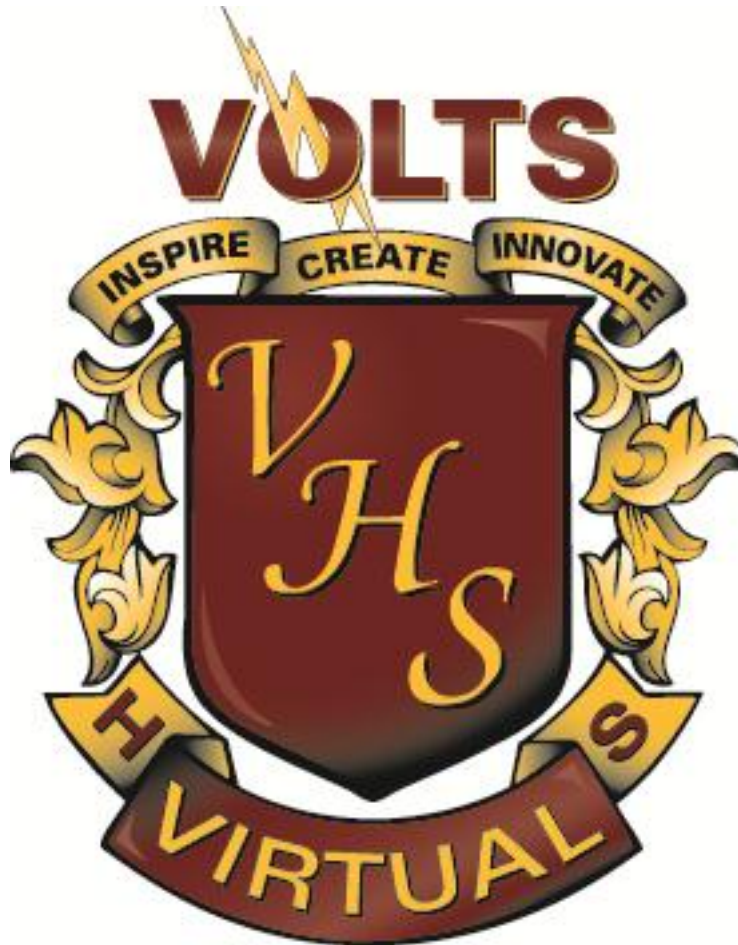


CLARK COUNTY SCHOOL DISTRICT

Virtual High School

COURSE CATALOG



2012-2013

**Virtual High School - Clark County School District
3050 E. Flamingo Rd, Las Vegas, Nevada 89121
(702)-855-8435 ph (702) 855-8438 fax**

www.ccsdde.net



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CCSD VIRTUAL HIGH SCHOOL

3050 EAST FLAMINGO ROAD

LAS VEGAS, NV 89121

PHONE: 702-855-8435

FAX #: 702- 85-8428

WWW.CCSDDE.NET



Vigorous Online Learning Teaching Students

Dear Students and Parents:

It is our pleasure to welcome you to the Clark County School District Virtual High School. You will experience an innovative approach to education that not only eliminates the barriers of time and distance for learners, but also provides learners with practical experience using the tools of our technology-driven world.

It is our mission to take advantage of the most current instructional technology and rapidly expanding resources of the Information Age to provide comprehensive educational programs that will enable students to be productive, lifelong learners. Students will receive not only an education that is held up to the highest academic standards, but also one that is delivered through a variety of media. Students of the Virtual High School will experience "Excellence in Education by Using Cutting Edge Technology."

Consult with your counselors, parents/guardians, and current teachers to obtain input regarding course options. Your selection of classes will prepare you for "ready by exit" into post-secondary schooling and the world of work.

The positive attitude of the faculty at Virtual High School will enable students to reach the highest potential. They incorporate a number of options for assistance and support system through our mentoring program. Make the most of this wonderful opportunity to obtain a first-class education.

This will be a learning experience different from any other you have experienced before. We are confident that this year will prove to be a challenging and rewarding experience for our entire staff and student body.

Sincerely,

VHS Administration



Vigorous Online Learning Teaching Students

MISSION STATEMENT

It is our mission to provide a comprehensive interactive education which will create a pathway that opens doors to post-secondary education and workforce opportunities. With the combination of Core Curriculum and the 21st century course of study, our goal is to build a strong framework that will enable students to participate as life-long learners in a global community.

REGISTRATION GUIDELINES

The courses that you select this spring are the courses you will be enrolled in next fall. Choose your classes carefully. Virtual High School students will be scheduled based on the spring registration process. No schedule change requests will be approved other than those governed by the policy statement below.

