

High School Course Catalog 2025–2026



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CCSD 
CLARK COUNTY
SCHOOL DISTRICT

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SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at:

<https://ccsd.net/district/calendar/>

PATHWAY TO GRADUATION FOR STUDENTS

1. Participate in academic planning meetings with a school counselor.
2. Enroll in coursework that will help to achieve your educational goals.
3. Parents/Guardians must review and approve the Academic Plan.
4. Take the ACT with Writing during junior year, at no cost. Students pursuing the Alternative Diploma* will take the NAA instead.
5. Earn a diploma.

* Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the Nevada Alternate Assessment (NAA) instead of the ACT. This diploma is included in a school's graduation rate, and students remain eligible for IDEA services until their 22nd birthday.

CORE ENROLLMENT EXPECTATIONS

The Clark County School District (CCSD) strives to prepare students for success in post-secondary education and in the workforce by providing a rigorous curriculum. The Core Enrollment Expectations are consistent with Nevada Revised Statutes (NRS) 389.018 and aligned with the State of Nevada Millennium Scholarship minimum core curriculum requirements. To meet the requirements set forth by the Nevada State Board of Education, all students are enrolled in the Core Enrollment Areas of Study.

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

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

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

TESTING

Required: College and Career Readiness Assessment

The College and Career Readiness Assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in the spring of the junior year at no cost. It is recommended that all students take the ACT in the spring of the junior year. Some colleges/universities will use an ACT score for placement in college courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

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

SOURCE: CCSD Regulation 5127, NRS 390.610

Optional: ACT National Career Readiness Certificate (NCRC)

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

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

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

Optional: SAT

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

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

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a great way to prepare for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can be useful in determining which Advanced Placement (AP) coursework may be appropriate during high school. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken in Grades 08, 10, and 11. The examinations for students in Grades 08 and 10 are at no cost. Please contact your school counselor with additional questions.

DIPLOMA TYPES

	Diploma Types		
	Standard		
Credit Categories	Alternative (a)	Advanced (b)	College and Career Ready (c)
English	4	4	4
Mathematics	3	4 (f)	4 (f)
Science	2	3	3
Wrld Hist/Geo/Hum	-	1 (d)	1 (d)
US History	1	1	1
American Govt	0.5	0.5	0.5
Economics and Fin Lit	0.5	0.5	0.5
Physical Ed	2	2	2
Health Ed	0.5	0.5	0.5
Use of Computers	0.5	0.5	0.5
Arts/Hum/CTE	1 (d)	1	1
Electives	6	6	6
Flex Credit	2 (e)	-	-
Total	23	24	24
GPA Requirement	-	3.25 weighted	3.25 weighted

- (a) Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the NAA* instead of the ACT. The Alternative Diploma is included in a school's graduation rate, and students remain eligible for IDEA* services until their 22nd birthday.

(b) The Advanced Diploma requires 24 units of credits and a 3.25 unweighted or weighted GPA. CCSD Regulation 5127.

(c) Additional College and Career Ready Diploma requirements:

- One (1) of the mathematics credits must be Algebra II or higher, and
- Proficiency in two languages, or two (2) credits in: AP* courses, IB* courses, Dual Enrollment/Dual Credit courses, a CTE* program of study, Work-Based Learning courses, or a world language course, and
- Earn a College-Ready endorsement or a Career-Ready endorsement, or earn both.

(d) CCSD students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma or the World History/Geography credit for the other diplomas.

(e) Flex Credits are: a 2nd or 3rd year CTE* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography.

(f) One of the four units of mathematics must be Algebra II or higher.

A district approved computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework. Please see your school counselor for details. Senate Bill 200, 2017.

Beginning with the Cohort of 2024, the maximum weighted GPA* that can be earned is 4.950. This is achieved by earning a 4.0 unweighted GPA and 0.950 bonus points.

***AP:** Advanced Placement, **IB:** International Baccalaureate, **CTE:** Career and Technical Education, **NAA:** Nevada Alternate Assessment, **IDEA:** Individuals with Disabilities Education Act, **GPA:** Grade Point Average.

SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents, Senate Bill 200, 2017

GRADE PLACEMENT

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. However, progress should be continuous, and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school.

SOURCE: CCSD Regulation 5123

ACADEMIC PLANNING

ACADEMIC PLANS

Each Grade 9 student must have an approved four-year academic plan in Infinite Campus by the end of the 1st semester. The academic plan must set forth the specific educational goals that

the student intends to achieve before graduation from high school, and must be aligned to a specific diploma type. The plan may also include, without limitation, the designation of a career pathway and enrollment in Dual Enrollment, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

The Grade 9 student and their parent/guardian will work in consultation with a school counselor to develop an academic plan, approve the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary. Please contact your school directly for instructions on how to approve your child's academic plan online.

For students enrolling in high school after Grade 9, an academic plan will be created with appropriate grade-level modifications.

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

SOURCES: NRS 388.205, CCSD Regulation 5127, AB 117

PROGRAMS AND PROGRESS

Graduation Programs: Students are assigned to a graduation program in Infinite Campus to allow students, parents/guardians, and school counselors to track progress toward completing the academic plan and earning a diploma.

