interested in current technologies, research, and understanding of genetics. Concepts taught will include the historical development of the field, the biochemistry of genetic materials, current technology and research, and career opportunities. The course involves problem-solving, research, and laboratory skills. To be successful in this course, it is recommended that students previously complete an honors biology and an honors chemistry course. 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. <i>This course fulfills one of the elective credits required for high school graduation.</i>	Grade 11 “C” or better in Biology, Chemistry, or Physics Grade 12 “C” or better in Biology, Chemistry, or Physics
Principles of Anatomy and Physiology Honors Elective credit only	This one-year course is designed as a survey of the fundamentals of anatomy and physiology. Topics will focus on the interrelationships of human body systems that include laboratory experiences, demonstrations and dissections. Problem solving and case study analysis 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 may allow students to earn college credits from the College of Southern Nevada. <i>This course fulfills one of the elective credits required for high school graduation.</i>	Grade 11 “C” or better in Biology, Chemistry, or Physics Grade 12 “C” or better in Biology, Chemistry, or Physics
AP Biology	This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Biology examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for those students desiring college level experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General themes of study will be: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship of Structure to Function; Regulation; Interdependence in Nature; Science, Technology and Society. Career opportunities in the biological sciences will also be explored. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Grade 11 or 12, Chemistry I Honors, and “B” or better in Biology I Honors
AP Chemistry	This one-year course is designed to provide a comprehensive background for those students desiring an in-depth study of chemical concepts. This course will focus on meeting the requirements of the College Board Advanced Placement Chemistry exam. Instructors should refer to the current Advanced Placement course description for examination specifics. Topics included are atomic theory and structure; chemical bonding; nuclear chemistry; gases, liquids and solids; solutions; reaction types; acids and bases; stoichiometry; equilibrium; kinetics; thermodynamics; electrochemistry;	Grade 11 or 12, Completed Chemistry Honors or Physics Honors and concurrently enrolled in or have completed Algebra II / Trigonometry with a “C” or better

	<p>oxidation-reduction; descriptive chemistry; and an introduction to carbon chemistry. Laboratory work of quantitative and qualitative nature is used to develop manipulative skills and reinforce topic areas. It is recommended that students successfully complete a first year biology and a first year chemistry course before enrolling in AP Chemistry. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.</p> <p>It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	
AP Physics Part I	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics A 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.</p> <p>It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	Grade 10, 11 or 12, Completed Biology Honors, Chemistry Honors or Physics with “B” or better and concurrently enrolled in Algebra I Honors or have completed Algebra II / Trigonometry with a “C” or better
AP Physics Part II	<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.</p> <p>It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	Grade 11 or 12, Completed AP Physics Part I with “C” or better and concurrently enrolled in or have completed Calculus with a “C”
AP Environmental Science	<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.</p> <p>It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	Grade 11 or 12, Biology/Biology Honors, Chemistry/Chemistry Honors, Physics/AP Physics

Social Studies Course Sequence

Current Course	Grade Earned	Future Placement
English 9	A B	AP Human Geography (based on teacher recommendation)
	C D F	World History
English 9 Honors	A B	AP Human Geography
	C D F	World History
World History	A B	AP U.S. History, U.S. History Honors
	C D F	U.S. History
AP World History	A B C	AP U.S. History, U.S. History Honors
	D F	U.S. History
U.S. History	A B	AP U.S. Government, U.S. Government Honors
	C D F	U.S. Government
AP U.S. History	A B C	AP U.S. Government, U.S. Government Honors
	D F	U.S. Government
<p>It is recommended that all college bound students take Advanced Placement (AP) Human Geography, (AP) U.S. History, and (AP) U.S. Government.</p>		

Course Title	Description	Prerequisites
World History	This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.	Grade 10
AP Human Geography	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This college-level curriculum provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of earth's surface. It focuses on the methods and tools geographers use to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your school counselor if you have a financial hardship.	Grade 10, "A" in English 9 and teacher recommendation or "B" or better in English 9 Honors
U.S. History	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation 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.	Grade 11, World History
U.S. History Honors	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.	Grade 11, World History/Geography, Teacher recommendation. Recommended for college bound students.
AP U.S. History	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This college-level curriculum provides an in-depth examination, synthesis, and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge is used throughout the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Grade 11, World History/Geography, Teacher recommendation. Recommended for college bound students.
U.S. Government	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 United States Government credit required for high school graduation.	Grade 12, U.S. History

AP U.S. Government	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This college-level curriculum provides an in-depth examination, synthesis, and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge is used throughout the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.</p> <p>*It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	<p>Grade 12, US History, Teacher recommendation. Recommended for college bound students.</p>
<p>Principles of Leadership</p> <p>Elective credit only</p>	<p>The leadership class is designed for students who are working in a leadership capacity in student government, student activities, and community activities. A minimum grade of a "B" is standard. Students will study general principles required for becoming good leaders and will develop and coordinate a wide variety of school activities. Enrollment in leadership class is a requirement, and limited to students elected as student body officers and class officers, as well as those students appointed as executive council members, advisory members and honorary members. These students make up the Las Vegas High School Student Council, which is the primary governing organization of the school. They represent the student body and hold the interest of the student body as their primary concern. As a member of the Las Vegas Leadership Class/ Student Council, you must represent your school with the utmost dignity and integrity at all functions at all times. You must set an example to the student body at all times by following all the rules and by having exemplary behavior.</p> <p><i>This course fulfills one of the elective credits required for high school graduation.</i></p>	<p>9th - 12th grade standing, elected and appointed students, minimum GPA requirement,</p> <p>Teacher Recommendation</p>
<p>Psychology</p> <p>Elective credit only</p>	<p>This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.</p>	<p>10th – 12th grade standing</p>
<p>AP Psychology</p> <p>Elective credit only</p>	<p>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.</p> <p>*It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	<p>Teacher Recommendation or completed challenge form</p>