1. **READ** course descriptions carefully before you register. Please note any prerequisites.
2. **DISCUSS** your course selection with your parents, teachers, and your counselor before registration. Recommendations will be made for math, English, science, and social studies placements, if applicable.
3. **CHOOSE** courses that will challenge you and provide you with the best possible preparation for your future in terms of employment and further education.
4. **COMPLETE** the online registration form at www.ccsdde.net. Select your student type: New Full-Time; Full-Time; or Part-Time. Follow the directions specific to each student type.
5. **REALIZE** course selections will be reviewed and approved by the Virtual High School Counseling Department.

SCHEDULE CHANGE POLICY

Student-initiated requests for schedule changes are considered only during the first fifteen days of the semester and are granted for the following reasons:

- Minimum competency preparation for Nevada Proficiency Exam
- Graduation requirement fulfillment
- Misplacement in an academic area according to ability
- Successful completion of summer school course work

REQUESTS FOR A TEACHER OR ELECTIVE CHANGE WILL NOT BE GRANTED.

As indicated in our registration communications to students and parents, students have several opportunities to work with their counselor to carefully consider class choices. Our teacher assignments and facilities usage are designated based on the students' course requests; therefore, students must remain in their selected courses for the entire year. The administration may, due to increased/decreased enrollment and staff changes, balance course selection by transferring students from one class and/or teacher to another. If this occurs, every effort will be made to ensure a smooth transition for students.

ATTENDANCE POLICY

Pursuant to Nevada Revised Statute (NRS) 392.040, students between the ages of 7 and 18 years of age must enroll and attend school for the entire time the school is in session. Students who have been absent **must provide notice from the parent/guardian** to the school explaining the reason for the absence **within three (3) school days after their return** from the absence. The limitation of absences for secondary students is ten (10) total absences per semester. When a student is absent from school without a valid excuse, did not secure prior permission for the absence or did not make up the class work for an excused absence, the absence is unexcused. In addition, failure to provide an excuse within three (3) school days will result in an unexcused absence. In accordance with NRS, an unexcused absence is deemed truancy. Absences in excess of 10 days may result in a loss of credit.



ACADEMIC STANDARDS

Due to the rigor of our program, students must demonstrate consistent attendance and academic progress. Each course provides a pacing guide to ensure students are given the timing of content within each class. Students not following the pacing guides and grade(s) drop to “F” will be on campus at least one day a week until grade(s) are passing.

ACADEMIC WARNING/PROBATION

- 4 week progress report- Student earns 1 or more F’s. Academic Warning/on campus one day a week for assistance
- Quarter 1- student earns 1 or more F’s. Academic Probation/Probation contract /on campus one day a week for assistance
- 12 week progress report- student earns 1 or more F’s. Final Academic Warning/on campus one day a week for assistance
- Semester-student earns 1 or more F’s will be placed on Non-Return Status
 - Students who fail to successfully improve the probationary status because they fail one course in the semester will be required to repeat the course externally during the summer in order to return to VHS the next academic year

GENERAL INFORMATION

- **Registration Information** – The courses that will be offered for the 2012-2013 school year are determined by the registration process. Generally, courses are offered that a minimum number of students select. Therefore, if too few students enroll in a course, it may be cancelled and students rescheduled into alternative courses. Read the course descriptions carefully and in detail available at our website. Discuss your selections with your parents and counselor.
- **Class Change/Withdrawal Policy** – Since much advanced planning and guidance are provided as part of the registration process, class changes will not be made after registration. According to State of Nevada Department of Education guidelines, no student may change or start a class after the third week of the semester. Students who withdraw from, discontinue, or do not complete a class after the 15-day limit may receive an “F” on the semester transcript.
- **Prerequisites** – Students must meet any prerequisites listed in the course catalog to enroll in that course. To challenge the course, a conference must be held with the assistant principal. Semesters one and two of a course may not be taken concurrently, with the exception of Personal Wellness.
- **Suggested Program Sequence** – The suggested program sequence to meet minimum graduation requirements and VHS recommendations are listed below. This is not a college preparatory program sequence.

<i>Course Requirements</i>	<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh Grade</i>	<i>Twelfth Grade</i>
English = 4	1. English 9	1. English 10	1. English 11	1. English 12
Math = 4	2. Algebra	2. Geometry	2. Algebra II	2. Math
Science = 3	3. Biology	3. Chemistry	3. Physics	3. Elective
Social Studies = 3	4. Elective	4. World History	4. U.S. History	4. U.S. Government
PE (2), Health (.5) = 2.5	5. Health	5. PW I	5. PW II	5. Elective
Foreign Language = 2	6. Spanish I	6. Spanish II	6. Spanish III	6. AP Spanish
Computers = .5 (if needed)	7. Intro. Computers	7. Elective	7. Elective	7. Elective



DIPLOMA OPTIONS: 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. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

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

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

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 Education	½
Use of Computers	½
Electives (Includes one Arts and Humanity or Career and Technical Education)	5 ½
Total	22 ½

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

- ▶ Opens Doors to Post-Secondary Education and Workforce Opportunities
- ▶ Meets Nevada System of Higher Education (NSHE) University Admissions