Academic Programs: Students are also assigned to additional programs to track progress on other postsecondary readiness goals. Common academic programs include:

- Nevada Seal of Biliteracy
- Nevada STEM and/or STEAM Seal
- Career and Technical Education (CTE) Programs of Study
- Millennium Scholarship

Parents and students can review progress online using Campus Student and Campus Parent.

- In the Portal, use the **Progress Report** to monitor progress toward specific Graduation or Academic Programs.
- To view this report in Campus Parent or Campus Student, go to **Documents > Other > Academic Plan Progress Report**. Choose the plan you would like to review from the drop down menu.

REQUIRED HIGH SCHOOL ACADEMIC LOAD

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

- Grade 9, 10, and 11 students must be enrolled in at least six periods or the equivalent of

at the school of full-time enrollment.

- Grade 12 students who **are not** college and career ready* must be enrolled in at least six periods or the equivalent of at the school of full-time enrollment.
- Grade 12 students who **are** college and career ready* must be enrolled in at least four periods or the equivalent of at the school of full-time enrollment.

* The Nevada Department of Education established the criteria for college and career readiness. Please see your school counselor for details, or review the Nevada Department of Education [AB 7 & AB 117 FAQ](#).

SOURCES: NAC 387.345, AB 7

EARLY GRADUATION

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

SCHEDULE CHANGES

To ensure students receive the required amount of instruction to earn credit, schools may only change courses until a predetermined specific date each semester, as determined by the school schedule. The school will communicate with students and their families about these deadlines. Please contact your school counselor with questions.

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g. Apex, Edgenuity) allow students to earn credit through digital instruction and are excluded from these guidelines.

A unit of credit is awarded for a course containing at least 120 hours of instruction or 60 hours per semester. Courses contain 120 hours of instruction, excluding passing periods.

SOURCE: NAC 389.040

EARNING CREDIT

Students must complete 60 hours of instruction in a course to earn 0.5 credits at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit.

- **Internal credits** are taken at a CCSD school.
 - Dual Enrollment coursework taken in a CCSD classroom is considered to be internal credit.
- **External credits** are taken outside of the school district.
 - External credits are limited to 6.0 total credits in high school, and must be pre-approved by the school of full-time enrollment.
 - Dual Credit coursework taken at a higher education institution (not in a CCSD classroom) is considered to be external credit.

- **Concurrent credits** are taken when a student attends a CCSD school full-time and earns credit at another school at the same time. Concurrent credits must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

Internal Credit

Students are enrolled in courses at their school of full-time enrollment to earn the majority of the credits needed for graduation. Your high school has a list of all the courses being offered for internal credit in this catalog. That list contains core subject areas and elective courses. Additional internal credit examples are listed below.

High School Credit Taken in Middle School

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

- Algebra I
- Geometry Honors
- A Foreign Language

Honors and College-Level Course Offerings

The CCSD Honors and College-Level Course Offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve the advanced academic achievement of students demonstrating accelerated educational potential, while providing college and career readiness skills in preparation for postsecondary enrollment. College-Level Course Offerings include AP, IB, and Dual Enrollment coursework.

AP and IB students shall demonstrate preparation for college-level instruction by taking the AP or IB examinations sponsored by the College Board and the International Baccalaureate. Students are required to take the AP or IB examinations for each course. Parents/guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

SOURCE: CCSD Regulation 5127

Career and Technical Education (CTE)

Career and Technical Education in Nevada is organized into sixteen (16) nationally and federally recognized clusters. Each high school in CCSD may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses. Additional information can be found online at: <https://doe.nv.gov/offices/craleo/cte>

Dual Enrollment

Students take a college-level course at the school of full-time enrollment that is taught by an approved instructor. There is typically a cost. Dual Enrollment courses taught through a formal cooperative agreement with CCSD are considered to be internal credit.

CTE College Credit

Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit (the high school coursework aligns to postsecondary courses) and the teacher of record is a high school CTE teacher. Students complete an application through the college of their choice (e.g. CSN).

To qualify for the CTE College Credit, students must earn a 3.0 GPA in the CTE course sequence, pass the state end-of-program technical content assessment, and pass the state Workplace Readiness assessment for employability skills.

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

Credit by Exam (CBE)

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

CBE Policies

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

External Credit

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

External credits in the following categories must be pre-approved with supporting

documentation by a student's school of full-time enrollment. The school determines which supporting documentation is accepted, but all external credits must be from accredited institutions. Students may request the External Credit Application (CCF-850) from a school counselor.

Dual Credit

Students take coursework outside of the regular school day from an approved and accredited college/university. There is typically a cost.

Community Service

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

Educational Travel Credit

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

Enrichment Program

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

Online/Correspondence Course

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

Music Equivalent Credit

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

Concurrent Credit

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

Physical Education Exemption

Earning a Physical Education exemption does not reduce the total credit requirements to earn a diploma.