LVHS Course Fee Sheet

Course	Fee	Description	Miscellaneous Expenses
AP Studio Art (2-D, 3-D, or Drawing)	\$40.00	Fee covers the purchase of consumable art supplies such as paper, paint, colored pencils, etc. as well as to replace lost/broken tools.	Students are also required to pay for the AP Examination administered in May. (\$90.00. Subject to price/change determined by College Board.)
Auto Technology II/III	\$10.00	Fee covers consumables that include oils, coolant, fluids and replacing lost/broken tools.	
Band (Intermediate/Advanced)	\$40.00	Fee covers the purchase of shirt/shorts that are used in the pep band and for the parade. The fee also covers consumable products, such as valve oil, drum heads and other instrument maintenance needs not covered otherwise.	Students must provide their own concert attire. Students are also responsible for additional travel and incidental expenses associated with performance and competition.
Ceramics I/II/III	\$40.00	Fee covers the purchase of consumable art supplies such as clay, glazes, etc. as well as to replace lost/broken tools.	
Chorus (Varsity Choir)	\$15.00	Fee covers the purchase of the Choir Department t-shirt.	Female students are required to purchase character shoes and gowns. Male students are required to rent a formal tuxedo.
Culinary Arts I/II/III	\$40.00	Fee covers the purchase of food and supplies necessary to create food products in class. This includes cleaning supplies, spices/condiments and replacing lost/broken utensils.	Students are also required to purchase a chef's coat, hat, four-way apron and obtain a health card.
Drafting and Design CAD I/II/III/AS	\$15.00	Fee covers purchase of computer supplies and materials.	
Drawing I/II/III	\$25.00	Fee covers the purchase of consumable art supplies such as paper, pencils, etc. as well as to replace lost/broken tools.	
Fashion Design & Construction I	\$25.00	Students are provided with a personal sewing kit, commercial patterns, a storage box and access to consumable class materials.	Students are also required to provide fabric and notions for individual class projects.
Fashion Design & Construction II/III	\$10.00	Students are provided with commercial patterns, a storage box and access to consumable class materials.	Students are also required to provide fabric and notions for individual class projects.
Glee Club (Women's Choir)	\$15.00	Fee covers the purchase of the Choir Department t-shirt.	Students are required to rent a uniform for \$50.00.
Glee Club (Bella Donne)	\$15.00	Fee covers the purchase of the Choir Department t-shirt.	Students must purchase their own formal gown and character shoes. Students are also responsible for additional travel and

Course	Fee	Description	Miscellaneous Expenses
			incidental expenses associated with performance and competition.
All Guitar Classes	\$25.00	Fee covers the purchase of guitar strings and guitar maintenance.	
Jazz Band I/II	\$40.00	Fee covers the purchase of uniform items that are used for the bands. The fee also covers consumable products, such as valve oil, drum heads, instrument cables and other instrument maintenance needs not covered otherwise.	Students must provide their own concert attire. Students are also responsible for additional travel and incidental expenses associated with performance and competition.
Lifetime Sports	\$20.00	Students will be responsible for uniform and lock fees.	
Marching Band	\$100.00	Students are provided with a band t-shirt and shorts. Students in Marching Band do not have to pay the additional fee for other band classes (Intermediate Band, Advanced Band, Rhythmic Precision, Jazz Band), but they will still be responsible for additional uniform, travel and incidental expenses.	Students are responsible for additional uniform, travel and incidental expenses.
Madrigals	\$40.00	Fee covers the purchase of the Madrigals t-shirt. (if not currently in a second choir, student will be charged an additional \$15.00 for a choir shirt).	Students must purchase their own uniforms. Students are also responsible for additional travel and incidental expenses associated with performance and competition.
Orchestra (Intermediate/Ensemble/ Advanced)	\$35.00	Fee covers the purchase of strings and maintenance of instruments.	Students must provide their own concert attire. Students are also responsible for additional travel and incidental expenses associated with performance and competition.
Painting I/II/III	\$40.00	This fee will be used to purchase consumable art supplies such as paper, paint, canvas, etc. as well as to replace lost/broken tools.	
Percussion Ensemble I/II	\$40.00	This fee will provide the members of the ensemble with some of the basic items, sticks/mallets as well as a band shirt/short.	Students must provide their own concert attire. Students are also responsible for additional travel and incidental expenses associated with performance and competition.
Physical Conditioning with Weights	\$20.00	Students will be responsible for uniform and lock fees.	
Physical Education	\$20.00	Students will be responsible for uniform and lock fees.	Additional CPR certification fees may be charged.

Course	Fee	Description	Miscellaneous Expenses
Functional Fitness	\$20.00	Students will be responsible for uniform and lock fees.	Additional CPR certification fees may be charged.
Rhythmic Precision	\$100.00	Students are provided with a band t-shirt and shorts. Students in Marching Band do not have to pay the additional fee for other band classes (Intermediate Band, Advanced Band, Rhythmic Precision, Jazz Band), but they will still be responsible for additional uniform, travel and incidental expenses. The fee also covers consumable products, black flag tape, bolts, and flag poles, as well as needs not covered otherwise.	Students are also responsible for additional uniform, travel and incidental expenses associated with performance and competition.
Theater I/II/III/IV	\$20.00	This fee will be used to purchase theater shirts worn for performances.	
Technical Theater I/II/III/IV	\$40.00	This fee will be used to purchase a theater shirt worn for performances and consumables for set and prop building materials and tool replacement.	
Vocal Ensemble (Spectrum)	\$15.00	Fee covers the purchase of the Spectrum t-shirt (if not currently in a second choir, student will be charged an additional \$15.00 for a choir shirt).	Students must purchase their own uniforms. Students are also responsible for additional travel and incidental expenses associated with performance and competition.
Welding I/II/III	\$20.00	Fee covers consumables that include welding wire, gasses, metals and replacing lost/broken tools.	

Financial Hardship

A family's difficulty purchasing all of the desired or necessary items for the student and/or paying necessary fees will not prevent a student's enrollment in any course. See your counselor if you have a financial hardship.

ROTC, Physical Education, and Health

Military Information and Programs

Counselors can advise students on military careers. Military recruiters are also available to help students make decisions, write contracts, determine eligibility, and guarantee job training. In addition, each November the Armed Services Vocational Aptitude Battery (ASVAB) is given on a voluntary basis. Results from this test are used to help assess students' aptitudes, and predict their performances in academic and occupational careers.

Army Junior Reserve Officer's Training Corps (AJROTC) Program

HISTORY- The Junior Reserve Officers Training Corps Program originated as part of the National Defense Act of 1916, which authorized the Secretary of War to issue equipment to those secondary schools desiring military training programs. The concept was revalidated and expanded during the Congressional hearings preceding the passage of the ROTC Vitalization Act of 1964. Under this statute, the Army sponsors training in private and public schools at the secondary education level. The Junior ROTC Program of Instruction is an integral part of the institution's curriculum; however, it is provided by the Army, and the overall performance of the program is closely monitored by the Army. **ADVANTAGES-** Satisfactory completion of at least two years of the program can lead to advanced placement or advanced rank in the armed forces. Participation in the JROTC program does not obligate the student in any way for future military service. The Army JROTC program's objectives are to develop in each cadet a sense of patriotism and good citizenship, leadership traits and self-discipline, communication and teamwork skills, and physical fitness as well as interest in a possible military career. All skills taught are useful in all career fields and in daily living.