Requirements including:

- Grade Point Average(GPA) and Core Curriculum Requirements are:
 - 3.00 GPA (weighted or unweighted) **in the core curriculum**
 - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- ▶ Prepares Students for the State of Nevada Millennium Scholarship
 - GPA and Core Curriculum Requirements are:
 - 3.25 **cumulative** GPA(weighted or unweighted) and the core curriculum
 - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)



ADVANCED DIPLOMA

The following subjects are needed to meet graduation requirements:

ADVANCED DIPLOMA	
Required/Elective Areas of Study	Units
English	4
Mathematics *	4
Science	3
World History or Geography (2011)	1
U.S. History	1
U.S. Government	1
Physical Education/Health **	2
Use of Computers ***	½
Arts/Humanities/ Career and Technical Education	½
Electives	1
TOTAL	24

Student must achieve a minimum 3.25 unweighted GPA.

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

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

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

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



ADVANCED HONORS DIPLOMA

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-year of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

ADVANCED HONORS DIPLOMA		
Required/Elective Area of Study	Advanced Diploma Units	Honors Course Program Units
English	4	3
Mathematics	4	2
Science	3	2
Social Studies (must earn credits) World History or Geography (2011) U.S. History U.S. Government	3	2
Physical Education	2	
Health	1/2	
Use of Computers	1/2	
Arts/Humanities or Career Tech Ed Elective	1	
Electives	6	3
Total	24	

*Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA>

WEIGHTED HONORS COURSES

Students will earn a weighted grade point factor for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

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



The weighted GPA cap for the Honors Program for students will be added as follows:

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

ADVANTAGES OF THE HONORS COURSE OFFERINGS

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

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

ADVANCED PLACEMENT® PROGRAM

The AP® program is administered by the College Board. Advanced Placement® Tests are developed by the Educational Testing Service. AP® courses on a student's transcript are evaluated by universities as the most rigorous curriculum. In the spring of each school year, a cumulative exam is administered for each AP® course for an approximate fee of \$82. AP® exams are graded on a scale of 1 (minimum) to 5 (maximum). University credit is generally granted for test scores of 3 and above. However, a score of 1 or 2 enhances the opportunity for scholarships and university admission. AP® courses, like Honors courses, receive a weighted factor of .025 per semester. Students entering ninth grade in the 2003-04 school year will earn a weighted factor of .050 in two Advanced Placement® courses.

VIRTUAL HIGH SCHOOL HONORS— Students who have earned weighted GPAs of 3.500-3.799 will be awarded VHS Honors status at graduation and wear a white honors cord.

VIRTUAL HIGH SCHOOL HIGH HONORS - Students who have earned a 3.800 and above weighted GPA will be awarded High Honors status and wear a gold high honors cord.

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

Final valedictorian(s) and salutatorian(s) will be determined upon the completion of all high school credit course work through the eighth semester.



STANDARD DIPLOMA STARTING WITH THE CLASS OF 2010 AND BEYOND

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 (2011)	1
U.S. History	1
U.S. Government	1
Physical Education **	2
Health	½
Use of Computers ***	½
Electives	7½
TOTAL	22 ½

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

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

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

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students in the Class of 2010 must pass reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.

GRADUATION REQUIREMENTS FOR SPECIAL POPULATIONS

An Individual Education Plan (IEP) for each special program student must be developed and reviewed annually. The IEP committee will determine the appropriate course of study leading toward program completion. It is recommended that this decision be made at the ninth grade level with parent approval and be reviewed annually at the IEP meeting.

Option 1 Diploma – A student may earn a regular high school diploma:

1. Upon completion of credit requirements in regular and/or special education courses including the Nevada Required Areas of Study.
2. Upon successful completion of the Nevada Proficiency Examination with modification in administration as stipulated in the student’s IEP.

Option 2 Diploma – A special program student may earn an adjusted high school diploma:

1. Upon completion of credit requirements in regular and/or special education courses. The IEP Committee develops the appropriate areas of study.
2. The IEP Committee may exempt the student from the Nevada Proficiency Examination.



FOUR YEAR ACADEMIC PLAN

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

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

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

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

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

DUPLICATE COURSE WORK – REPEATING COURSES - Students may repeat courses, additional credit will not be granted; the higher grade will be recorded in the course history and the lower grade replaced with a repeated course notation.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM - The State of Nevada's Millennium Scholarship Program provides financial support to Nevada's high school graduates who plan to attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the district will submit your name at the end of June to the Office of the State Treasurer. You will receive an award notification mid to late July. Policy guidelines and requirements for eligibility can be obtained by call 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.



