

# 2026-2027

# Course Catalog

## Silverado High School

**Silverado High School**

1650 Silver Hawk Ave  
Las Vegas, Nevada, 89123

Revised 1/08/2026  
Subject to Change per CCSD

# Silverado High School's Guide to Registration

## Registration Information

The courses in this registration guide are proposed to be offered at Silverado High School for the 2026-2027 school year. The courses listed in this guide will only be offered if an adequate number of students register for a course and if we are able to sufficiently provide staffing. If too few students enroll in a course, or we do not have the staffing required, it may be canceled, and those students will be rescheduled into their alternative elective courses. Once elective classes are full, students will be placed in alternative electives.

Students will not receive additional credit for repeating a semester of a course that they have previously passed. There are certain exceptions, such as advanced band or choir may be repeated for credit. Students should see their school counselor for more information.

Students will be scheduled into courses selected during registration unless those courses are filled or canceled. **Courses that students select this spring are the courses they will be required to attend next year. Choose courses carefully. No schedule change requests will be granted other than those governed by the policy statement.**

**In order to register effectively for classes next year, please read and follow these guidelines:**

**READ** this entire registration guide and course catalog before you register for courses, including the prerequisites.

**DISCUSS** your course selection with your parents or guardians and teachers before registration. Some courses have requirements.

**COMPLETE** the Elective Google Form. Choose the elective classes you would like to take. If a recommendation is required, the recommending teacher will verify the course selection. In the event that your first-choice electives are filled, you will be assigned an alternative choice in the order listed on your submitted form. There is a possibility that all of your elective choices may be full or conflict with scheduled core classes, in which case you will be placed in any available elective class. If electives are not chosen by the student using the provided form, they will be chosen for the student based on availability and graduation requirements.

**MEET** individually with your counselor to discuss course selection, graduation requirements, and post-secondary plans. During this meeting your counselor will update and finalize the course plan in Infinite Campus (IC). A copy of the 2026-2027 plan will be provided to the student and recorded in IC. Starting in April 2026, parents will approve your course selection by checking the "Approved by parent/legal guardian" box located on your course plan page, under academic planning, which can be accessed through your IC Portal.

Students are responsible for notifying your counselor of summer school courses completed. Students will be expected to remain in courses for the duration of the school year. Exceptions such as graduation requirements and misplacement will be addressed through the curriculum office.



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# General Information

## CCSD Guidance and Counseling Website

The [CCSD Guidance and Counseling Website](#) provides students and parents/guardians with information on school counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities, and postsecondary opportunities are just a few examples of information available on the website.

## Silverado Guidance and Counseling Website

The [Silverado Guidance and Counseling Website](#) provides students and parents/guardians with information on Silverado counseling services. It also serves as a support reference on graduation requirements, clubs and activities, academic planning, college and career planning, and testing information.

## School District Calendar

This calendar is subject to change. Please review the current calendar online at: <https://ccsd.net/district/calendar/>.

## Schedule Change Policy

Since much advance planning and guidance are provided for each student prior to course selection, schedule changes will not be made after course selection. Class changes will not be granted to accommodate a change in a student's lunch period or to request a specific instructor. Due to the State of Nevada Department of Education Guidelines, no student may change a class and receive credit after the 18th school day of each semester. If a student is allowed to drop a class after this time, the student will receive an "F" grade in that class. Requests for schedule changes are considered prior to the 18th school day of the semester and are granted only for the following reasons:

- Fulfillment of graduation requirements
- Misplacement in an academic area according to ability
- Successful completion of summer school course work

## Last Day for to Enroll for Credit Instruction for 26-27 School Year

**Semester 1:** September 2, 2026

**Semester 2:** January 29, 2027

## 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.

District Regulation 5123, Promotion, Retention, and Demotion of Students.

## Earning Credit

Students must complete 60 hours of instruction in a course to earn 0.5 credits at the end of each semester. The District has a variety of ways for students to earn credit. Internal credits are taken at a District school.

Dual Enrollment coursework taken in a District 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 District classroom) is considered to be external credit.

Concurrent credits are taken when a student attends a District 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.

NAC 389.040

## **Grade Point Average (GPA)**

*Unweighted GPA:* Semester grades are calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0).

*Weighted GPA:* Bonus Points are added to the Unweighted GPA for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses.

- Honors
  - 0.025
- Advanced Placement (AP)\*
  - 0.050
- International Baccalaureate (IB)\*
  - 0.050
- Dual Enrollment
  - 0.050

\*Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the examinations for each course. Parents or guardians may waive this testing requirement by informing the school administration in writing. Beginning with the Cohort of 2024, the maximum weighted GPA that can be earned is 4.950.

Source: CCSD Regulation 5127

## **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.

## **Prerequisites**

Prerequisites are listed in the course catalog to help students and parents make the best educational decision possible. Students must meet these prerequisites to enroll in a course. Both semesters of the prerequisite course must be successfully completed. Schedule adjustments will be made automatically should prerequisites not be met.

## **Fees**

Fees are charged for some elective classes where students complete special projects to be taken home. These class fees cover the actual cost of projects. With the uncertainty of our economy, some families may be unable to purchase all of the necessary items or pay fees for their students. This is understandable and will not prevent a child's enrollment in any class. If the circumstances are such that alternatives to immediate payment of fees must be considered, please contact your child's counselor and/or teacher(s), so the school and parent can work together for a resolution.

## **Enrollment Adjustments**

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

## **Attendance Requirement**

Increased state-mandated accountability for attendance at school requires greater responsibility from the high school student. Accumulating more than 10 unapproved absences in any course during the semester will result in a failing semester grade and loss of credit. The failing grade will be used in calculating the grade point average. The family must provide a valid written excuse for absences within three (3) days of the student's return to school.

## **Non-Discrimination and Accessibility Notice**

The District 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.

# Graduation Requirements

## 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.

\*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 Individuals with Disabilities Education Act (IDEA) services until their 22nd birthday.

## Core Enrollment Expectations

The Clark County School District (District) 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
<b>Total</b>	<b>14</b>

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 include NRS 389.018, the Nevada Board of Regents, and the Nevada Treasurer's Office.