A school district shall exempt a student's physical education requirements if the student requests the exemption on the basis of:

- Physical or mental condition and the request is supported by a written statement from a physician;
- Religious belief and the request is supported by a written statement from the pupil's parent or guardian;
- Enrollment in the Reserve Officer Training Corps or a course of study in military science;
- Enrollment in marching band.
- Participation in interscholastic athletics, on a drill team, in a dance group or on a cheerleading squad;
- Participation in a competitive club activity or sport.
 - The Nevada Department of Education will maintain a list of competitive club activities or sports that qualify for physical education exemptions.
 - A school district shall exempt a student from credits in physical education if the student actively participates for 120 hours outside of the regularly scheduled school day, as verified by the school district, in an approved competitive club activity or sport.

STUDENT-ATHLETES

CCSD Athletic Eligibility Requirements

Transfer Rules

- Students who move with their parents to a new school will be eligible at the new school provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students enrolled through Change of School Assignment (COSA) are ineligible for 180 school days. Grades 09-11 students may file a sub-varsity appeal.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private/charter or private/charter to public school are ineligible for 180 school days.
- Students enrolled on Shared Housing are ineligible for 180 school days.
- Students who transfer from a magnet or COSA enrollment are ineligible for 180 school days.

Age Limitations

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

Physical Examinations

- All students must pass a physical examination by a licensed physician. Physical examinations must be completed on the appropriate NIAA forms and uploaded into Register My Athlete.

Residency Rules

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

Academic Requirements

- Must be enrolled in at least two (2) units of credit and regularly attend school.
- Students must have successfully completed at least two (2) units of credit the immediate preceding quarter or semester and can only fail one class.
- Students must obtain an unweighted grade point average of at least 2.0 for the immediate preceding semester.
- Students who do not meet the requirements above, may regain eligibility at a 3-week grade check by receiving all passing grades.
- Students must maintain a passing grade in all classes during the season in which they are participating.
- **All incoming freshmen are initially academically eligible.**

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

NCAA Initial Eligibility Requirements

Students that plan to compete in NCAA sports at a Division I college/university need to register with the NCAA Eligibility Center to meet initial eligibility standards.

Please notify your school counselor if you are planning to register with the NCAA Eligibility Center. It is important for your school counselor to know this information and ensure your Academic Plan reflects the required coursework for eligibility as outlined below.

Students and families may contact the NCAA directly with additional questions about eligibility or the registration process: 1-877-262-1492.

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

1. Complete 16 core courses:
 - a. Four years of English
 - b. Three years of math (Algebra I or higher)
 - c. Two years of natural/physical science (including one year of lab science if the high school offers it)
 - d. One additional year of English, math or natural/physical science
 - e. Two years of social science
 - f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.
3. Earn at least a 2.300 GPA in core courses.

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

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

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

- Complete the following high school course requirements:
 - 4 credits in English
 - 3 credits in math (Algebra I or higher)
 - 3 credits in social studies
 - 3 credits in natural science

and

- Have at least a 3.0 weighted GPA in the required high school courses above, or
- SAT Critical Reading and Math combined score of 1120, or
- ACT Composite score of 22, or
- Nevada Advanced Diploma.

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses

during the first two years and then focus on your major in the last two years

- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

PUBLIC COMMUNITY COLLEGE

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

PRIVATE JUNIOR COLLEGE

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

CONTINUING EDUCATION CLASSES

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

LIFE SKILLS TRAINING PROGRAMS

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

APPRENTICESHIPS

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

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

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

JOB CORPS

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

CITY YEAR AND AMERICORPS

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

MILITARY

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

NEVADA SCHOLARSHIPS

MILLENNIUM SCHOLARSHIP

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

NEVADA PROMISE SCHOLARSHIP

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

PUBLIC EDUCATION FOUNDATION

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

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

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

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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

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

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

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

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

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

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

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

Equal Access Act.

VIRGIN VALLEY HIGH SCHOOL

ACADEMIC COURSE DESCRIPTIONS

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ENGLISH DEPARTMENT

COURSE TITLE	DESCRIPTION	PREREQUISITES
ENGLISH 9	<p>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.</p>	9th Grade
ENGLISH 9 HONORS	<p>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</p>	<p>9th Grade</p> <p>A/B in English 8</p> <p>Teacher Recommendation</p> <p>\$12.00 BOOK FEE</p>

	<p>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.</p>	
ENGLISH 10	<p>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.</p>	10th Grade
PRE-AP ENGLISH 2	<p>This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP® Program. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and</p>	<p>10th Grade</p> <p>A in English 9 A or B in English 9 H</p> <p>Teacher Recommendation</p> <p>\$20.00 BOOK</p>

	<p>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. *This is a Site-Specific Course. Revised Spring 2023</p>	FEE
ENGLISH 11	<p>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.</p>	11th Grade
AP ENGLISH LIT/COMP	<p>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</p>	<p>11th Grade</p> <p>A in English 10 A or B in English</p>

	<p>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 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.</p>	<p>10 H</p> <p>Teacher Recommendation</p> <p>\$20 BOOK FEE</p>
ENGLISH 12	<p>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.</p>	12th Grade
THE FOLLOWING COURSES COUNT AS DUAL CREDIT COURSES VIA CSN		
These courses will be offered for College of Southern Nevada (CSN) dual enrollment.		