Vigorous Online Learning Teaching Students

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:

- **Academy of Individualized Study (AIS)** - For specific information, including fees, call 702-799-8636 extension 325 or check out the AIS website at: www.ccsd.net/schools/ais.
- **Adult Education** - For specific information on this program, call (702) 799-8650 extension 317 or visit www.ccsd.net/edservices/programs/adulted.html for more information.
- **Sunset High Schools/Programs** - Call (702) 855-9775 for more information or visit www.ccsd.net/edservices/programs/crprogramsgeneral.htm.
- **Virtual High School Distance Education** - To preview courses available, visit the web site at: www.ccsdde.net, call the office at 855-8435, or see your high school counselor.
- **Summer School** - Students may earn a maximum of two credits per summer. Classes are offered at various high schools during the summer. A fee is required, and students must provide their own transportation. Applications are available in the counseling office in the spring. Additional information is available at www.ccsd.net/summer.

2+2 TECH PREP - 2+2 Tech Prep allows the opportunity to earn college credit for approved high school courses. The courses are career and technical courses taught during the student's junior and senior year. After graduation, the student may earn credits toward a degree at the community college or a university or four-year college.

This program will allow the student to begin earning college credit for a fraction of the cost while still being enrolled in high school. To enroll in the 2+2 Tech Prep Program, you must:

- Be a high school junior or senior.
- Complete an eligible career and technical course at your high school with a grade A or B and satisfy specific course competencies.
- Fill out a Tech Prep admissions form from your local community college.
- Pay a \$10.00 processing fee for each course.



NCAA INITIAL ELIGIBILITY REQUIREMENTS

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

Required Courses*	Division I	Division II (through 2012)	Division II (2013 & beyond)
English	4	3	3
Mathematics (Alg I or higher)	3	2	2
Science (minimum 1 lab science)	2	2	2
Additional In Above	1	2	3
Social Studies	2	2	2
Additional Core Courses**	4	3	4

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

**From any core area, foreign language, non-doctrinal religion or philosophy. Computer science courses can no longer be used unless taught through math or science departments, receive math or science credit, and are on the school's list of approved math or science core courses.

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 participation in its programs and activities.

MATRICULATION - ACADEMIC LOAD REQUIREMENTS

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

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 four classes or the equivalent of four periods per day. [Seniors must take 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.

PHYSICAL EDUCATION II WAIVER CREDIT

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

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

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



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 per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve a previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association regulations (NAC 386.785 – 386.799).

MAINTENANCE OF ELIGIBILITY

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

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

CCSD GUIDANCE & COUNSELING WEBSITE

The Guidance and Counseling Web site is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions regarding Post-Secondary Planning. Starting with elementary school, parents and students are able to review a checklist of activities on "*How to Support your Child's Education*". These activities will assist with school success and will also prepare your children for college, apprenticeships, trade and technical schools, military opportunities, or to go directly to work. For details visit: www.ccsd.net/cpd, select Guidance and Counseling from the menu for the information.



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 coursework assignments and 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.



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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.

Correspondence Courses

Credits may be earned for courses completed by mail or online from approved institutions. Fees vary from \$100 to \$120 per half credit plus books. Students must conform to the procedures set by the credit granting institution.

Credit By Exam

Students may earn credit by earning a score of 80% or better on an examination for a course they have not taken previously or are not enrolled in currently. A fee of \$40 is required for a semester credit, and the exam must be taken within 2 months of application. Seniors must complete exams by the end of the third nine weeks.

Dual Credit

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

Educational Travel Credit

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

Enrichment Program Credit

Students may receive credit for academically accelerated courses taken at accredited institutions.

Music Equivalent Credit

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

MATRICULATION - ACADEMIC LOAD REQUIREMENTS - Matriculation to the next grade level is based on years of attendance. Students will be reclassified by the eighteenth day of the first semester. Specifically:

In order to be classified as a:

- Sophomore (10th grade)
- Junior (11th grade)
- Senior (12th grade)

A student must earn a minimum of:

- 5.0 credits
- 11.0 credits
- 16.5 credits (14.5 block schedule)

Parents should expect to receive correspondence regarding their child's academic status each year. Parents should call their child's counselor if they have any questions about their grade level classification.



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 four classes or the equivalent of four periods per day. [Seniors must take 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.

DUPLICATE COURSE WORK – Repeating Courses

Students may repeat courses, additional credit will not be granted; the higher grade will be recorded in the course history and the lower grade replaced with a repeated course notation.

POST-GRADUATE PLANNING

COMMUNITY COLLEGE INFORMATION – Community colleges, sometimes called junior colleges, offer one and/or two-year programs which lead to an Associate of Arts and/or a Certificate of Achievement. A high school diploma or its equivalent is recommended for admission.

COLLEGE/UNIVERSITY INFORMATION – Minimum high school graduation requirements may not necessarily qualify students for admission to the college of their choice. For information concerning specific admission requirements, students may consult the VHS counselor, reference materials on college or university websites, college and university directories, and/or college catalogs found in libraries. Students should work with their counselor to make sure they are taking courses that will prepare them for college entrance requirements.