## Diploma Types

Alternative Diploma (a)		Standard Diploma		Standard Diploma		Advanced Diploma and College and Career Ready Diploma (b)	
Cohorts 2026, 2027, 2028, 2029		Cohorts 2026, 2027, 2028		Cohort 2029 and beyond		Cohorts 2026, 2027, 2028, 2029	
Categories	Credits	Categories	Credits	Categories	Credits	Categories	Credits
English	4	English	4	English	4	English	4
Mathematics	3	Mathematics	3	Mathematics	3	Mathematics	4 (c)
Science	2	Science	2	Science	2	Science	3
Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	-	Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	1 (e)
US History	1	US History	1	US History	1	US History	1
American Govt	0.5	American Govt	0.5	American Govt	0.5	American Govt	0.5
Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5
Physical Education	2	Physical Education	2	Physical Education	2	Physical Education	2
Health Education	0.5	Health Education	0.5	Health Education	0.5	Health Education	0.5
Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5
Arts/Hum/CTE	1	Arts/Hum/CTE	1 (d)	Arts/Hum/CTE	1	Arts/Hum/CTE	1
Electives	5	Electives	6	Electives	5	Electives	6
Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	-
Total	23	Total	23	Total	23	Total	24
GPA Requirement	-	GPA Requirement	-	GPA Requirement	-	GPA Requirement	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) 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.

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

(d) District students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma through 2028 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.

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

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.

NAC 390, District Regulation 5127, High School Graduation Requirements, Nevada Board of Regents, Senate Bill 200, 2017.

## **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.

## **Valedictorian and Salutatorian**

Valedictorians, students with the highest Weighted GPA in the graduating cohort, and Salutatorians, students with the second highest Weighted GPA in the graduating cohort, will be identified as candidates at the end of the fall semester. Valedictorian candidates at the end of the fall semester will have the opportunity to audition before a panel to speak at the commencement ceremony. The panel will grade candidates based on a rubric. Final Valedictorians and Salutatorians will be determined upon completion of all high school credit course work. Final Valedictorians will wear white gowns and sit on the stage at the commencement ceremony. Final Salutatorians will sit on the stage at the commencement ceremony.

Early graduates from a later cohort may not be valedictorians or salutatorians because they are not part of the graduating cohort.

## **Honors and High Honors Cords**

Cord distribution is determined by weighted GPA at the conclusion of seven semesters. Students with a weighted GPA = 3.5-3.799 will earn Honors (white cord), and students with a weighted GPA = 3.8 or higher will earn High Honors (gold cord). The Valedictorian and Salutatorian will receive a medallion.

## **Graduation Gowns and Awards**

Graduates earning a Standard Diploma will wear purple gowns during Silverado's graduation ceremony. Students earning an Advanced Diploma and students earning the Clark County School District College and Career Ready Diploma will wear silver gowns. Valedictorians will wear white gowns. Medallions will be awarded to those students earning Valedictorian status, Salutatorian status, Advanced status, and students meeting the CCR diploma requirements through the college requirement.

## **Advanced Placement (AP) Scholar**

Students earning a weighted grade point average of at least 3.85 and have completed an AP course in each of the four core content areas (English, mathematics, science, and social studies) for a minimum total of four AP courses, including participation in the College Board AP examination, are eligible to earn the Silverado High School AP Scholar award. These students will be recognized by wearing a medallion and a triple-braided cord at the graduation ceremony.

# Testing

## 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. 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.

District Regulation 5127, High School Graduation Requirements, NRS 390.610.

## 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: 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: 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. This test is typically taken during the spring of Grade 11 and the 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.

## PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is preparation 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. This test is typically taken in Grades 8, 10,

and 11. The examinations for students in Grades 8 and 10 are at no cost to the student. Please contact your school counselor with additional questions.

# Academic Planning

## Academic Plans

Each Grade 9 student must have an approved four-year academic plan in Infinite Campus by the end of the first 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 with 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.

## **NRS 388.205, District Regulation 5127, High School Graduation Requirements.**

## Programs and Progress

Graduation programs in Infinite Campus allow students, parents/guardians, and school counselors to track progress toward completing the academic plan and earning a diploma. 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 establishes the criteria for college and career readiness.

NAC 387.345.

## **Schedule Changes**

Schools may only change courses until a predetermined specific date each semester. The school will communicate with students and their families about these deadlines.

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g., Apex) 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. Courses contain 120 hours of instruction, excluding passing periods.

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.

### **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 the District may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses.

### **Honors and College-Level Course Offerings**

The District 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

For more information, visit: [doe.nv.gov](http://doe.nv.gov).

## 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 complete an approved CTE program with a minimum of a 3.0 GPA, pass the end-of-program and workplace readiness assessments, and be currently enrolled in or have previously been enrolled in a credit-bearing course. This includes CSN Jumpstart Concurrent Enrollment courses, dual enrollment, or taking courses after high school graduation.

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.

## 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 the District are considered to be internal credit.

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.

District Regulation 5127, High School Graduation Requirements.

## Credit By Exam (CBE)

Students can earn credit for certain courses in which they demonstrate mastery of the 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.

### CBE Policies

- Tests can only be taken for original credit
- Tests can only be taken one time per course
- CBE credits are considered internal credits
- All exams are computer-based and will be taken online
- English courses require reading for the exam
- CBE is not considered an 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

For more information, visit [www.nvlearningacademy.net](http://www.nvlearningacademy.net).

## **External Credit**

External credits may be granted for coursework completed outside of the District while a student is enrolled in the District. District enrollment includes coursework taken during the school year and during the summer months. Dual Credit courses taken outside of the District 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 credits 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 District 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.

## **Duplicate Coursework - Repeating Courses**

*Repeatable Courses:* Students may take some courses in CCSD that may be repeated more than once for credit. These include certain elective courses, arts/performing arts courses, and some PE elective courses. See your school counselor to learn more about the repeatable courses offered at your school.

*Non-Repeatable Courses:* A student may choose to retake non-repeatable courses to earn a higher grade if the original course was taken in district. Most core subject courses are non-repeatable, like English, math, science, and social studies. See your school counselor to learn more about retaking non-repeatable courses.