Enrollment is based on CSN's English Placement Test and application. CSN applications may be picked up in the counseling office. Students are expected to read the assigned text for Summer Reading and complete the related assignment prior to the start of the fall term. This course fulfills one of the English credits required for high school graduation.

<p>DUAL ENROLLMENT ENGLISH 101 (1st semester)</p>	<p>COMPOSITION I: This course is designed to strengthen college-level writing skills, with particular attention to audience, purpose, and rhetorical situation focusing on the writing process and introducing research.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	<p>12th Grade CSN Placement Test or ACT scores</p> <p>Must have earned a B in previous English Classes.</p> <p><i>Students are required to pay all CSN fees.</i></p> <p>\$15.00 BOOK FEE</p> <p>3 credits \$100</p>
<p>DUAL ENROLLMENT ENGLISH 102 (2nd semester)</p>	<p>COMPOSITION II: This course is a continuation and extension of ENG 101 with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument. Revised Fall 2021.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	<p>English 100 or 101</p> <p>Must have earned a C or higher in ENG 101</p> <p><i>Students are required to pay all CSN fees.</i></p> <p>3 credits \$100</p>

MATH DEPARTMENT

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITE S
PRE- ALGEBRA	This one-year course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education (NSHE) core requirements for university admission.	9th Grade
ALGEBRA I	This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. Revised Fall 2024	9th Grade Pre-Algebra 8 or Pre-Algebra
GEOMETRY	This course is designed for students who have successfully completed Algebra I. This course provides students with a rigorous study of	9th-10th Grades

	<p>Euclidean geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. Revised Fall 2024</p>	<p>Algebra I</p>
<p>GEOMETRY HONORS</p>	<p>This one-year course provides students with a rigorous study of Euclidean geometry. This course is designated as honors level by the accelerated instructional pacing and depth of content. It is designed for the above-average student who has successfully completed Algebra I, with a grade of "C" or better. 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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. Revised Fall 2024</p>	<p>9th-10th Grades</p> <p>A or B in Algebra I</p> <p>Teacher Recommendation</p>
<p>ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS (AAFA)</p>	<p>This one-year mathematical modeling course is algebra-based, applications-oriented, and technology dependent. This course is equivalent to Algebra II. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, and Probability under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns,</p>	<p>9th-11th Grades</p> <p>Algebra I and Geometry</p>

	<p>make conjectures, and extrapolate from known situations to unknown situations. When appropriate, the mathematics topics contained in this course are introduced, developed, and applied in the financial settings covered. Students will use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics of advanced algebra. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Spring 2022</p>	
ALGEBRA II HONORS	<p>This one-year course provides students with a study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It is designed for the above-average student who has successfully completed Algebra I and Geometry Honors, with a grade of "B" or better. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2024</p>	<p>9th-12th Grades</p> <p>A or B in Geometry Honors</p> <p>Teacher Recommendation</p>
DE MATH 95	<p>ELEMENTARY ALGEBRA: course in the fundamental operations of real numbers, solving linear equations</p>	10th -12th

	partnering institution. Revised Fall 2022.	
AP STATISTICS	<p>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 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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2024</p>	<p>10th-12th Grades</p> <p>A or B in Alg II H</p> <p><i>*Students are required to take the AP exam in May.</i></p> <p>\$95 exam fee (exam fee reduction waivers available)</p>
AP CALCULUS	<p>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 successfully 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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2024</p>	<p>11th-12th Grades</p> <p>Students must have taken and passed DE MATH</p> <p><i>*Students are required to take the AP exam in May.</i></p> <p>\$95 exam fee (exam fee reduction waivers available)</p>

SCIENCE DEPARTMENT

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
BIOLOGY	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021	9th Grade
BIOLOGY HONORS	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a	9th Grade A or B in 8th grade science class Teacher Recommendation

	laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021	
PHYSICAL SCIENCE	<p>This one-year course increases scientific literacy through the use of science and engineering practices, crosscutting concepts and core ideas related to physical science and earth and space science. This course is designed to provide a foundation for success in high school physical science and earth and space science courses. The topics covered include nature of matter and interactions, forces and motion, earth systems and sustainability, and space science. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course.</p> <p>Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021</p>	10th Grade
CHEMISTRY HONORS	<p>This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This</p>	10th Grade A or B in Biology or Biology Honors Teacher Recommendation

	course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021	
GEOSCIENCE	This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. The topics covered in Geoscience include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021	11th Grade
DE ENV 101 (1st semester)	<p>INTRODUCTION TO ENVIRONMENTAL SCIENCE: Introduction to the relationship of humans and the environment. Selected aspects of current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface and water; the public agencies and policies designated to solve environmental problems.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	<p>11th -12th Grades</p> <p><i>Students are required to pay all NSU fees.</i></p> <p>3 credits each semester- \$100</p> <p>6 credits total- \$200</p>
DE GEOL 101 (2nd semester)	EXPLORING PLANET EARTH: Application of scientific inquiry to understand and explain how our planet works at various temporal and spatial scales. Study Earth as a complex system of interacting rock, water, air and life which is constantly changing. Application of geologic concepts to find solutions to society's needs and to the prevention of natural hazards.	