This course prepares students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as citizens of the United States. It promotes graduation and provides instruction that will benefit the student, school, community, and the nation. Oral and written communication, critical thinking, and decision making are stressed at all levels. Students are required to wear a cadet service uniform one day per week in physical fitness training as well as pass an annual Cadet Challenge physical fitness test. This is a four-year progressive course. Nonparticipation in department requirements, activities, and academic failure will determine enrollment in the next level. There is no obligation to the military. This is a four-year course.

PE/ROTC and Health		
Course Title	Description	Prerequisites
AJROTC I	The first-year program covers the rights, responsibilities, and privileges of good citizenship. It teaches the cadet to live and work with others, think logically, and communicate effectively. It includes basic military and life skills (drill and ceremonies, first aid, and map reading). It promotes goal setting, positive self-image, maintains physical fitness, and helps understand the history and purpose of JROTC. It encourages high school completion. This course will fulfill a physical education credit required for graduation.	None
AJROTC II	The second-year program concentrates on ethical values, responsibilities, and privileges of citizenship, leadership potential, the ability to live and work with others, think logically, and communicate effectively in writing. Students will maintain physical fitness and appearance and enhance those military skills learned in AJROTC I. They will understand the structure of the Army and American military history from the Korean conflict to present, as well as technological advancements in computers, lasers, simulators and robotics, and the effects of substance abuse. This course will fulfill a physical education credit required for graduation.	Successfully complete AJROTC-I, recommended by the instructor for advancement
AJROTC III	This one-year course is designed for third-year students in the Army Junior Reserve Officer Training Corps (JROTC) who serve as members of the JROTC cadet senior staff. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Army officers and enlisted personnel utilizing curriculum	Successfully complete AJROTC-II, recommended by the instructor for advancement

	provided by the Army. This course is designated as honors level in that students are expected to apply higher-level leadership, organizational, communication, and interpersonal skills in the performance of their duties. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.	
AJROTC IV	This one-year course is designed for fourth-year students in the Army Junior Reserve Officer Training Corps (JROTC) who serve as members of the JROTC cadet senior staff. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Army officers and enlisted personnel utilizing curriculum provided by the Army. This course is designated as honors level in that students are expected to apply higher-level leadership, organizational, communication, and interpersonal skills in the performance of their duties. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.	Successfully complete AJROTC-III, recommended by the instructor for advancement
ROTC Drill & Leadership	A program for first through fourth-year cadets. The course covers basic leadership, reasoning, and decision making; communication as a leader and counselor; and the ability to perform as a member of a team. The course includes physical fitness, military drill and ceremonies (both armed and unarmed, regulation and exhibition drill), color guard drill team (both regulation and exhibition), and the rifle and pistol teams which fire 177 pellets in competition. All teams are in competition with other JROTC units in the school district and can compete at the national level. Competitions are continuous throughout the year, cadets will be evaluated each semester, and evaluation will encompass grades, performance, and participation. Students enrolled in this class receive elective credit.	Audition/Interview with drill instructor, and Senior Army instructor
Physical Education I	This one-year course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. *Course fee: \$20.00 per year. Student will be provided with a uniform and lock. Additional CPR certification fees may be charged.	None
Physical Education II	This one-year course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. *Course fee: \$20.00 per year. Student will be provided with a uniform and lock. Additional CPR certification fees may be charged.	Physical Education I
Lifetime Sports	This one-year course is designed for students who have successfully completed two years of physical education. This course provides students with a comprehensive understanding of lifetime sports and recreational activities. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels while working at moderate to vigorous levels for a minimum of 50% of the instructional time. Instructional practices incorporate integration of diversity	Physical Education I and II

	<p>awareness including appreciation 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>*Course fee: \$20.00 per year. Student will be provided with a uniform and lock.</p>	
Physical Conditioning with Weights	<p>This one-year course is an activity-oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training and builds upon the knowledge gained in Physical Education I and II. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Fitness-related vocabulary, desirable health habits, physical conditioning, skill development, and safety are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.</p> <p>*Course fee: \$20.00 per year. Student will be provided with a uniform and lock.</p>	Grade "C" or better in all semesters of PE I & II, or PE II waiver, and teacher approval
CrossFit (Functional Fitness)	<p>This one-year course provides students the opportunity to participate in CrossFit Kids[®] to develop a health-enhancing level of physical fitness. This course can only be taught by instructors who have passed the CrossFit[®] Level I Certificate Course and completed the CrossFit[®] Kids Course. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in constantly varied functional fitness movements at high intensity levels. Students develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels. Instructional practices incorporate integration of diversity awareness including appreciation 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 and may be repeated.</p> <p>*Course fee: \$20.00 per year. Student will be provided with a uniform and lock.</p>	None
Health	<p>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 graduation.</p> <p>*This course is intended to be taken with Freshman Studies and will fulfill one-half of an elective credit required for graduation.</p>	<p>None</p> <p>Strongly recommended to be taken as a freshman</p>
Freshman Studies	<p>This one-semester course is designed for ninth grade students to provide a smooth transition into the high school setting and develop a sense of community and ownership. Emphasis will be placed on developing a long-range educational plan. This course will fulfill 1/2 elective credit required for high school graduation.</p>	None, paired with Health

World Language Elective Sequence

World Language		
Course Title	Description	Prerequisites
French I	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.	None
French II Honors	This one-year course is designed for students who have successfully completed French 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.	Passing grade in French I or teacher recommendation
French III Honors	This one-year course is designed for students who have successfully completed French II Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	Passing grade in French II Honors or teacher recommendation
French IV Honors	This one-year course is designed for students who have successfully completed French III Honors or who demonstrate a proficiency level of intermediate-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic	Passing grade in French III Honors or teacher recommendation

	vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	
Spanish I	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.	None
Spanish II Honors	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.	Passing grade in Spanish I or teacher recommendation
Spanish III Honors	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.	Passing grade in Spanish II Honors or teacher recommendation
Spanish IV Honors	This one-year course is designed to broaden the knowledge and command of the Spanish language. The focus is increased fluency in communication at a more abstract and complex level. Skills will be refined through connection with other disciplines as well as comparison of language and culture in authentic contexts. It will increase the ease and confidence with which the student uses the language in the global community. The pre-requisite for this course is the successful completion of Spanish III Honors. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to	Passing grade in Spanish III Honors or teacher recommendation

	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 high school graduation.	
Beginning Spanish Literacy (Bilingual)	This one-year course is designed for students from a Spanish-speaking background to facilitate their acquisition of the target language at the intermediate-low level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Bilingual and recommendation of teacher or counselor
Intermediate Spanish Literacy Honors (Bilingual)	This one-year course is designed for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Spanish Speaker I Honors (Bilingual) or teacher recommendation
Advanced Spanish Literacy Honors (Bilingual)	This one-year course is designed for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-high level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	Passing grade in Spanish Speaker II Honors (Bilingual) or teacher recommendation
Italian I	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	None