- Students that retake courses for a higher grade will not receive additional credit, but the higher grade will be recorded on the permanent record and the lower grade will be replaced with the repeated course notation: RP.
- A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of “F” will only be removed once. If applicable, all other “F’s” will remain on a transcript.

## **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.

# Academic Planning for Student Athletes

## District Athletic Eligibility

### 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 9–11 students may file a sub-varsity appeal.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to a private/charter or private/charter to a 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 guardians reside.
- A student living with a legal guardian must be approved through the 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 in 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.

For more information, visit: [www.ccsd.net](http://www.ccsd.net) and search: athletic eligibility.

## **NCAA Initial Eligibility Requirements**

Students who 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 from high school and meet all the following requirements:

1. Complete 16 core courses:
  - a. Four years of English
  - b. Three years of mathematics (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, mathematics, or natural/physical science
  - e. Two years of social science
  - f. Four additional years of English, mathematics, natural/physical science, social science, foreign language, comparative religion, or philosophy
2. Complete 10 core courses, including seven in English, mathematics, 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 their core-course GPA.
3. Earn at least a 2.300 GPA in core courses.

**For more information, visit: [www.ncaa.org](http://www.ncaa.org) and search: Division I.**

# Advanced Coursework

**The mission** of Advanced Coursework at Silverado is to offer every scholar a rigorous path designed to ensure excellence and success in college.

## Goals

- To provide a culture of academic success.
- To eliminate the need for college remediation.
- To provide a challenging, comprehensive education with the support of dedicated administration and staff.
- To provide courses that challenge students to expand their knowledge, increase their skills, and enhance critical thinking.
- To provide the requisite skills needed to achieve success in rigorous classes
- To improve AP/SAT/ACT scores.
- To establish the academic foundation necessary to succeed in a university program after graduation.
- To provide a competitive advantage in college admissions.
- To provide an academic plan that helps develop the necessary skills for the transition to college.
- To provide college-level courses that build confidence, time management, and study skills.
- To provide the opportunity to critically analyze subjects, develop advanced research and communication skills, and tap into creative, problem-solving, and analytical potential.
- To provide a supportive framework for students willing to tackle advanced coursework.
- To provide college-level courses so that the transition to college is made with ease.

## Design

- Modeled after an Honors College with a community of like-minded scholars.
- Provides a flexible course plan that will reward and encourage rigor from 7th grade to high school graduation.
- Eliminates the need for college remediation.

## Community Benefits

- Educate parents and students regarding what steps are necessary to succeed at the college level.
- Build bridges of communication and support between AP teachers, Dual Enrollment teachers, families, and students.

## Student Benefits

Research shows that eighty-five percent of selective colleges and universities report that a student's advanced coursework experience favorably impacts admission decisions. Advanced coursework at Silverado is designed to assist students seeking a rigorous advanced curriculum throughout their high school career.

### **Students will be exposed to:**

- A challenging path of study to include Honors, Advanced Placement (AP), and Dual Enrollment courses.
- A competitive advantage in college admissions.
- A supportive framework from a community of like-minded scholars.
- College preparation and exploration classes.
- SAT and ACT test preparation opportunities.
- College presentations on campus.
- Administrative, teacher, and counselor monitoring and support.
- The ability to earn college credits at a fraction of the cost.
- Multiple levels of recognition.
- Special recognition at the graduation ceremony.

### **Advanced Coursework Options**

*Honors Classes:* Honors courses are more academically challenging courses. Honors courses can prepare students for higher-level courses (AP/Dual Enrollment) and college work in the future.

*Advanced Placement (AP) Courses:* Advanced Placement courses enable students to pursue college-level studies while still in high school. Through the 20 AP courses Silverado offers, the AP program provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement, each culminating in a rigorous exam. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous coursework available to them. Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college.

All examinations consist of an essay or problem-solving section and a series of multiple-choice questions. Advanced Placement exams are developed by the Educational Testing Service. The College Board grades the exams and scores are given on the following basis:

- **Five:** Extremely well qualified
- **Four:** Well qualified
- **Three:** Qualified
- **Two:** Possibly qualified
- **One:** No Recommendation

Awarding of college credit(s) is at the discretion of each university. A score of three to five may enhance the student's opportunity for a scholarship and for university admission.

*Dual Enrollment Courses:* Dual enrollment refers to when a student is enrolled in two different academic programs or at two different academic institutions at the same time. Silverado offers dual enrollment in partnership with the University of Nevada, Las Vegas. This partnership offers enrolled students the opportunity to earn college credit while they're still in high school. These classes — and the credit earned — generally count toward both high school graduation and a college degree. Silverado offers 11 dual enrollment courses.

# ADVANCED COURSEWORK AT SILVERADO



## ADVANCED PLACEMENT (AP)

The Advanced Placement program enables students to pursue college-level studies while still in high school. Through the 20 AP courses Silverado offers, the AP program provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement, each culminating in a rigorous exam. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous coursework available to them. Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college.

## COURSE OFFERINGS

- AP 2-D Art and Design
- AP 3-D
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science Principles
- AP Drawing
- AP English Language/Composition
- AP English Literature/Composition
- AP Environmental Science \*
- AP Human Geography \*
- AP Music Theory \*
- AP Physics I: Algebra-Based
- AP Precalculus
- AP Research \*
- AP Seminar \*
- AP Spanish Language and Culture
- AP Statistics
- AP U.S. Government/Politics, Economy
- AP U.S. History
- AP World History Modern