	<p>Translate the knowledge and skills acquired to become more informed citizens.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Approved Spring 2024</p>	
<p>PRINCIPLES OF ANATOMY AND PHYSIOLOGY HONORS</p>	<p>This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems, using Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas of the science standards. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Prerequisites are successful completion of Biology/Biology Honors and Chemistry/Chemistry Honors. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021</p>	<p>12th Grade</p>

SOCIAL STUDIES DEPARTMENT

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
WORLD HISTORY	This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the World History/Geography credits required for high school graduation. This course fulfills the World History/Geography credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021	10th Grade
AP WORLD HISTORY	This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement 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	10th Grade <i>*Students are required to take the AP exam in May.</i> \$95 exam fee (exam fee reduction waivers available)

	important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021	
US HISTORY	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the U.S. History credit required for high school graduation. Revised November 2018.	11th Grade
DUAL ENROLLMENT HIST 101 (1st semester) DUAL ENROLLMENT HIST 102 (2nd semester)	<p>U.S. HISTORY TO 1877: A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p> <p>U.S. HISTORY SINCE 1877: A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	11th -12th Grades <i>Students are required to pay all NSU fees.</i> 3 credits each semester- \$100 6 credits total- \$200

	society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation. Approved Fall 2022	
AP U.S. GOVT/POL & NV ECON	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 the one-half American Government credit for the first semester and the one-half economics credit for the second semester required for high school graduation. Revised Fall 2022	12th Grade A or B in US History or AP US History <i>*Students are required to take the AP exam in May.</i> \$95 exam fee (exam fee reduction waivers available)

PHYSICAL EDUCATION DEPARTMENT

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
FUNCTIONAL FITNESS	<p>This one-year course provides students the opportunity to participate in CrossFit to develop a health-enhancing level of physical fitness. This course can only be taught by instructors who maintain a minimum CrossFit Level 1 Certification. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in constantly varied functional fitness movements at high intensity levels. Students develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills up to two physical education credits required for high school graduation and may be repeated. Approved April 2020</p>	<p>9th-12th Grades</p> <p>Students must wear workout shorts, (w/ at least a 5 inch inseam) or pants (non spandex) a t-shirt, and tennis shoes to class.</p> <p>\$5.00 LOG BOOK</p>
PE I	<p>This one-year course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits</p>	<p>9th-12th Grades</p> <p>Students must wear workout shorts, (w/ at least a 5 inch inseam) or pants (non spandex) a t-shirt, and tennis shoes to class.</p>

	required for high school graduation.	
PE II	<p>This one-year course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.</p>	<p>10th-12th Grades</p> <p>Students must wear workout shorts, (w/ at least a 5 inch inseam) or pants (non spandex) a t-shirt, and tennis shoes to class.</p>

HEALTH DEPARTMENT

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
HEALTH	<p>This one semester course examines the intricate relationships between personal, community, and environmental health, mental and emotional health, nutrition and physical activity substance use and abuse, safety practices, injury prevention, CPR/AED, personal safety, human reproductive system, HIV/AIDS, related communicable diseases, and sexual responsibility within established guidelines. Topics include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self management, and advocacy. 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 essential part of this course. Instructional practices integrate the Motivational Framework for Culturally Inclusive Teaching, to establish inclusion of all cultural and linguistic backgrounds, develop a positive learner disposition toward learning, enhance meaning through engaging, experiences, and engender competence of subject matter among all students. 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. Approved Spring 2021</p>	<p>9th-12th Grade</p> <p>1 semester needed to graduate</p>

USE OF COMPUTERS

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
COMPUTER SCIENCE AND APPLICATIONS	This one-semester course provides students with skills in computer science and applications. Areas of emphasis include computer science, computational thinking, productivity applications, digital citizenship, and integrated technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades eight through twelve. This course fulfills the one-half computer science credit required for high school graduation. Revised Spring 2022	9th-12th Grade 1 semester needed to graduate

FOREIGN LANGUAGE

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
SPANISH I	This one-year course is designed to facilitate a student's acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The	9th-12th Grades

	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. Revised November 2017.	
SPANISH II HONORS	<p>This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.</p>	9th-12th Grades

CTE (CAREER & TECHNICAL EDUCATION) ELECTIVES

Career and Technical Education (CTE) in Nevada is organized into six (6) program areas and course sequences. CTE provides an opportunity for students to earn college credit while attending high school. Please review the section Courses and Descriptions for details on CTE courses. Additional information can be found online at <http://www.doe.nv.gov/CTE/>

***Once a student chooses a CTE Course Sequence and takes a second year of that course, they will then be required to take it for a third year, so as to complete the course and earn college credits or a certificate of completion.**

****In order to earn the certification and/or college credits, the student must maintain a 'B' average(3.0 GPA) over three years and must pass the State End-of-Program Technical Content Assessment and pass the State Workplace Readiness Assessment for Employability Skills.**