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

Performing Arts Elective Sequence

Performing Arts		
Course Title	Description	Prerequisites
Theatre I	<p>This first-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of the theatre, and to encourage social adjustment. This course will fulfill one of the elective credits required for graduation.</p> <p>*Course fee: \$20.00 per year *Students are required to work a minimum of 10 extra hours per school year.</p>	None
Theatre II	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation</p> <p>*Course fee: \$20.00 per year *Students are required to audition for at least two main stage production and work a minimum of 20 extra hours per school year.</p>	Completed Theatre I with a grade of “C” or better and teacher approval
Theatre III	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre II course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill an art/humanities elective credit toward high school graduation.</p> <p>*Course fee: \$20.00 per year *Students are required to audition for all school productions and work a minimum of 30 extra hours per school year.</p>	Completed Theatre II with a grade of “C” or better and teacher approval
Theatre IV	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill an art/humanities elective credit toward high school graduation.</p> <p>*Course fee: \$20.00 per year *Students are required to audition for all school productions and work a minimum of 30 extra hours per school year.</p>	Completed Theatre III with a grade of “C” or better and teacher approval
Technical Theatre I	<p>This one-year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p> <p>*Course fee: \$40.00 per year * Students are required to serve as a crew member on one school production per year and work a minimum of 10 extra hours per school year.</p>	None
Technical Theatre II	<p>This one-year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p> <p>*Course fee: \$40.00 per year * Students are required to serve as a crew member on one school production per year and work a minimum of 30 extra hours per school year.</p>	“C” or better in Technical Theatre I and teacher approval

Technical Theater III	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p> <p>*Course fee: \$40.00 per year * Students are required to serve as a crew member on one school production per year and work a minimum of 30 extra hours per school year.</p>	“C” or better in Technical Theatre II and teacher approval
Technical Theater IV	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill an art/humanities elective credit toward high school graduation.</p> <p>*Course fee: \$40.00 per year * Students are required to serve as a crew member on one school production per year and work a minimum of 30 extra hours per school year.</p>	“C” or better in Technical Theatre III and teacher approval
Beginning Guitar	<p>This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences. This course may be repeated for credit. This course fulfills one of the elective credits required for graduation.</p> <p>*Course fee: \$25.00 per year.</p>	None
Intermediate Guitar	<p>This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course fulfills one of the elective credits required for graduation.</p> <p>*Course fee: \$25.00 per year.</p>	A "C" or better in beginning guitar and/or teacher recommendation.
Advanced Guitar	<p>This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an advanced level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p> <p>*Course Fee: \$25.00 per year.</p>	Intermediate Guitar or Teacher Recommendation
Chorus (Concert Choir)	<p>This one-year course is designed to familiarize advanced vocal music students with a variety of music literature and the many techniques of vocal production. This course may be repeated for credit. This course fulfills one elective credit required for high school graduation.</p> <p>*Students must purchase their own choir uniform. Performances in concerts and festivals outside school hours will be required.</p>	Director Recommendation

	*Course fee: \$40.00 per year.	
Glee Club (Bella Donne)	This one-year course is designed as an intermediate study in vocal production and music fundamentals with opportunities to perform a variety of ensemble literature from historical periods. Career and vocational possibilities will also be explored. This course may be repeated for credit. This course fulfills one elective credit required for high school graduation. *Students must purchase their own uniforms. Performances in several festivals, concerts, and rehearsals outside of school hours will be required. Travel may be required. *Course fee: \$40.00 per year.	Women only, by audition only (Auditions are in April or May)
Madrigals	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 literature as well as modern day music. Madrigal Ensemble specializes in contrapuntal music of the 16th, 17th, and 18th Century. This course may be repeated for credit. This course fulfills one elective credit required for high school graduation. *Students must purchase their own Renaissance costume. Performances in several festivals, concerts, and rehearsals outside of school hours will be required. There will be at least one required out-of-town festival during the school year. *Course fee: \$40.00 per year.	By audition only (Auditions are in April) Students in this group must be concurrently enrolled in another music ensemble course.
Vocal Ensemble (Spectrum)	This one-year course is designed to offer advanced music students in-depth opportunities with rehearsal and performance practices stylistic of the particular ensemble literature. This course may be repeated for credit. This course fulfills one elective credit required for high school graduation. *Students must purchase their uniforms/costumes. Performances in several festivals, concerts, and rehearsals outside of school hours will be required. There will be at least one required out-of-town festival during the school year. *Course fee: \$40.00 per year.	By audition only (Auditions are in May) Students in this group must be concurrently enrolled in another music ensemble course.
Intermediate Orchestra (Chamber Orchestra)	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 fulfills one of the elective credits required for graduation. *Course fee: \$35.00 per year. Participation in this course requires performances outside of the school day, and could involve travel to in-state and out-of-state festivals and competitions.	Previous orchestral experience
Orchestra Ensemble	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 fulfills one of the elective credits required for graduation. *Course fee: \$35.00 per year. Participation in this course requires performances outside of the school day.	By audition only (Auditions held in May)
Advanced Orchestra (Symphonic Orchestra)	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 fulfills one of the elective credits required for graduation. *Course fee: \$35.00 per year. Students are also responsible for uniform expenses. Participation in this course requires performances outside of the school day, and could involve travel to in-state and out-of-state festivals and competitions.	By audition only (Auditions held in May)
Rhythmic Precision (Color Guard)	This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques, while emphasizing responsibility and self-discipline. This	(Students must be at all of the August Band Camp, or they will be unable to compete with