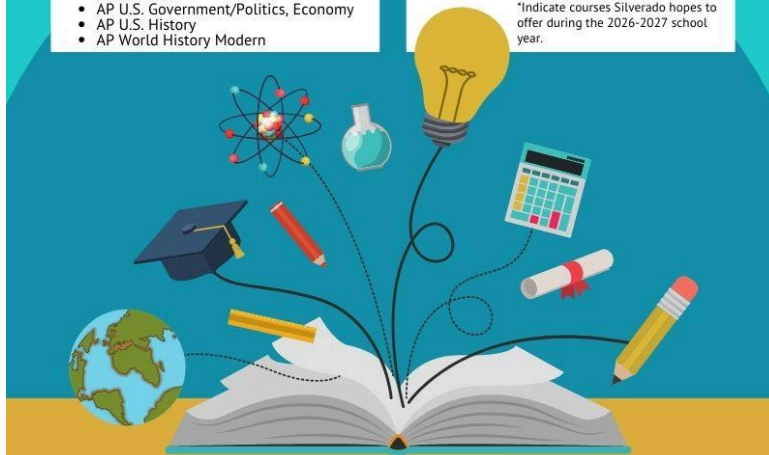
## DUAL ENROLLMENT

Dual enrollment refers to when a student is enrolled in two different academic programs or at two different academic institutions at the same time. Silverado offers dual enrollment in partnership with the University of Nevada, Las Vegas. This partnership offers enrolled students the opportunity to earn college credit while they're still in high school. These classes – and the credit earned – generally count toward both high school graduation and a college degree. Silverado offers 14 dual enrollment courses.

## COURSE OFFERINGS

SEMESTER 1	SEMESTER 2
• ENG 101	• ENG 102
• HIST 101	• HIST 102
• MATH 120	• MATH 124
• SOC 101	• SOC 102 * OR ANTHRO 101
• PSY 101	• MUS 101
• PSC 101	• FIN 111
• JAP 113	• JAP 114
• ALS 101 *	• ALS 101 *
• ENV 101 *	• CHEM 103 *
• GEOG 103 *	• GEOL 100 *

\*Indicate courses Silverado hopes to offer during the 2026-2027 school year.



# Postsecondary Options

## Career Plans

Planning for life after high school is one of the most important decisions you will make. The right path is unique for every student, and there are many exciting options. Your journey should align with your interests, skills, and career goals. In this section, you'll find information on six primary postsecondary pathways.

## College

Going to college means continuing your education after high school, typically to earn a degree or certificate. This path can lead to a wide variety of careers and offers diverse learning experiences. Nevada has specific requirements for admission to its public institutions, but options exist for all students.

For more information, visit: [bigfuture.collegeboard.org](https://bigfuture.collegeboard.org).

### Public and Private

- Public colleges are funded by the state, so tuition is generally lower, especially for in-state residents.
- Private colleges rely on tuition and donations. Their tuition is often higher, but they may offer more financial aid.

### College and University

- Colleges typically focus on undergraduate (bachelor's) and are often smaller, providing a more intimate learning environment. Many are private institutions, and most degrees take four years to complete.
- Universities are usually larger, offering a wider range of undergraduate and graduate programs (master's, doctoral). They often have a strong emphasis on research.

### Two-Year Colleges

- Also known as community colleges or junior colleges, these schools offer associate degrees and certificates. They are a good option for those who want to save money, stay close to home, or improve their academic record before transferring to a four-year school.

### Liberal Arts Colleges

- These four-year schools focus on a broad curriculum, including humanities, social sciences, and natural sciences, to provide a well-rounded education.

### Specialized Institutions

- Some colleges have a specific focus, such as arts colleges, single-sex colleges, or religiously affiliated colleges. There are also institutions designated to support specific communities, like Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs).

## Nevada Public College Admission Requirements

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The Nevada Board of Regents sets the minimum admission requirements for the Nevada System of Higher Education (NSHE) institutions.

University of Nevada, Las Vegas (UNLV) and Reno (UNR)

- 3.0 GPA in 13 core units:
  - English - 4
  - Mathematics - 3
  - Social Studies - 3
  - Natural Science - 3, or
- ACT Composite of 22 or SAT of 1120, or
- Earned an Advanced Diploma or a College and Career Ready Diploma

Nevada State University (NSU)

- 2.5 unweighted GPA, and
- 12 core units:
  - English - 4
  - Math - 3
  - Social Studies - 3
  - Natural Science - 2

For more information, visit: [nshe.nevada.edu/nshe-institutions/](https://nshe.nevada.edu/nshe-institutions/).

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Career training programs, also known as vocational or trade schools, offer focused, hands-on education for a specific career field. This pathway is a great option for students looking for a cost-effective way to gain valuable skills to start well-paying careers without the time and financial commitment of a traditional college degree.

## Career Training Programs

- Programs are typically much shorter than a four-year degree, often taking a few months to two years to complete.
- The curriculum is centered on real-world, job-specific skills with a strong emphasis on hands-on training.
- Instead of a degree, students earn a certificate, diploma, or industry-specific credential that demonstrates competency to employers.
- These programs are available for a wide range of industries, including:
  - Skilled Trades (e.g., electrician, plumber, HVAC technician)
  - Healthcare (e.g., medical assistant, dental hygienist, phlebotomist)
  - Technology (e.g., web developer, IT support, cybersecurity)
  - Culinary Arts, Cosmetology, Automotive, and more.

For more information, visit: [gowinn.nv.gov/programming](https://gowinn.nv.gov/programming).

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## Apprenticeship

An apprenticeship is a unique "earn-while-you-learn" pathway that combines paid on-the-job training with classroom instruction. It's an excellent option for students who learn best by doing and want to secure a high-paying, in-demand career without the burden of student debt.

- An apprenticeship is a full-time job. You are an employee from day one, earning a paycheck and often receiving benefits like healthcare and retirement plans. Wages typically increase with more skills and experience.
- You work alongside an experienced professional, a journeyman, who provides one-on-one mentorship and teaches the skills of the trade.
- In addition to working, you attend classes, which may be at a local community college, a trade school, or a union training center. This instruction complements the hands-on work.
- Upon completion, you earn a nationally recognized credential (often at no cost) that proves mastery, which can lead to high-paying jobs and long-term career stability.
- Apprenticeships are most common in the skilled trades like construction and electrical work, but they are expanding into new fields such as healthcare, IT, and advanced manufacturing.

For more information, visit: [www.apprenticeship.gov](http://www.apprenticeship.gov).

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## Military Service

Choosing to serve in the military is a demanding but rewarding career path that provides immediate employment, valuable training, and a clear sense of purpose. It is a structured option for students who are ready to serve their country and want a clear path to professional and personal growth.