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
AGRICULTURE		
PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES (AG I)	This one-year course will introduce students to the many career areas in agriculture. Students will gain an understanding of leadership activities and Supervised Agricultural Experience (SAE) programs. Areas of emphasis include scientific investigations in agriculture, basic animal science, basic plant and soil science, ornamental horticulture, natural resource management, business management, leadership, and communication through Future Farmers of America (FFA) and career skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Approved Spring 2022	9th-12th Grades \$20.00 FEE
PLANT SCIENCE (AG II)	This one-year completer course is designed for students who have successfully completed Principles of Agriculture, Food, and Natural Resources. Areas of emphasis include plant anatomy and physiology, plant identification, propagation, growing media, nutrition, and plant	10th-12th Grades \$20.00 FEE

	<p>technologies. An essential part of this course will be leadership activities and Supervised Agricultural Experience (SAE) Programs. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2022</p>	
<p>ENV RES FOR PLANT SYS COMP (AG III)</p>	<p>This one-year complementary course is designed for students who have successfully completed Plant Science. Areas of study include ecological concepts and scientific principles related to environmental science, soils, composting and recycling, fisheries, forestry, wildlife habitat, air and water quality, solid waste management, conventional and renewable energy resources. An essential part of this course will be leadership activities and Supervised Agriculture Experience (SAE) programs. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Approved Spring 2024</p>	<p>11th-12th Grades</p> <p>\$20.00 FEE</p>
<p>AG LEADERSHIP FOR PLANT SYS COMP (AG IV)</p>	<p>This one-year complementary course is designed for students who have successfully completed Plant Science. Areas of study include communication research, verbal and written communications, journalism, mass media, agriculture policy and human relations. An essential part of this course will be leadership activities and Supervised Agriculture Experience (SAE) programs. Instructional practices incorporate integration of diversity awareness including appreciation 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</p>	<p>10th-12th Grades</p> <p>\$30.00 FEE</p>

	elective credits required for high school graduation. Approved Spring 2024	
AP COMPUTER SCIENCE PRINCIPLES		
AP COMPUTER SCIENCE PRINCIPLES	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Spring 2023	10th-12th Grades \$10.00 FEE \$95 exam fee (exam fee reduction waivers available) <i>*Students are required to take the AP exam in May.</i>
AUTOMOTIVE		
AUTOMOTIVE TECHNOLOGY I	This one-year course will introduce students to the operational and scientific nature of the automotive component systems including fuel, intake, exhaust, ignition, lubrication, braking, cooling, and suspension systems. Practical application of safe work habits and the correct use of tools and precision test instruments will be emphasized throughout the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Approved Spring 2021	9th-12th Grades \$20.00 FEE
AUTOMOTIVE TECHNOLOGY II	This one-year completer course is designed for students who have successfully completed Automotive Technology I. Areas of emphasis include diagnosing and servicing modern	10th-12th Grades \$20.00 FEE

	<p>automotive systems, safety, engine repair, automatic transmission, manual transmission, manual drive train, drive axles, clutch systems, suspension and steering, heating and air conditioning, engine performance, braking systems, and basic electrical systems. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Art/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2021</p>	
<p>INTERMEDIATE AUTOMOTIVE TECHNOLOGY</p>	<p>This one-year complementary course is designed for students who have successfully completed Automotive Technology II. This course provides advanced automotive technology students with in-depth study and skill development in the repair of automotive engines, engine performance, machine operations, steering and suspension service, drive train service, and air conditioning system service by providing additional instruction in the Automotive Service Excellence (ASE) standard areas. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Approved Fall 2022</p>	<p>11th-12th Grades</p> <p>\$20.00 FEE</p>
<p>AUTOMOTIVE TECHNOLOGY AS</p>	<p>This one-year course provides students who have achieved all content standards in Automotive Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships, job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity</p>	<p>12th Grade</p> <p>\$20.00 FEE</p>

	awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Revised Fall 2022	
CULINARY		
CULINARY I	This introductory year-long course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is modeled after industry with emphasis on the standards of food service occupations. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation. Revised Spring 2023	9th-11th Grades \$40.00 FEE
CULINARY II	This completer year-long course is designed for students who have successfully completed Culinary Arts I. Areas of emphasis include food preparation, catering, banquet functions, a la carte operations, merchandising, and service. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2023	10th-12th Grades \$40.00 FEE
DIGITAL GAME DESIGN		
DIGITAL GAME DESIGN I	This one-year course provides an introduction to the essential elements of game design and development. Areas of emphasis include a history of digital games, game genres, principles of design and animation, and a comprehensive	9th-11th Grades \$20.00 FEE

	<p>survey of the digital game industry, including career paths and the interdependence of roles in game development. A study of non-digital games is included to explore the relationship between game mechanics, dynamics, and player experience. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation. Revised Spring 2022</p>	
DIGITAL GAME DESIGN II	<p>This one-year completer course is designed for students who have successfully completed Digital Game Development I. Areas of emphasis include game structure, level design, programming principles, and custom game mechanics. Students practice game design and development while gaining hands-on experience with industry game engines. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2022</p>	<p>10th-12th Grades</p> <p>\$20.00 FEE</p>
FURNITURE AND CABINETMAKING (WOODS)		
BUILDING AND CONSTRUCTION TECH I	<p>This one-year course introduces students to the construction industry. A hands-on approach will provide students with an understanding of the construction industry, which includes safety, blueprint reading, finish carpentry, framing, fundamental design techniques, identifying material properties and hardware, and applying basic principles of plumbing, electrical and</p>	<p>9th-11th Grades</p> <p>\$25.00 FEE PLUS THE COST OF THE PROJECT</p>