	<p>course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation.</p> <p>* Course fee: \$100.00 per year. Students are also responsible for additional uniform, travel and incidental expenses associated with performance and competition.</p> <p>This group travels extensively and requires a large time commitment outside of the regular school day/year for rehearsal, performance and competition. Students are required to attend a preseason orientation over summer.</p>	<p>the competition marching band in the fall semester)</p> <p>Concurrent enrollment in Marching Band is required.</p>
Percussion Ensemble I	<p>This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for providing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. This course will fulfill one art/humanities elective credit toward high school graduation.</p> <p>*Course fee: \$40.00 per year (for non-marching band members).</p>	None
Percussion Ensemble II	<p>This one-year course is designed for students who have experience playing percussion instruments or have completed Percussion Ensemble I. Students will develop advanced techniques of performance, notation reading, and musicality using a wide variety of percussion instruments and musical styles. Students will develop techniques for playing all percussion instruments in a variety of musical settings including marching band, concert band, jazz band, small ensembles, and indoor drum line. This course will fulfill one art/humanities elective credit toward high school graduation and is repeatable for credit.</p> <p>*Course fee: \$40.00 per year (for non-marching band members).</p>	Teacher Recommendation
Jazz Band I	<p>This one-year course is designed to introduce the instrumental music student to contemporary stage band literature and techniques. A student will receive direction in solving interpretation problems and will be given an opportunity to experiment in the area of improvisation. The importance of sustained effort and practice is stressed for technical proficiency. A variety of performing experiences will be provided. This course may be repeated. This course will fulfill one of the elective credits required for graduation.</p> <p>*Course fee: \$40.00 per year.</p>	None
Jazz Band II	<p>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 contemporary jazz band literature implementing advanced playing techniques beyond what is provided in the introductory Jazz Band course. The student will receive direction in solving complex interpretation problems be provided with an opportunity to further develop improvisational skills. The importance of sustained effort and practice is stressed for technical accuracy. A variety of performing experiences will be provided. This course may be repeated for credit. This course will fulfill the one arts/humanities credit required for graduation.</p> <p>*Course fee: \$40.00 per year.</p>	By audition only (Auditions are held in May)
Intermediate Band	<p>This one-year course is designed for students who have achieved beyond the beginning band level. It includes guidance and direction in solving psychomotor problems relating to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. 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 experiences. This course may be repeated for credit. This course will fulfill one of the elective credits required for graduation.</p> <p>*Course fee: \$40.00 per year.</p>	<p>Previous middle school band experience.</p> <p>Concurrent enrollment in Marching Band is required. 1st period P.E. is required for all freshmen students participating in this group.</p>
Advanced Band	<p>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 for credit. This course will fulfill one of the elective credits required for graduation.</p> <p>*Course fee: \$40.00 per year (for non-marching band members)</p>	By audition only (Auditions are held in May)

Marching Band	<p>This one-semester course is designed for students already participating in the concert band or rhythmic precision programs. As with the concert bands, marching band includes guidance and direction in solving psychomotor problems related to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles for wind and percussion players. In addition, marching band emphasizes the awareness of movement within time and space, developing students' abilities to perform music and choreography simultaneously. The importance of sustained effort and practices stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing experiences. This course may be repeated for credit.</p> <p>*Course fee: \$100.00 per year. Students are also responsible for additional uniform, travel and incidental expenses associated with performance and competition. This course meets outside of the regular school day. This group travels extensively and requires a large time commitment outside of the regular school day/year for rehearsal, performance and competition. The entire ensemble is required to attend the band camp held before school begins. Students enrolled in this course will receive a waiver for PE II.</p>	Concurrent enrollment in Rhythmic Precision/Drill Team, Intermediate Band or Advanced Band
AP Music Theory	<p>This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Music Theory examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. It is suggested that students have prior instrumental experience or membership in school vocal ensembles. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one elective credit required for high school graduation. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	At least 1 year of music ensemble classes at the HS level, and teacher recommendation

Visual Arts Elective Sequence

Art		
Course Title	Description	Prerequisites
Drawing I	Drawing I is a one-year course designed to provide a basic understanding of the elements and principles of art through the use of various drawing techniques and media. It provides an integration of four art components or disciplines: aesthetics, art criticism, art history, and studio work in drawing. This one-year foundation course is designed to provide a basic understanding of the elements and principles of art as emphasized through the production of art, the study of art history, aesthetics, and art criticism. This course fulfills one elective credit required for high school graduation. *Course fee: \$25.00 per year.	Min 10 th grade standing
Drawing II	Drawing II sequentially follows one year of Drawing I and should provide students with the opportunity to explore drawing beyond basic understandings in a more independent, self-directed manner. This course fulfills one elective credit required for high school graduation. *Course fee: \$25.00 per year.	Drawing I
Painting I	This one-year course is designed to provide students with a strong foundation of painting through the study of basic techniques and the use of a variety of media. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of painting and painters throughout the ages are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. *Course fee: \$40.00 per year.	Min 10 th Grade Standing
Painting II	This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, and media associated with painting and is a continuation of Painting 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 study, planning, art making, and reflection. Specific painting styles and significant painters throughout history are emphasized. 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 *Course fee: \$40.00 per year.	Painting I
Ceramics I	This first-year course is designed to provide experience in three-dimensional design as it applies to ceramics. This course includes an exploration of a variety of hand-building methods and an introduction to wheel techniques. Glaze techniques, tools, vocabulary development, safety factors, historical appreciation, and evaluation are a part of the course. Students are encouraged to exhibit their work. This course fulfills one elective credit required for high school graduation. *Course fee: \$40.00 per year.	Min 10 th grade standing
Ceramics II	This one-year advanced course is designed to build upon the experience in three-dimensional design as it applies to ceramics. Students will refine hand building methods and learn or expand wheel techniques. Surface decoration, vocabulary development, studio participation and safety, historical appreciation, aesthetics and critique are to be continued in this course. This course fulfills one elective credit required for high school graduation. *Course fee: \$40.00 per year.	Ceramics I
Ceramics III	This one-year advanced course is designed to follow Ceramics I and II and will build upon knowledge of three-dimensional design specific to ceramic arts. In this advanced class a student will further develop hand-building or wheel throwing skills or a combination of both. Vocabulary development, exploration of advanced surface decoration, the use of a variety of firing methods and communication of artistic ideas will be emphasized. Students will analyze and discuss their work and the work of others and will be required to exhibit their work. Instructional practices will incorporate	Ceramics I & II

	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 either one elective credit or one Arts/Humanities credit required for high school graduation.	
AP Studio Art: 2-D Design	This one-year course is for advanced students to develop proficiencies of design in concept, composition, and execution. Instructors should refer to the current Advanced Placement course description. Students will work closely with their instructor to create 5 actual works. It is necessary to have successfully completed general art. This course will fulfill the one arts/humanities credit required for high school graduation. *Course fee: \$40.00 per year covers the purchase of consumable art supplies such as paper, paint, colored pencils, etc. as well as to replace lost/broken tools. Cost for exam is approximately \$90. It is expected students will take the AP exam in May. See your counselor if you have a financial hardship.	Teacher approval
AP Studio Art: 3-D Design	This one-year course is for advanced students to develop proficiencies of three-dimensional design in concept, composition, and execution. Instructors should refer to the current Advanced Placement course description. Students will work closely with their instructor to create 5 works. It is necessary to have successfully completed general art. This course will fulfill the one arts/humanities credit required for high school graduation. *Course fee: \$40.00 per year covers the purchase of consumable art supplies such as paper, paint, colored pencils, etc. as well as to replace lost/broken tools. Cost for exam is approximately \$90. It is expected students will take the AP exam in May. See your counselor if you have a financial hardship.	Teacher approval
AP Studio Art: Drawing	This one-year course is for advanced students to develop proficiencies of drawing in concept, composition, and execution. Instructors should refer to the current Advanced Placement course description. Students will work closely with their instructor to create 5 actual works. It is necessary to have successfully completed general art. This course will fulfill the one arts/humanities credit required for high school graduation. *Course fee: \$40.00 per year covers the purchase of consumable art supplies such as paper, paint, colored pencils, etc. as well as to replace lost/broken tools. Cost for exam is approximately \$90. It is expected students will take the AP exam in May. See your counselor if you have a financial hardship.	Teacher approval