COLLEGE FINANCIAL AID – Four basic types of financial aid are available to help defray the costs of college education:

- 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), grade point average, financial need, and college entrance examination scores (ACT, SAT) weigh heavily in determining recipients.
- Grants are monetary awards based on need. Need is determined from information on the family financial aid form. Grants need not be repaid.
- 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.
- Student loans are low-interest monies granted on the basis of need. A loan must be repaid.

This is a very general outline on financial aid. For information on specific scholarships or programs, please see the counselor.

COLLEGE PREP PLAN – The following courses are strongly recommended as a minimum college preparatory program:

- 4 credits in English to include English I, English II, a literature class, a composition and/or English literature class (Honors/AP® if possible)
- 3 or more credits in math to include Algebra I, Geometry, and Algebra II (Honors/AP® if possible)
- 3 or more credits of lab science to include Biology, Chemistry, and Physics (Honors/AP® if possible)
- 3 credits in social studies to include World History, US History, and US Government (Honors/AP® if possible)
- 2 to 3 credits in the same foreign language
- Computer literacy
- 1 fine arts/performing arts credit.



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MILITARY INFORMATION – The counselor can advise students on military careers; military recruiters are also available to help students make decisions, write contracts, determine eligibility, and guarantee job training. ASVAB (Armed Services Vocational Aptitude Battery) is available for interested students (not only those interested in the military). This test helps define abilities and aptitudes for future careers.

NEVADA STATE COLLEGE – Nevada State College is a 4-year college that provides students with teaching, mentoring, and advising. Degrees in Education, Nursing, Biology, Economics, English, History, and Law Enforcement are offered with plans to expand offerings to Multimedia Communication and other fields. All programs are articulated with those at CCSN and UNLV. Admissions requirements for high school students are available on the website at www.nsc.nevada.edu and at the school site at 1125 Nevada State Drive, Henderson, NV. 89015, (702) 992-2000.



CORE CURRICULUM SEQUENCING - ENGLISH

The state of Nevada requires four (4) credits of English for high school graduation. Each student must take an English I course in the 9th grade, English II or World Literature during 10th grade, and may choose from a selection of courses in the 11th and 12th grades. CCSD 21st Century Course of Study Expectations requires four (4) credits of English.

<p><u>Grade 9</u></p> <p><u>Courses</u></p> <p>English 9</p> <p>English 9 Honors</p>	<p><u>Grade 10</u></p> <p><u>Courses</u></p> <p>English 10</p> <p>English 10 Honors</p> <p>English 10 (Pre-AP) Honors</p>
<p><u>Grade 11 Courses</u></p> <p>English 11</p> <p>English 11 Honors</p> <p>AP Language & Composition</p> <p>AP Literature & Composition</p>	<p><u>Grade 12 Courses</u></p> <p>English 12</p> <p>English 12 Honors</p> <p>AP Language & Composition</p> <p>AP Literature & Composition</p>



ENGLISH

ENGLISH 9-4300

This one-year course (Foundations in Composition and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

ENGLISH 9 HONORS-4300

This one-year course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

ENGLISH 10-4310

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

ENGLISH 10 HONORS-4310

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers' historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.



ENGLISH 10 (PRE-AP) HONORS-4310

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 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 11-4320

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

ENGLISH 11 HONORS-4320

This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

ENGLISH 12-

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

ENGLISH 12 HONORS-

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



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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 LANGUAGE AND COMPOSITION AP-4670

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.

ENGLISH LITERATURE AND COMPOSITION AP-4680

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.



FOREIGN LANGUAGE ELECTIVES

SPANISH I-3840

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

SPANISH II HONORS-3850

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

SPANISH III HONORS-3360

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.

AP SPANISH LANGUAGE-3361

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



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.

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.



PHYSICAL EDUCATION & HEALTH & COMPUTERS

The state of Nevada requires two (2) credits in Physical Education and (1/2) Health for high school graduation. CCSD 21st Century Course of Study Expectations requires (2) credits in Physical Education, (1/2) Health, and (1/2) Computers for high school graduation.

HEALTH-6420

This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. The course fulfills the one-half credit of health required for high school graduation.

PERSONAL WELLNESS I-6530

This one-year course is designed to promote a positive approach toward personal health. The student is provided with experiences in health-related fitness and decision-making skills, self-esteem, and personal regard. This course develops knowledge pertaining to the principles of wellness, components of fitness, proper nutrition, personal decision-making skills, and career opportunities. Students participate in direct classroom instruction, computer-generated activities and application, and moderate to vigorous activity for a minimum of 50% of the instructional time. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.