	<p>manufacturing processes. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation. Approved Spring 2022</p>	
CONSTRUCTION II	<p>This one-year completer course is designed for students who have successfully completed Building and Construction Technology I. Areas of emphasis include the use of power tools, fundamental design techniques, manufacturing processes, framing systems and exterior finish applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2022</p>	<p>10th-12th Grades</p> <p>\$25.00 FEE PLUS THE COST OF THE PROJECT</p>
CONSTRUCTION TECHNOLOGY COMP	<p>This one-year complementary course is designed for students who have successfully completed Building Trades in Construction Technology II. This course provides advanced construction students with knowledge and skills in plumbing, stair layout, HVAC, and exterior applications. Through hands-on projects, students develop technical skills that are used throughout the construction industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required</p>	<p>11th-12th Grades</p> <p>\$25.00 FEE PLUS THE COST OF THE PROJECT</p>

	for high school graduation. Approved Spring 2024	
MARKETING		
PRINCIPLES OF BUSINESS MARKETING	This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Revised Spring 2022	9th-11th Grades
MARKETING I	This one-year completer course is designed for students who have successfully completed Principles of Business and Marketing. Areas of emphasis include selling, advertising, pricing, promotion, and product planning. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2022	10th-12th Grades
PHOTOGRAPHY		
MULTIMEDIA COMMUNICATIONS (PHOTOGRAPHY I)	This one-year course introduces students to media technologies used in business for digital communication. Areas of emphasis include: website development, user interface, video, photo,	9th-11th Grades \$20.00 FEE

	written content, social media marketing, and front-end design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Approved April 2020	
MULTIMEDIA COMMUNICATIONS II (PHOTOGRAPHY II)	This course is designed for students who have successfully completed Multimedia Communications I. Areas of emphasis include website development, user interface, video, photo, written content, social media marketing, front-end design and advanced content and media creation techniques used in business for digital communication. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credits required for high school graduation. Approved April 2020	10th-12th Grades \$20.00 FEE
THEATER TECHNOLOGY		
THEATER TECHNOLOGY I	This one-year course provides the student an opportunity to explore technical theatre production skills. Areas of emphasis include theatre operations of the front and back of the house. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	9th-10th Grades \$25.00 FEE
THEATER TECHNOLOGY II	This completer year-long course is designed for students who have successfully completed Theatre Technology I. Areas of emphasis include the execution of front and back-of-the-house	10th-11th Grades \$25.00 FEE

	<p>operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2023</p>	
<p>THEATER TECHNOLOGY III</p>	<p>This one-year course is designed for students who have successfully completed Theatre Technology II. Students execute front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>11th-12th Grades</p> <p>\$25.00 FEE</p>

ELECTIVES (NON CTE)

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
	AP SUPPORT	
EXT LAB: AP SUPPORT	This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in a College Board Advanced Placement course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation and may be repeated. Approved Fall 2023	10th-12th Grades Must have at least two or more college level courses (Pre-AP, AP, or Dual Enrollment)
ART		
ART I	This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics, and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Revised May 2018.	9th-12th Grades \$20.00 FEE
DRAWING I	This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of	10th-12th Grades \$20.00 FEE

	<p>media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and evaluate art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. Through collaboration and production, connections will be made between drawing and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Revised May 2018.</p>	
STUDIO ART	<p>This one-year course is designed to provide an opportunity for advanced students to develop proficiency levels in particular areas of art. Students develop an area of exploration, creating, evaluating, and critiquing their body of work. Students study related historical background and regional variations. Students assemble a portfolio to demonstrate growth and exhibit their work. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Revised May 2018.</p>	<p>11th-12th Grades</p> <p>\$20.00 FEE</p>
AP DRAWING	<p>Course Scope: This one-year course is designed with an emphasis on meeting the requirements of the</p>	<p>11th-12th Grades</p>

	<p>College Board Advanced Placement (AP) Drawing examination. Highly motivated students will create a college level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.org/courses. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP Drawing Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.org. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board. Revised May 2019.</p>	<p>\$95 exam fee (exam fee reduction waivers available)</p> <p><i>*Students are required to take the AP exam in May.</i></p>
BAND		

BAND HS INTERMEDIATE	<p>This one-year course is designed for students who have successfully completed the skills required in beginning band. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	9th-12th Grades \$30.00 FEE
BAND HS ADVANCED	<p>This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	10th-12th Grades \$50.00 FEE
BAND JAZZ HS INTERMEDIATE	<p>This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive direction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	9th-12 Grades \$30.00 FEE

PERCUSSION ENSEMBLE I	<p>This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for executing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	9th-12th Grades \$50.00 FEE
PERCUSSION ENSEMBLE II	<p>This one-year course is designed for students who have experience playing percussion instruments or have completed Percussion Ensemble I. Students will develop advanced techniques of performance, notation reading, and musicality using a wide variety of percussion instruments and musical styles. Students will develop techniques for playing all percussion instruments in a variety of musical settings including marching band, concert band, jazz band, small ensembles, and indoor drum line. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	10th-12th Grades Must have Completed Percussion Ensemble I \$50.00 FEE
CHOIR		
CHAMBER HS CHOIR	<p>This one-year course is designed for high school</p>	9th-12th Grades