Career & Technical Education Elective Sequence

Career & Technical Education		
Course Title	Description	Prerequisites
Business Software Applications	This one-year course is an introduction to various aspects of computer technology. Students receive instruction in proper keyboarding techniques, word processing, spreadsheet, database, multimedia, and desktop publishing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Students completing this full-year course earn either one-half computer credit and one-half elective credit or one of the elective credits required for high school graduation.	None
Office Management I	This one-year course is designed for students who have successfully completed Business Software Applications. Areas of emphasis include communication, decision making, customer service, teamwork, leadership, and employee 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.	Completion of Business Software Applications with a “C” or higher
Web Design and Development	This one-year course introduces students to the design aspect of website development. Using applications in which the production display precisely represents the appearance displayed to the end user (WYSIWYG, what you see is what you get applications), 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. This course fulfills one elective credit required for high school graduation.	Min 10 th grade standing
Web Design and Development II	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.	
Exploring Computer Science	This one-year course provides students with introductory skills and knowledge in designing and implementing software. Students explore the use of personas and user stories, wireframes, story boards, and charts. Areas of emphasis include the elements of programming languages, logic, algorithms, abstraction, and the use of resources. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half required computer credit and one-half of the elective credit or one elective credit required for high school graduation.	None
Computer Science	This one-year course is designed for students who have successfully completed or are concurrently enrolled in Algebra I. Areas of emphasis include computer programming, algorithms, and problem-solving. An introductory programming language is used as the vehicle for implementing computer-based solutions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half required computer credit and one-half of the elective credit or one elective credit required for high school graduation.	Min 10 th grade standing and completion of Algebra I with a grade of C or higher
Computer Science II Honors	This one-year course is designed for students who have successfully completed Computer Science I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include object-oriented programming and algorithms, program design, program implementation, and standard data structures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.	Completion of Computer Science with a grade of C or higher

AP Computer Science A	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science A examination. This college-level curriculum emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one-half computer credit and one-half elective credit or one of the elective credits required for high school graduation. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Min 10 th grade standing and completion of Algebra I with a grade of C or higher and completion of Computer Science with a grade of C or higher
Animation I	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	Min. 10 th grade standing and teacher approval
Exploratory Work Experience	This one-year course is designed to provide students with an exploratory work experience which introduces them to the world of work and bridges the gap between school and work. Students must be employed in a paying position. Students gain employability skills related to the program of study by completing a minimum of 270 hours paid work experience per semester. Instructional practices incorporate integration of diversity awareness including appreciation 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.	Min. 10 th grade standing and teacher approval
Cooperative Work Experience	This one-year course is designed to provide on-the-job experience to prepare students for entry-level positions in their field of career interest. Students are employed in the same career area as the Career and Technical Education (CTE) program of enrollment. Students gain employability skills related to the program of study by completing a minimum of 270 hours paid work experience per semester and must pass their related CTE 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 and may be repeated for a total of two elective credits.	Min. 10 th grade standing and teacher approval
School-Related Work Experience (Cafeteria Workers)	This one-year course provides students with job opportunities on the school campus. This course will fulfill one of the elective credits required for graduation. *This program is offered as an elective class for students to work in the cafeteria or kitchen. Students are paid minimum wage and receive an elective credit. This course may be taken for two years.	Min 10 th grade standing, 2.5 GPA and application
Applied Office Practice	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's office, 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.	Min 11 th grade standing, 3.25 GPA, application, and teacher approval
Student Aide	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.	12 grade standing, 2.5 GPA, application, and teacher approval

Fashion, Design and Construction I	<p>This one-year course is designed to provide students the fundamentals of the fashion concepts and construction. Areas of emphasis include clothing construction, textiles, marketing, customer service, and the principles and elements of design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p> <p>*Course fee: \$25.00 per year. Student will be provided with a personal swing kit, commercial patterns, a storage box, and access to consumable class materials. In addition to the course fee, students are required to provide their own fabric for class projects.</p>	None
Fashion, Design and Construction II	<p>This one-year course is designed for the student who has successfully completed Fashion Design and Construction I. Areas of emphasis include fashion history, advanced textiles, and garment features. Instructional practices incorporate integration of diversity awareness including appreciation 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>* Course fee: \$10.00 per year. Student will be provided with commercial patterns, a storage box and access to consumable class materials. In addition to the course fee, students are required to provide their own fabric and supplies for class projects. Participation in fashion shows and related activities outside of school is required.</p>	A minimum of “C” grade in Fashion Design and Construction I and teacher approval
Fashion, Design and Construction III	<p>This one-year course is designed for students who have successfully completed Fashion Design and Construction II. Emphasis is on constructing a variety of challenging fashion projects using advanced techniques and exploring the global fashion industry. This course includes the study of psychological and social aspects of clothing, advanced construction techniques including tailoring, use of specialty fabrics, and creative applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p> <p>* Course fee: \$10.00 per year. Students will also be required to provide their own fabric and supplies for class projects. Participation in fashion shows and related activities outside of school is required.</p>	A minimum of “B” grade in Fashion Design and Construction II and teacher approval
Fashion, Design and Construction IV	<p>This one-year course is designed for students who have successfully completed Fashion Design and Construction III. Emphasis is on constructing a variety of challenging fashion projects using advanced techniques and exploring the global fashion industry. This one-year course provides students an opportunity to complete an independent investigation by applying research techniques related to a specified content area or topic. Students will be required to provide their own fabric and supplies for class projects. Participation in fashion shows and related activities outside of school is required</p>	A minimum of “B” grade in Fashion Design and Construction II and teacher approval
Culinary Arts I	<p>This one-year course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is patterned after industry with emphasis on the standards of food service occupations. ProStart™ curricula is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p> <p>*Course fee: \$40.00 per year. Students are also required to purchase a chef’s coat, hat, four-way apron and obtain a health card. Students are also required to participate in catering events outside of class/after school, including nights and weekends.</p>	None
Culinary Arts II	<p>This one-year course provides students who have successfully completed Culinary Arts I with advanced practical training in areas of food preparation, equipment technology, merchandising, and service. Students gain experience in catering, banquet functions, and a la carte operations. ProStart™ curricula is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	Culinary Arts I