PERSONAL WELLNESS II-6531

This one-year course is designed to further promote a positive approach toward personal health. It builds upon the skills learned in Personal Fitness and Wellness I and reinforces total health and fitness concepts and practices. This course targets physical, mental, and social health, as well as the pursuit of lifetime fitness. Students develop an understanding of the principles of wellness including fitness and proper nutrition. Emphasis is placed on health, weight training, and lifetime fitness by engaging students in moderate to vigorous activity for a minimum of 50% of the instructional time. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the two physical education credits required for high school graduation.

BUSINESS SOFTWARE APPLICATIONS (REPLACED INTRO TO COMPUTERS)

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.



CORE CURRICULUM SEQUENCING - MATHEMATICS

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

<p><u>Grade 9</u></p> <p><u>Courses</u></p> <p>Algebra I Geometry</p> <p>Algebra I Honors Geometry Honors</p>	<p><u>Grade 10</u></p> <p><u>Courses</u></p> <p>Algebra I Algebra II Geometry</p> <p>Algebra I Honors Algebra II Honors Geometry Honors Precalculus Honors</p>
<p><u>Grade 11</u></p> <p><u>Courses</u></p> <p>Math Applications*</p> <p>Algebra II Geometry</p> <p>Algebra II Honors Geometry Honors Precalculus Honors</p> <p>AP Statistics AP Calculus AB</p>	<p><u>Grade 12</u></p> <p><u>Courses</u></p> <p>Math Applications*</p> <p>Algebra II Geometry</p> <p>Algebra II Honors Geometry Honors Precalculus Honors</p> <p>AP Statistics AP Calculus AB</p>

*Non-proficient students only



ALGEBRA I-4790

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

ALGEBRA I HONORS-4790 (FOR REPEAT TAG ONLY)

This one-year course is designed for highly motivated students committed to challenging coursework. It is intended to increase mathematical fluency in problem solving, logic, reasoning, and effective communication in the study of patterns, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, geometry, measurement, spatial relationships, patterns, and algebraic concepts. Emphasis will be placed on abstract algebraic methods and strategies for solving complex problems. The use of technology, including calculators and computer software, is an integral part of this course. This course will fulfill the algebra requirement and one of the mathematics credits required for high school graduation. This course earns weighted credit under the Honors Program.

ALGEBRA II-4800

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

ALGEBRA II H-4800

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

GEOMETRY-4830

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

GEOMETRY HONORS-4830

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.



PRECALCULUS HONORS-4870

This one-year† course is designed for the motivated, above-average student with a strong background in advanced algebra. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, series and sequences, probability and statistics, and the introductory concepts of calculus. This course is distinguished from Precalculus by the instructional pacing and delivery of advanced content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

CALCULUS AB / AP-4880

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

AP STATISTICS -4730

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

MATH APPLICATIONS-4930

This one-year course is designed for seniors who need to pass the Nevada High School Proficiency Examination in Mathematics (NHSPE). Students passing the NHSPE in Mathematics are recommended to be transferred out of this course at the conclusion of the semester. This course builds on the concepts of algebra, geometry, and data analysis while solidifying and extending mathematical concepts, problem solving, and procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on 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. While this course fulfills one of the mathematics credits required for high school graduation and the Governor Guinn Millennium Scholarship, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education's (NSHE) core requirements for university admission.



CORE CURRICULUM SEQUENCING - SCIENCE

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

<p><u>Grade 9</u></p> <p><u>Courses</u></p> <p>Biology Biology I Honors</p>	<p><u>Grade 10</u></p> <p><u>Courses</u></p> <p>Biology I Chemistry I Geoscience</p> <p>Biology I Honors Chemistry I Honors</p>
<p><u>Grade 11</u></p> <p><u>Courses</u></p> <p>Science Foundations*</p> <p>Biology I Chemistry I GeoScience Geoscience Honors Physics I</p> <p>Biology I Honors Chemistry I Honors Physics I Honors</p> <p>AP Biology II AP Chemistry II AP Environmental Science AP Physics II</p>	<p><u>Grade 12</u></p> <p><u>Courses</u></p> <p>Science Foundations*</p> <p>Biology I Chemistry I GeoScience Physics I</p> <p>Biology I Honors Chemistry I Honors Geoscience Honors Physics I Honors</p> <p>AP Biology II AP Chemistry II AP Environmental Science AP Physics II</p>

*Non-proficient students only



BIOLOGY I-6760

This one-year course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem-solving techniques while developing an understanding of major biological concepts. The course also familiarizes students with the nature of science and technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

BIOLOGY I HONORS –6760

This one-year course is designed around introductory biological concepts designed for the academically-oriented student. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

AP BIOLOGY II–6770

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

CHEMISTRY I-6850

This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics included are mathematics of chemistry, safety, laboratory procedures, properties of matter, atomic theory and structure, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, states of matter, acids-bases-salts, equilibrium, thermochemistry, polymer chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology and Society (STS) issues will be an integral part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit toward high school graduation and qualifies as a laboratory science for college entrance.