- Service members receive extensive training in a specific job, which can be applied to a civilian career later.
- The military offers significant educational benefits, including tuition assistance while you serve and the GI Bill, which can pay for college tuition, housing, and books for up to 36 months after your service ends.
- Servicemembers receive a steady paycheck, and may be eligible for bonuses, housing allowances, and a comprehensive benefits package that includes healthcare, dental, and life insurance.
- You may have the opportunity to travel the world, gain leadership experience, and develop discipline and a strong work ethic that will benefit you for life.

**For more information, visit:**

- Army: [www.goarmy.com](http://www.goarmy.com)
- Navy: [www.navy.com](http://www.navy.com)
- Air Force: [www.airforce.com](http://www.airforce.com)
- Coast Guard: [www.gocoastguard.com](http://www.gocoastguard.com)
- Marines: [www.marines.com](http://www.marines.com)
- National Guard: [www.nationalguard.com](http://www.nationalguard.com)
- Space Force: [www.spaceforce.mil](http://www.spaceforce.mil)

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For many students, entering the workforce directly after high school is an excellent and immediate path to financial independence and career growth. This option allows you to start earning a paycheck, gaining valuable real-world experience, and building your professional network without the cost or time commitment of further education.

- You can start earning money right away, which helps you become financially independent.
- You gain hands-on skills and work experience that are highly valued by employers.
- You can bypass the cost of tuition and avoid student loans, giving you a strong financial start.
- Working in different jobs can help you explore your interests and discover a career path you're passionate about before committing to long-term training or education.

## Employment

Finding your first job is about more than just a high school diploma. You should create a resume that highlights your academic achievements, extracurricular activities, volunteer work, and any part-time jobs you've had. Many entry-level positions don't require previous experience but value skills like communication, a strong work ethic, and a willingness to learn. Job opportunities for high school graduates are available in many fields, including:

- Retail and Customer Service
- Hospitality and Food Service
- Administrative and Office Support
- Skilled Trades (often through entry-level roles that can lead to an apprenticeship)
- Logistics and Transportation
- Healthcare Support (e.g., medical assistant, with certification)

For more information, visit: [employnv.gov](https://employnv.gov).

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A gap year or a service mission is an intentional period of time taken between high school and the next step in your life, such as college or the workforce. This pathway is about taking a deliberate break to explore, learn, and grow, often with the goal of gaining clarity and valuable life experience.

## Gap Year/Service Mission

For more information, visit: [bigfuture.collegeboard.org](https://bigfuture.collegeboard.org) and search: gap year.

# 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 \$10,000.00 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. 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.

A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or visiting [http://www.nevadatreasurer.gov/GGMS/GGMS\\_Home/](http://www.nevadatreasurer.gov/GGMS/GGMS_Home/).

## 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](http://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/>.

# Postsecondary Planning for Life After High School

## Grade 9

- Meet with your counselor to review graduation requirements and discuss your career plan (college, career training, apprenticeship, employment, military, or gap year).
- Complete a 4-year academic plan aligned with your career plan. Focus on required courses as well as CTE, Honors, AP, IB, and/or Dual Enrollment. Don't forget about electives!
- Join clubs, sports, or other extracurricular activities that interest you.
- Get involved in community service or volunteer work.
- Build study, organization, and time-management habits. Monitor your grades and GPA.
- Explore careers. What careers match your interests? What kind of education/training do they require?
- Explore financial aid basics. What is the FAFSA? What are scholarships? How much are college or trade schools?
- If you are a student-athlete, register with the NCAA Eligibility Center and review the academic requirements.

## Grade 10

- Maintain or increase academic rigor. Talk to your counselor when you meet in August or September.
- Take a career interest inventory. Research careers and required education/training.
- Keep expanding your extracurricular activities. Take on leadership roles, try new things, or ask a friend for some help.
- Attend college and career fairs; visit postsecondary institutions (colleges, trade schools, and apprenticeships).
- Begin preparing for standardized tests. We take the PSAT in October of your sophomore year. We take the ACT in February of your junior year.
- Explore summer opportunities, like internships, camps, volunteer, or work experience.
- Discuss financial planning, like savings, financial aid options, and what paying for college or training really costs.
- If you are a student-athlete, maintain your NCAA Certification Account or Profile Page.

## Grade 11

- Make sure that your courses match your career plan. This is when you start locking things down and preparing for your next steps after high school.
- Begin preparing for standardized tests. We take the ACT in February/March of your junior year. If you want, you can take the PSAT again in October of your junior year to be considered for the National Merit Scholarship.
- Continue to refine your postsecondary career plan. Ask your counselor if you need any help.
- Try to visit college campuses (if applicable), or go to a career fair/job fair.
- Create your FSA ID in the spring to prepare for the FAFSA (Free Application for Federal Student Aid).
- Update your resume with activities, volunteer work, and work experience.
- Be kind by asking teachers and counselors early if you want them to write a letter of recommendation.
- Plan out your scholarship application strategy. Identify scholarship sources, begin writing essays, and track deadlines carefully.
- If considering military or ROTC/apprenticeship, learn the requirements and deadlines.

## Grade 12

- Finalize your career plan and make sure you are on track. Finalize applications for college, career training programs, apprenticeship, employment, or military.
- Submit your FAFSA as close to October 1 as possible. Apply for any other financial aid, scholarships, or grants. Make sure you know the Nevada Promise Scholarship deadlines as well as your Millennium Scholarship eligibility.
- Ensure you are ready for graduation.
- Be kind by asking teachers and counselors early if you want them to write a letter of recommendation.
- Retake the ACT if you want to improve your scores.
- Notify your school counselor of your final college decision and any scholarships you receive.

# Course Descriptions

## How to Use This Section

1. All courses being offered at Silverado High School are listed alphabetically or in order of course sequence within each department.
2. Students are responsible for ensuring that they have met the graduation requirements established by the Nevada State Department of Education and the Clark County School District.
3. Students should review prerequisites and fees that are charged for some courses prior to selecting them.
4. Repeating specified courses for credit is allowed, but students are responsible for checking the course description, e.g., Marching Band.
5. All students may repeat courses. Additional credit will not be granted; the higher grade will be recorded in the course history and the lower grade replaced with a repeated course notation (RP). See your counselor for the required form.