	*Course fee: \$40.00 per year. Students are also required to purchase a chef's coat, hat, four-way apron and obtain a health card. Students are also required to participate in catering events outside of class/after school, including nights and weekends.	
Culinary Arts III	This one-year course provides students who have successfully completed Culinary Arts II with the principles and techniques of food preparation. Students acquire advanced skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the electives for high school graduation. Juniors and Seniors enrolled in this course may earn college credit. *Course fee: \$40.00 per year. Students are also required to purchase a chef's coat, hat, four-way apron and obtain a health card. Students are also required to participate in catering events outside of class/after school, including nights and weekends.	Culinary Arts II
Drafting and Design I	This one-year course introduces the student to the fundamentals of mechanical, basic technical 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 drawings, pictorial drawings, dimensioning, auxiliary views, and intersections. Students will gain experience using both sketching techniques and computer assisted drafting programs. Various career opportunities and areas for post-secondary study will be explored. This course will fulfill one of the elective credits required for graduation. *Course fee: \$15.00 per year.	None
Drafting and Design II	This one-year course is designed for the student who has successfully completed Drafting and Design I. Areas of study include the development of advanced Computer Aided Drafting and Design (CADD) and sketching skills, plotting, and scaling. Instructional practices incorporate integration of diversity awareness including appreciation 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. *Course fee: \$15.00 per year.	Drafting and Design I
Drafting and Design III Architectural	This one-year course is designed for students who have successfully completed Drafting and Design II. 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. *Course fee: \$15.00 per year. Juniors and Seniors enrolled in this course may earn college credit.	Drafting and Design II
Drafting and Design Advanced Studies	This one-year course provides students who have achieved all content standards in Drafting and 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. *Course fee: \$15.00 per year.	Drafting and Design III
Auto Technology II	This one-year course is designed for students who have successfully completed Automotive Technology I. This course provides students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. Appropriate scientific, mathematical and communication concepts are emphasized throughout this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important	A minimum of "C" grade in Auto Technology I and teacher approval

	<p>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>*Course fee: \$10.00 per year.</p>	
Auto Technology III	<p>This one-year course is designed for students who have successfully completed Automotive Technology II. This course provides students with skill development in automotive drive train, heating and air conditioning services, and engine performance. Instructional practices incorporate integration of diversity awareness including appreciation 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>*Course fee: \$10.00 per year. Juniors and Seniors enrolled in this course may earn college credit.</p>	A minimum of "C" grade in Auto Technology II and teacher approval
Welding Technology I	<p>This one-year course introduces students to the concepts and practices of welding. Areas of study include theory and characteristics of metals, welding technologies, welding equipment, tools, safety procedures, machine operation, and industrial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p> <p>*Course fee: \$20.00 per year.</p>	Min. 11 th grade standing
Welding Technology II	<p>This course is designed for the student who has successfully completed Welding Technology I. Areas of study include layout and fabrication, welding of aluminum, welding metallurgy, and electric theory. All student activities are designed to enhance students' skill levels toward achievement of American Welding Society certification and/or American Society of Mechanical Engineering welding certification. Instructional practices incorporate integration of diversity awareness including appreciation 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>*Course fee: \$20.00 per year. Juniors and Seniors enrolled in this course may earn college credit.</p>	Welding Technology I
Welding Technology III	<p>This course is designed for the student who has successfully completed Welding Technology II. Areas of study include layout and fabrication, welding of aluminum, welding metallurgy, and electric theory. All student activities are designed to enhance students' skill levels toward achievement of American Welding Society certification and/or American Society of Mechanical Engineering welding certification. Instructional practices incorporate integration of diversity awareness including appreciation 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>*Course fee: \$20.00 per year. Juniors and Seniors enrolled in this course may earn college credit.</p>	Welding Technology II

Partnership at Las Vegas Program (PAL)

Course Title	Description	Prerequisites
English 11	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.	None
English 11 Honors	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" or better in English 10 or English 10 Honors
English 12	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.	None
English 12 Honors	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.	"B" or better in English 11

Algebra II	This second-year course in algebra represents an intellectual leap from the concept of numbers as experienced in arithmetic to the notion of properties of numbers without regard to their value. Formal abstraction will enable students to understand and analyze data in many occupational and academic fields. The use of current technology such as graphing calculators and computer software is an integral part of this course.	Geometry and “C” or better in Algebra I
College Preparatory Mathematics	This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	Grade 12, “A” or “B” in Algebra II
Physics	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.	None
Principles of Anatomy and Physiology Honors	This one-year course designed for those students who have successfully completed Biology and Chemistry, and who exhibit interests in future study in biological science. Topics included are the structure and function of all systems of the human body. Demonstrations and laboratory experiences, problem solving and case study work are to be an integral part of the teaching of this course. This course will fulfill one credit of elective credit of the Nevada high school graduation requirement, and it qualifies as a laboratory science for college entrances. This course may allow students to earn college credit from College of Southern Nevada (HHP 123B – Intro to the Human Body).	Seniors that have passed Science Proficiency
US History	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation 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.	None
US Government	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.	None
Business Software App.	This one-year course is designed to enable students to use the computer as a tool. Selected applications include word processing, database, spreadsheet, graphics, and telecommunications software. Emphasis will be placed on using the computer for tasks in various school activities within the disciplines of language arts, social studies, science, mathematics, and personal use. Completion of this course, or demonstrated competency through exam, is required prior to enrollment in other computer related courses. This course will fulfill the one-half computer credit and one-half of an elective credit required for graduation. This course may allow students to earn college credit from the College of Southern Nevada.	None

Office Management I	This one-year course is designed for students who have successfully completed Business Software Applications. Areas of emphasis include communication, decision making, customer service, teamwork, leadership, and employee management. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Business Software Apps
Office Management II	This one-year course is designed for students who have successfully completed Office Management I. Areas of emphasis include communication, decision making, customer service, teamwork, leadership, and employee 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.	Office Management I
The History of Popular Music	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.	None
Principles of Leadership	This course is designed for students who are working in a leadership capacity in PAL. General principles of leadership will be presented along with practical experience. This course may be repeated (for a total of two credits).	Teacher approval
Student Aide	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.	12 th grade standing, 2.5 GPA
School Community Partnership (Jobsite Credit)	A one year course that provides two community internships. This course provides one elective credit required for graduation.	None

INSPIRE Academy

Course Title	Description	Prerequisites
English 9	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.	Grade 9
English 9 Honors	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.	“C” or better in English 8 ACC and teacher recommendation
English 10	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.	Grade 10
English 10 Honors	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 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.	Grade 10, teacher recommendation

English 11 Honors	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.	“C” or better in English 10 Honors and teacher recommendation
AP English Language and Composition**	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. *It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Min. grade 11 and completion of English 10 Honors or English 10 (Pre-AP) Honors Recommended for college bound students **It is recommended that AP English Language & Composition precede AP English Literature & Composition whenever possible.
English 12 Honors	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.	“C” or better in English 11 Honors and teacher recommendation
AP English Literature and Composition**	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. *It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Min. grade 11 and completion of English 10 Honors or English 10 (Pre-AP) Honors Recommended for college bound students **It is recommended that AP English Language & Composition precede AP English Literature & Composition whenever possible.