	<p>students who have successfully completed an advanced choir course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of vocal chamber music in a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	\$20.00 FEE
EMPLOYEE SKILLS (JAG)		
EMPLOYEE SKILLS	<p>This one-year course provides students with employability skills for career readiness. Topics include leadership, self-development skills, and professional-knowledge necessary to be successful in the workplace. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.</p>	11th-12th Grades
GUITAR		
GUITAR HS BEGINNING	<p>This one-year course introduces students to playing the guitar on a beginning level and learning many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat-picking, rhythmic patterns, chord study, finger picking styles, musical forms,</p>	9th-12th Grades \$30.00 FEE

	<p>improvisation, and performing experiences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	
GUITAR HS ADVANCED	<p>This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	<p>9th-12th Grades</p> <p>Placed by Guitar Teacher Recommendation</p> <p>\$30.00 FEE</p>
ORCHESTRA		
ORCHESTRA HS CHAMBER	<p>This one-year course is designed for high school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be</p>	<p>9th-12th Grades</p> <p>\$30.00 FEE</p>

	repeated.	
PHYSICAL CONDITIONING WITH WEIGHTS		
PHYSICAL CONDITIONING WITH WEIGHTS	<p>This one-year course is an activity-oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training and builds upon the knowledge gained in Physical Education I and II. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Fitness-related vocabulary, desirable health habits, physical conditioning, skill development, and safety are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.</p>	9th-12th Grades
PRINCIPLES OF LEADERSHIP (STUDENT COUNCIL)		
PRINCIPLES OF LEADERSHIP	<p>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 the performance of tasks associated with their leadership responsibilities. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma and may be repeated. Revised Spring 2022</p>	9th-12th Grades Elected to various positions by the student body or hand selected by the student council advisor.
PUBLICATIONS		
PUBLICATIONS	<p>This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography.</p>	9th-12th Grades Placed by Publications

	Students participate in the production of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for graduation and may be repeatable.	Teacher Recommendation
	ROBOTICS	
STEM ROBOTICS I	This one-year course is designed to focus on Science, Technology, Engineering, and Mathematics (STEM) concepts which include engineering and robotic technologies as influenced by manufacturing and society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Revised May 2019	9th-12th Grades
STUDENT AIDE		
STUDENT AIDE	This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.	12th Grade ONLY
THEATRE		
THEATER I	This one-year course is designed to familiarize students with theatre: its intent, structure, effectiveness, and value. Class work focuses on Creating: conceiving and developing new artistic	9th-12th Grades \$20.00 FEE

	<p>ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at a Proficient level.. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	
THEATER II	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who participated in an approved equivalent school or community theatre oriented experience. Class work focuses on Creating: conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at an accomplished level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	<p>10th-12th Grades</p> <p>Must have successfully completed Theatre I</p> <p>\$20.00 FEE</p>
THEATER III	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who participated in an approved equivalent school or community theatre oriented experience. Class work focuses on Creating: conceiving and developing new artistic ideas and</p>	<p>11th-12th Grades</p> <p>Must have successfully completed</p>

	<p>work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at an accomplished level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	<p>Theatre II</p> <p>\$20.00 FEE</p>
THEATER IV	<p>This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. Class work focuses on Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at an Advanced level. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.</p>	<p>12th Grade</p> <p>Must have successfully completed Theatre III</p> <p>\$20.00 FEE</p>

DUAL ENROLLMENT ELECTIVES

COURSE TITLE	COURSE DESCRIPTION	PREREQUISITES
	DUAL ENROLLMENT COMMUNICATIONS	
DUAL ENROLLMENT COM 101 (1st semester)	<p>ORAL COMMUNICATION: Theory and practice in extemporaneous speaking and other prepared speaking experiences.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	<p>10th-12th Grades</p> <p><i>Students are required to pay all NSU fees.</i></p> <p>3 credits each semester- \$100</p>
DUAL ENROLLMENT COM 102 (2nd semester)	<p>INTRODUCTION TO INTERPERSONAL COMMUNICATION: Theory and practice in effective interpersonal communication with written and real world applications. Topics include perception, using verbal and nonverbal symbols, listening, self-disclosure, interpersonal conflict, developing and maintaining relationships.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	<p>6 credits total- \$200</p>
DUAL ENROLLMENT SPANISH		
DE SPAN 113 (1st semester)	<p>ELEMENTARY SPANISH I: Beginning Spanish instruction with a focus on grammar, conversation, reading, and writing.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	<p>11th -12th Grades</p> <p><i>Students are required to pay all NSU fees.</i></p> <p>3 credits each semester- \$100</p>
DE SPAN 114 (2nd semester)	<p>ELEMENTARY SPANISH II: Continuation of beginning Spanish instruction with a focus on grammar,</p>	<p>6 credits total- \$200</p>

	<p>conversation, reading, and writing.</p> <p>This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.</p>	
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