## Procedures for Schedule Changes

As Nevada State Department of Education regulations preclude student schedule changes after the first three weeks of a current semester, students who are withdrawn from a class at parent request after that time will remain on the roll with no absences accumulating and will receive an "F" grade for the semester and no credit for the class.

It is Silverado High School's policy that schedule change requests which stem from lack of effort on the student's part, poor student discipline, and/or poor attendance will not be granted.

Teacher-initiated requests are considered primarily during the second week of a new semester and are generally considered for adjustment of student placement in a similar class. Student initiated requests are considered primarily during the second week of a new semester and should be requested only for the following reasons:

1. Fulfillment of graduation requirements
2. The student has already earned credit in the class.
3. Misplacement in an academic area according to ability
4. Successful completion of summer school course work

In all cases, approval of parents, the student's counselor, the administrator responsible for that curriculum, and teacher input are required in order to obtain a schedule change.

# Department Course Offerings

## Career and Technical Education

### 9th Grade

AP Computer Science Principles  
Biomedical I  
Computer Science and Applications  
Culinary I  
Forensic Science I  
Multimedia Communications I  
Teaching and Training I  
Theatre Tech I  
Video Production I

### 10th Grade

AP Computer Science Principles  
Biomedical I  
Computer Science and Applications  
Culinary I, II  
Forensic Science I, II  
Multimedia Communications I, II  
Teaching and Training I  
Theatre Tech I, II  
Video Production I, II

### 11th Grade

AP Computer Science Principles  
Biomedical I  
Computer Science and Applications  
Culinary I, II  
Culinary Arts Advanced Study  
Forensic Science I, II  
Forensic Science Advanced Study  
Multimedia Communications I, II  
Teaching and Training I  
Theatre Tech I, II  
Video Production I, II  
Video Production Advanced Study

### 12th Grade

AP Computer Science Principles  
Computer Science and Applications  
Culinary II  
Culinary Arts Advanced Study  
Forensic Science II  
Forensic Science Advanced Study  
Multimedia Communications II  
Theatre Tech II  
Video Production II  
Video Production Advanced Study

## AP Computer Science Principles

**Grade Level:** 9-12

**Prerequisites:** Computer Science and Applications

**Course Description:** 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. **It is required that students will take the AP exam in May.**

## Biomedical I

**Grade Level:** 9-11

**Prerequisites:** None

**Course Fee:** \$40.00

**Course Description:** This one-year course introduces students to advanced science courses related to medical fields. Areas of study will include human body systems, infectious diseases, medical treatment, medical mysteries, and medical interventions. Topics include research processes, bioinformatics, Health Insurance Portability and Accountability Act (HIPAA) and human medicine. Instructional practices incorporate integration of diversity awareness including appreciation 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.

## Computer Science and Applications

**Grade Level:** 9-12

**Prerequisites:** None

**Course Description:** 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.

## Culinary Arts I

**Grade Level:** 9-11

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** 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. The fee for this course is \$60.00. The ServSafe certification is available for a \$35.00 fee. Students will be responsible for expenses associated with competitions/performances and additional fees which may be offset by fundraising efforts.

This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

### **Culinary Arts II**

**Grade Level:** 10-12

**Prerequisites:** Culinary Arts I

**Course Fee:** \$60.00

**Course Description:** This complete 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. The fee for this course is \$60.00. The ServSafe certification is available for a \$35.00 fee. Students will be responsible for expenses associated with competitions/performances and additional fees which may be offset by fundraising efforts. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

### **Culinary Arts Advanced Study**

**Grade Level:** 11-12

**Prerequisites:** Culinary Arts I, Culinary Arts II, teacher recommendation

**Course Fee:** \$60.00

**Course Description:** This one-year course is offered to students who have achieved all content standards in Culinary Arts an advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$60.00. This course fulfills one of the elective credits required for high school graduation and may be repeated.

### **Forensic Science I**

**Grade Level:** 9-11

**Prerequisites:** None

**Course Fee:** \$40.00

**Course Description:** This one-year course introduces the principles and procedures employed in criminal and civil investigations. Areas of study include history of forensic science, type of evidence, careers, legal and ethical issues and exploring crime scenes. Emphasis will be put on gathering information that is used to collect evidence, practice unbiased testimony, crime scene photography, and crime scene procedures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The fee for this course is \$40.00 which covers the cost of required supplies. The appropriate use of technology is an integral part of the course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

## Forensic Science II

**Grade Level:** 10-12

**Prerequisites:** Forensic Science I

**Course Fee:** \$40.00

**Course Description:** This one-year completer course is designed for students who have successfully completed Forensic Science I. Areas of emphasis include principles and procedures related to laboratory fundamentals and forensic disciplines including biological and chemical hazards, utilization of lab equipment, lab accreditation, examination of evidence, and fingerprinting 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 the course. The fee for this course is \$40.00 which covers the cost of required supplies. 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.

## Forensic Science Advanced Study

**Grade Level:** 11-12

**Prerequisites:** Forensic Science I, Forensic Science II

**Course Fee:** \$40.00

**Course Description:** This one-year course is offered to students who have achieved all content standards in Forensic Science an advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$40.00 which covers the cost of required supplies. This course fulfills one of the elective credits required for high school graduation and may be repeated.

## Multimedia Communications I

**Grade Level:** 9-11

**Prerequisites:** None

**Course Fee:** \$40.00

**Course Description:** 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, 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 and industry-standard tools and techniques is an integral part of this course. The fee for this course is \$40.00 which covers the cost of required supplies and TSA membership fees. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

## Multimedia Communications II

**Grade Level:** 10-12

**Prerequisites:** Multimedia Communications I

**Course Fee:** \$40.00

**Course Description:** 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 and industry-standard tools and techniques is an integral part of this course. The fee for this course is \$40.00 which covers the cost of required supplies and TSA membership fees. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

### **Teaching and Training I**

**Grade Level:** 10-12

**Prerequisites:** None

**Course Fee:** None

**Course Description:** This course provides students with an introduction to the principles of education. This course addresses teaching and learning. Study includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching. Students will research the requirements of education and training careers and begin to develop a career portfolio. Instructional practices incorporate integration of diversity awareness including appreciation 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.