CHEMISTRY I HONORS – 6850

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 incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit towards high school graduation and qualifies as a laboratory science for college entrance.



AP CHEMISTRY II-6860

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

GEOSCIENCE-6690

This one-year course is designed to integrate scientific principles related to the Earth and its environment. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth's composition and structure. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college admission.

GEOSCIENCE HONORS-6690

This one-year course is designed for students desiring an in-depth study of geology and related environmental issues. Topics of study include mineralogy and petrology, topography, geologic time, planetary geology, paleontology, weathering and erosion, plate tectonics, structural geology, and hydrology. Environmental topics are integrated with subjects such as natural hazards, geologic resources, resource limitations and management, and sustainability. 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 one science credit required for high school graduation and qualifies as a laboratory science for college entrance.

AP ENVIRONMENTAL SCIENCE

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.

PHYSICS I-6900

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.



PHYSICS I HONORS-6900

This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II/Trigonometry and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward a greater conceptual understanding of physical concepts and processes. Demonstrations and/or lab experiences are an integral part of this course. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit toward high school graduation and qualifies as a laboratory science for college entrance.

AP PHYSICS II B-6910

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.

SCIENCE FOUNDATIONS 6525

This one-year course is designed for seniors who have not passed the Nevada High School Proficiency Exam (NHSPE) in science. This course provides an integrated, standards-based approach by connecting concepts in life science, earth and space science, and physical science. Students gain a foundation in the nature of science and develop critical thinking skills through inquiry, experimentation, collaboration, and data collection with analysis. Instructional practices incorporate integration of diversity awareness including appreciation 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 science credit required for high school graduation and qualifies as a laboratory science for college entrance.



CORE CURRICULUM SEQUENCING – SOCIAL STUDIES

The state of Nevada requires three (3) credits of social studies for high school graduation, including a course in U.S. Government for CCSD schools.
 CCSD 21st Century Course of Study Expectations requires three (3) credits of social studies, including courses in World History, U.S. History, U.S. Government.

<p align="center"><u>Grade 9</u></p> <p align="center"><u>Courses</u></p> <p align="center">Civil Liberties Principles of Leadership World History</p> <p align="center">World History Honors</p>	<p align="center"><u>Grade 10</u></p> <p align="center"><u>Courses</u></p> <p align="center">Civil Liberties Principles of Leadership U.S. History World History</p> <p align="center">U.S. History Honors World History Honors</p>
<p align="center"><u>Grade 11</u></p> <p align="center"><u>Courses</u></p> <p align="center">Civil Liberties Principles of Leadership Psychology I U.S. History World History</p> <p align="center">U.S. History Honors World History Honors</p> <p align="center">AP U.S. History AP World History Psychology</p>	<p align="center"><u>Grade 12</u></p> <p align="center"><u>Courses</u></p> <p align="center">Civil Liberties Principles of Leadership Psychology I U.S. Government U.S. History World History</p> <p align="center">U.S. Government Honors U.S. History Honors World History Honors</p> <p align="center">AP U.S. History AP U.S. Government AP World History</p>



WORLD HISTORY-7010

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

WORLD HISTORY HONORS 7010

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

AP WORLD HISTORY-7010

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

U.S. HISTORY-7030

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

U.S. HISTORY HONORS-7030

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

AP U.S. HISTORY-7030

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



U.S. GOVERNMENT-7050

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

U.S. GOVERNMENT HONORS-7050

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

AP U.S. GOVERNMENT-7050

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

CIVIL LIBERTIES – 7080

This one-year course is a study of the civil rights and liberties of Americans, including a practical application of civil and criminal law within the United States. This course places emphasis on the historical and contemporary relevance of the Constitution and the Bill of Rights, while exploring the specific rights of criminal, civil, and juvenile clients. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

PRINCIPLES OF LEADERSHIP-7180

The purpose of this one-year course is to train student leaders in the various aspects of leadership. Time will be used in and out of class for performance of tasks associated with their leadership responsibilities. This course will fulfill one of the elective credits required for graduation. It may be repeated for more than one credit.

PSYCHOLOGY I-7220

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.



CAREER & TECHNICAL EDUCATION AND ELECTIVES

ARTS/ HUMANITIES–7100

This one-year survey course will expose students to the disciplines which compose the humanities: the arts, philosophy, literature, political institutions, and religion. Students will study examples of these cultural roots of civilization through an interdisciplinary approach. This course will fulfill the one arts/humanities credit required for graduation.

CAREER EDUCATION-3500

This one-semester course is designed to develop positive attitudes toward career choices and lifelong learning. Its themes directly relate to the Clark County School District's [Strategic Plan 2000](#) and to the [National Career Development Guidelines](#). Topics include realistic explorations of self-worth, interests, aptitudes, and abilities that will provide an effective background for career study and decision-making. The practical aspects of finding employment are emphasized, as well as the factors, which contribute to successful employment. This course will fulfill one-half of one of the elective credits required for graduation.