Biology Honors	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. (NGSS Aligned)	Grade 9, “B” or better in Science 8 or “C” or better in Science 8 ACC
Chemistry Honors	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 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 will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one science credit towards high school graduation and qualifies as a laboratory science for college entrance.	Grade 10, “C” or better in Biology Honors AND “C” or better in Algebra I
AP Biology	This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Biology examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for those students desiring college level experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General themes of study will be: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship of Structure to Function; Regulation; Interdependence in Nature; Science, Technology and Society. Career opportunities in the biological sciences will also be explored. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Grade 11, Chemistry I Honors, and “B” or better in Biology I Honors.
AP Physics A	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics A 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. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.	Grade 10, 11 or 12, Completed Biology Honors, Chemistry Honors or Physics with “B” or better and concurrently enrolled in Algebra I Honors or have completed Algebra II / Trigonometry with a “C” or better

AP Environmental Science	<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.</p> <p>It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your counselor if you have a financial hardship.</p>	Grade 11, Biology/Biology Honors, Chemistry/Chemistry Honors.
Algebra I	<p>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.</p>	Grade 9, "C" or better in Pre-Algebra 8
Geometry Honors	<p>This course is an in-depth study of plane and coordinate geometry. Clear thinking and conciseness of language are necessary and are stressed through a study of deductive proof, both direct and indirect. This course is designed for students preparing for advanced courses in mathematics.</p>	Grade 10, "B" or better in Algebra I
Algebra II Honors	<p>This rigorous one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I H and Geometry H. Emphasis is on the study of polynomial, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	Grade 10/11, "A" or "B" in Geometry or "C" or better in Geometry Honors
Precalculus AB Honors	<p>This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the introductory concepts of calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	Grade 11, "C" or better in Algebra II Honors
AP Human Geography	<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. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your school counselor if you have a financial hardship.</p>	Grade 10, "A" in English I and teacher recommendation or "B" or better in English I Honors

AP U.S. History	This one year course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. It is expected students will take the AP exam in May. Cost for exam is approximately \$90. See your school counselor if you have a financial hardship.	Grade 11, AP Human Geography, Teacher recommendation, Recommended for college bound students
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Student Support Services & Class Offerings

Las Vegas High School promotes the integration and placement of special education students in the least restrictive environment. An Individualized Educational Plan (IEP) committee, with parental involvement, work together to establish and maintain the most appropriate academic schedule for each special education student in accordance with goals and objectives identified in his or her IEP. Las Vegas High School offers special programs in the following areas:

CONSULTATIVE PROGRAM: In accordance with state standards, the consultative model of instruction is designed to meet the needs of special programs students who are to receive an option one diploma, and who are mainstreamed into a general education class or classes. A special education teacher works indirectly with the regular education teacher to assist with techniques and adaptations necessary for student success in the regular education environment. A student's placement in a consultative class is determined by the IEP team.

COOPERATIVE PROGRAM: In accordance with state standards, the cooperative model of instruction is designed to meet the needs of special programs' students who are to receive an option one diploma, and who are mainstreamed into a general education class or classes. A special education teacher works cooperatively with the regular education teacher and provides direct assistance with techniques and adaptations necessary for student success in the regular education environment. A student's placement in a cooperative class is determined by the IEP team. This model is offered in several areas.

RESOURCE ROOM: The resource model of instruction is designed to meet the needs of special programs' students who need small-group instruction in a structured environment, and who need more intense instruction in the academic areas of English and mathematics. A student's placement in a resource class is determined by the IEP team.

SPECIALIZED PROGRAMS: Specialized programs are more highly structured programs which provide the support necessary for students to achieve success on a comprehensive site. These students have access to all General and Resource core and elective curriculum in addition to their program's specific elective offerings which focus on each student's successful transition from school to the community.

Las Vegas high school houses five specialized programs that serve a variety of populations:

- 2 Autism
- 1 Mentally Challenged Specialized (MCS)
- 1 Mentally Challenged Specialized/Developmentally Delayed (MCS/DD)
- 2 Specialized-Learning Disabled (SLD)
- 1 Specialized Emotionally Challenged (SEC)

Course Title	Description
Career Exploration Applied (Specialized Program Only)	This one-year course will explore practical aspects of entering the world of work and exploring types of career skills needed in developing employability skills.
English I Applied	This one-year course is designed to allow students to progress sequentially from one stage to another in the skills of verbal communication, composition and grammar, spelling, and vocabulary development. Emphasis is placed on the transition skills necessary to function independently in society. They include the development of language that will provide an adequate vocabulary and will allow for expression of ideas in a clear and logical manner. Every effort will be made to apply the learned skills in a manner that is functional in everyday living situations.
Math Applied / Consumer Math Applied / Contemporary Math Applied	This one-year course emphasizes competencies in the areas of basic number systems and career math. Due to the extreme range of individual student differences, students will be encouraged to develop skills appropriate to their ability levels in operations and measurements for personal and vocational use. This course also emphasizes the understanding of mathematical concepts as they relate to the management of materials and money within the framework of our economic system. It applies this understanding to personal and vocational use necessary in everyday life.
Reading Applied	This one-year course is designed to increase comprehension, fluency, and vocabulary skills through the use of class novels and short stories. Students targeted for this class should be emerging/struggling readers. This course does not fulfill the English credits required for graduation. This course will fulfill <u>one elective credit</u> required for high school graduation.
Science I Applied (SPECIALIZED PROGRAM ONLY)	This one-year course is designed to explore the basic elements of science, which are functional to everyday living. They are intended to present practical rather than a traditional approach to science. They also include the areas of physical, life, earth and applied science. The areas of knowledge have been organized to include an exposure to subject matter that is geared to interest and possible future needs. Emphasis is placed on the practicality of material that could make the students a more informed and functional person.
Social Living Applied (SPECIALIZED PROGRAM ONLY)	This one-year course is designed to improve personal and interpersonal skills by developing independence, self-confidence, socially acceptable behaviors, and the maintenance of relationships. The development of an adequate self-concept and a capacity to identify with others to become socially and occupationally competent are strongly emphasized. As it is crucial for students to learn how to manage a home, family and finances, this course places special emphasis on becoming an independent citizen.
Study Skills Applied	This one-year course is designed to assist and support students in their general education classes. Support and assistance will be provided to the students in completing assignments/tests, developing study skills, advocacy, and communicating with people, especially those involved in their educational program.