### **Theatre Tech I**

**Grade Level:** 9-11

**Prerequisites:** None

**Course Fee:** \$40.00

**Course Description:** This introductory year-long course provides students 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. The fee for this course is \$40.00 which covers the cost of required supplies. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

### **Theatre Tech II**

**Grade Level:** 10-12

**Prerequisites:** Theatre Tech I

**Course Fee:** \$40.00

**Course Description:** 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 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. The fee for this course is \$40.00 which covers the cost of required supplies. 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.

### **Theatre Tech Advanced Study**

**Grade Level:** 11-12

**Prerequisites:** Theatre Tech I, Theatre Tech II

**Course Fee:** \$40.00

**Course Description:** This one-year course provides students who have achieved all content standards in Theatre 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 and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$40.00 which covers the cost of required supplies. This course fulfills one of the elective credits required for high school graduation and may be repeated.

### **Video Production I**

**Grade Level:** 9-11

**Prerequisites:** None

**Course Fee:** \$40.00

**Course Description:** This introductory year-long course is designed to introduce students to the basic concepts of video production. Areas of emphasis include elements of video production technology, script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$40.00 which covers the cost of required supplies and equipment. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

### **Video Production II**

**Grade Level:** 10-12

**Prerequisites:** Video Production I

**Course Fee:** \$40.00

**Course Description:** This completer year-long course is designed for students who have successfully completed Video Production I. Areas of emphasis include all areas of video production technology, camera work, and editing. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$40.00 which covers the cost of required supplies and equipment. 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.

### **Video Production Advanced Study**

**Grade Level:** 11-12

**Prerequisites:** Video Production I, Video Production II

**Course Fee:** \$40.00

**Course Description:** This one-year course provides students who have achieved all content standards in Video Production an advanced study through investigation and in-depth

research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$40.00. This course fulfills one of the elective credits required for high school graduation and may be repeated.

# Department Course Offerings

## English

### 9th Grade

#### Required Coursework Options:

English 9  
English 9 Honors

#### Elective Coursework:

Academic Language Expansion I  
Focus Language Study I  
Publications I

### 10th Grade

#### Required Coursework Options:

English 10  
English 10 Honors  
English 10: AP Seminar

#### Elective Coursework:

Academic Language Expansion I, II  
Focus Language Study I, II  
Publications I, II

### 11th Grade

#### Required Coursework Options:

English 11  
English 11 Honors  
AP English Language and Composition

#### Elective Coursework:

Academic Language Expansion I, II  
AP Research  
Focus Language Study I, II  
Publications I, II

### 12th Grade

#### Required Coursework Options:

English 12  
AP English Literature and  
Composition  
Dual Enrollment - English 101/102

#### Elective Coursework:

Academic Language Expansion I, II  
AP Research  
Focus Language Study I, II  
Publications I, II

# CCSD Secondary English Language Arts Course Flowchart



## Clark County School District Secondary English Language Arts Course Flowchart 2026–2027 School Year

This document provides guidance on pathways for students to progress through Grades 6–12 English language arts (ELA) courses.

Secondary ELA Course Pathways		Standard Path	Accelerated (Acc) Path	Elective Credit Only
Middle School	Grade 6	Reading 6 and English 6 ELA 6 Block	Reading 6 Acc and English 6 Acc ELA 6 Block Acc	Fundamentals of Reading and Writing Creative Writing Publications 7 Publications 8
	Grade 7	Reading 7 and English 7 ELA 7 Block	Reading 7 Acc and English 7 Acc ELA 7 Block Acc	
	Grade 8	English 8	English 8 Acc	
High School	Grade 9	English 9	English 9 Honors	Fundamentals of Reading and Writing 9 Fundamentals of Reading and Writing 10 Imaginative Writing I Imaginative Writing II Journalism Foundations Journalism II Mythology and Folklore I Mythology and Folklore II Public Speaking and Argumentation Publications I Publications II Reasoning in Mathematics and English Speech and Debate I Speech and Debate II Speech and Debate III ENG 200 COM 101 COM 102 COM 115 JOUR 102 JOUR 103 JOUR 107
	Grade 10	English 10	English 10 Honors English 10: AP Seminar	
	Grade 11	English 11	English 11 Honors AP Language and Composition AP Literature and Composition ENG 101 Expanded	
	Grade 12	English 12	English 12 Honors AP Language and Composition AP Literature and Composition ENG 101   ENG 102 ENG 100 (CSN only) ENG 101 Expanded (UNR only) ENG 102 Expanded (UNR only)	

- Social studies course placement should align to ELA course placement.
- To designate a College Board Advanced Placement (AP) course as AP on a student's transcript, it must be approved by the College Board through a successful AP Course Audit.
- Dual Enrollment course availability and course prerequisites are dependent on formal cooperative agreements with each Nevada System of Higher Education institution. Dual Enrollment courses do not repeat tag District courses.

### AP English Language and Composition

**Grade Level:** 11

**Prerequisites:** English 10 Honors, teacher recommendation

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

### AP English Literature and Composition

**Grade Level:** 12

**Prerequisites:** AP English Language and Composition or English 11 Honors, teacher recommendation

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

### AP Research

**Grade Level:** 11 or 12

**Prerequisites:** English 10: AP Seminar

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Research examination. This college-level curriculum allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In this course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **It is required that students will take the AP exam in May.**

## **Academic Language Expansion II**

**Grade Level:** 9-12

**Prerequisites:** WIDA score below 4.5

**Course Description:** This one-year course is designed for English learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. The course is appropriate for English learners who are not newcomers but are demonstrating intermediate to higher levels of proficiency on the English language proficiency assessment. This course addresses the needs of limited English proficient students by providing the additional time and linguistic support needed to meet grade level standards. Emphasis will be on acquisition of academic English through the use of purposefully planned discourse structures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and 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 not be repeated. Students with a WIDA score below a 4.5 are required to take this course.