COLLEGE SURVIVAL-3440

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

DRIVER EDUCATION - 6350

This course is designed to develop an adequate understanding of motor vehicle operation, laws, risk awareness, and driver alertness which enables students to become safe and successful drivers. Emphasis is placed on linking visual skills, space management, and balanced vehicle movement to risk-reducing driving strategies. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the NAC 389.568 state requirement to complete 30 hours or more of driver education classroom instruction and is restricted to pupils who are at least 15 years of age per NRS 389.090. This course fulfills one quarter of one of the elective credits required for high school graduation.

EXPLORATORY WORK EXPERIENCE-8380

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 of 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.

FRESHMAN STUDIES-8626

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

SOPHOMORE STUDIES-3450

This one-year course will assist students with in-depth career exploration and examination of post-secondary options based upon assessment of interests and skills. Students will also examine personal leadership qualities as they relate to high school and the workplace. This course will fulfill one elective credit required for high school graduation.

JUNIOR STUDIES–6110

This one-year course is designed for eleventh grade students to prepare them for the world of work and post-secondary education. Emphasis will be placed on the employment process and employability skills during the first semester. Preparing for college entrance exams, application processes, financial aid and a focused personal plan for post secondary



Vigorous Online Learning Teaching Students

training or education will be emphasized during the second semester. This course will fulfill one of the elective credits required for high school graduation.

SELECT SCHOOLS

Clark County School District students have the choice to attend a specialized program and educational environment best suited to their unique interests, special skills, and diverse abilities while having the opportunity to continue one's academic course of study. An application is required to be considered for admissions to **all** the SELECT schools. For Magnet School information, admission criteria/deadlines, acceptance procedures and an online application, visit magnet.ccsd.net.

ADVANCED TECHNOLOGY ACADEMY (A-TECH) 2501 Vegas Drive Las Vegas, NV 89106 Phone 799-7870 Grades 9-12 www.atech.org	LAS VEGAS ACADEMY 315 7 th Street Las Vegas, NV 89101 Phone 799-7800 Grades 9-12 www.ccsd.net/schools/LVAISPVA
CANYON SPRINGS HIGH SCHOOL 350 East Alexander Rd. North Las Vegas, NV 89030 Phone 799-1870 Grades 9-12 www.ccsd.net/schools/canyonsprings/	NORTHWEST CAREER AND TECHNICAL ACADEMY 8200 W. Tropical Pkwy. Las Vegas, NV 89149 Phone: 799-4640 Grades 9-12 http://ccsd.net/schools/nwcta
CENTRAL CAREER AND TECHNICAL ACADEMY 2501 Vegas Drive Las Vegas, NV 89106 Phone 799-4722 Grades 9-10 Fall 2009 www.ccsd.net/schools/ctavegas	RANCHO HIGH SCHOOL 1900 E. Owens North Las Vegas, NV 89030 Phone 799-7000 Grades 9-12 www.ccsd.net/schools/rancho
CLARK HIGH SCHOOL 4291 Pennwood Avenue Las Vegas, NV 89102 Phone 799-5800 Grades 9-12 www.ccsd.net/schools/clark	VALLEY HIGH SCHOOL 2839 S. Burnham Las Vegas, NV 89109 Phone 799-5450 Grades 9-12 www.ValleyVikings.net
COMMUNITY COLLEGE HIGH SCHOOL Community College of Southern Nevada 3200 E Cheyenne Ave 6375 W. Charleston 700 College Dr Phone 651-4071 Grades 11-12 www.ccsd.net/schools/cchs	SOUTHEAST CAREER TECHNICAL ACADEMY 5710 Mountain Vista Drive Las Vegas, NV 89120 Phone 799-7500 Grades 9-12 www.webuildfutures.net
DESERT PINES HIGH SCHOOL 3800 E. Harris Avenue Las Vegas, NV 89110 Phone 799-7000 Grade 9-12 www.ccsd.net/schools/desertpines	SOUTHWEST CAREER TECHNICAL ACADEMY 7050 W. Shelbourne Avenue Las Vegas, NV 89113 Phone 799-5751 Grades 9-12 http://www.swcta/
EAST CAREER AND TECHNICAL ACADEMY 6705 Vegas Valley Drive Las Vegas, NV 89142 Phone 799-8888 Grades 9-12 http://ccsd.net/schools/ecta	VETERANS TRIBUTE CAREER TECHNICAL ACADEMY 2531 Vegas Drive Las Vegas, NV 89106 Phone: 799-4722 Grades 9-12 www.ccsd.net/schools/vtcta/
	WEST CAREER TECHNICAL ACADEMY 11945 W. Charleston Blvd (TEMP OFFICE) Las Vegas, NV 89135 Phone: 799-4340 Grades 9-11 www.ccsd.net/schools/westcta/