## **Dual Enrollment - English 101**

**Grade Level:** 12

**Prerequisites:** Cumulative GPA of 3.25 and 18 or better on the English ACT

**Course Fee:** \$110.00

**Course Description:** This semester one course pairs with English 102. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV (NSHE Institution). This course is designated as a college level course by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. 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. Students who complete this course will be awarded up to three credit hours from UNLV. There is a course fee of \$110.00 per semester. Financial assistance is available. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

## **Dual Enrollment - English 102**

**Grade Level:** 12

**Prerequisites:** Cumulative GPA of 3.25 and 18 or better on the English ACT, Dual Enrollment English 101

**Course Fee:** \$110.00

**Course Description:** This semester two course pairs with English 101. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV (NSHE Institution). This course is designated as a college level course by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. 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. Students who complete this course will be awarded up to three credit hours from UNLV. There is a course fee of \$110.00 per semester. Financial assistance is available. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

## English 9

**Grade Level:** 9

**Prerequisites:** None

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

## English 9 Honors

**Grade Level:** 9

**Prerequisites:** 8th grade MAP RIT score at or above the 70th-80th percentile or 8th grade PSAT score that meets or exceeds the benchmark, teacher recommendation

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

## English 10

**Grade Level:** 10

**Prerequisites:** English 9

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

## English 10: AP Seminar

**Grade Level:** 10

**Prerequisites:** 9th grade MAP RIT score at or above the 70th-80th percentile or 9th grade PSAT score that meets or exceeds the benchmark, English 9 Honors, teacher recommendation

**Course Description:** This one-year course intended for grade 10 students provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards and is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Seminar examination. This college-level curriculum engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. This course focuses on traditional modes of composition. Through the study of themes found universally in global literary and informational texts, instruction emphasizes the critical analysis of text and historical, philosophical, cultural, and ethical perspectives. Students learn to synthesize information from multiple sources, develop their perspectives in research-based written essays, and design and deliver oral and visual presentations individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information accurately and precisely to craft and communicate evidence-based arguments. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation. **It is required that students will take the AP exam in May.**

## English 10 Honors

**Grade Level:** 10

**Prerequisites:** 9th grade MAP RIT score at or above the 70th-80th percentile or 9th grade PSAT score that meets or exceeds the benchmark, English 9 Honors, teacher recommendation

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

## English 11

**Grade Level:** 11

**Prerequisites:** English 10

**Course Description:** This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American

past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 11 Honors**

**Grade Level:** 11

**Prerequisites:** English 10 Honors, teacher recommendation

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

### **English 12**

**Grade Level:** 12

**Prerequisites:** English 11

**Course Description:** 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.

### **Focus Language Study I**

**Grade Level:** 9-12

**Prerequisites:** English Language Learner newcomer students with limited English proficiency

**Course Description:** This one-year course prepares English Language Learner newcomer students with limited English proficiency for successful participation in the general-education program and emphasizes the ability to listen, speak, read, and write English with reasonable comprehension. The course provides practice in correct usage of basic language structures. 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. Students use what has been previously

learned while extending knowledge of vocabulary, grammar, and usage. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course is a non repeatable elective and does not fulfill the English requirement for graduation.

### **Focus Language Study II**

**Grade Level:** 9-12

**Prerequisites:** English Language Learner newcomer students with limited English proficiency

**Course Description:** This one-year course prepares English learner newcomer students with limited English proficiency for successful participation in the general-education program during the second year of instruction and emphasizes the ability to listen, speak, read, and write English with reasonable comprehension. The course provides practice in correct usage of basic language structures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and important contributions to society. The appropriate use of technology and digital media are integral parts of this course. Students use what has been previously learned while extending knowledge of vocabulary, grammar, and usage. This course is a non repeatable elective and does not fulfill the English requirement for graduation.

### **Publications I**

**Grade Level:** 9-12

**Prerequisites:** C or better in English

**Course Description:** This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for graduation and may be repeatable.

### **Publications II**

**Grade Level:** 10-12

**Prerequisites:** Publications I, teacher recommendation

**Course Description:** This one-year course is a continuation of Publications I and is designed for the study and application of the elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students produce a school yearbook demonstrating critical thinking, writing, photography, and technology skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. Students who complete three years of Publications are eligible to wear a cord at graduation.

# Department Course Offerings

## Health and Physical Education

### 9th Grade

#### Required Coursework Options:

Freshmen Studies OR Dual Enrollment  
ALS 101

Health Education

Physical Education I

### 10th Grade

#### Required Coursework Options:

Physical Education II

#### Elective Coursework Coursework Options:

Lifetime Sports  
(PE II waiver required)

Physical Conditioning with Weights  
(PE II waiver required)

### 11th Grade

#### Elective Coursework Coursework Options:

Lifetime Sports

Physical Conditioning with Weights

### 12th Grade

#### Elective Coursework Coursework Options:

Lifetime Sports

Physical Conditioning with Weights

### **Dual Enrollment - ALS 101**

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$110.00

**Course Description:** This semester two course pairs with Health. This dual enrollment course is offered as part of a formal agreement between CCSD and CSN (NSHE Institution). This course is designated as a college level course by the accelerated instructional pacing and depth of content. The focus of this course is to learn strategies for mastering academic and life success. Course topics include change, goal setting, money, time/priority management; test preparation, note-taking, memory techniques; relationships, communication, listening, wellness, diversity and personal responsibility. The appropriate use of technology and digital media are integral parts of this course. Students who complete this course will be awarded up credit hours from CSN. There is a course fee of \$110.00 per semester. Financial assistance is available. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Health Education**

**Grade Level:** 9

**Prerequisites:** None

**Course Description:** 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.

### **Lifetime Sports**

**Grade Level:** 11-12

**Prerequisites:** Physical Education I and Physical Education II or Physical Education II Waiver

**Course Fee:** \$30.00

**Course Description:** This one-year course provides students with a comprehensive understanding of lifetime sports and recreational activities. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels while working at moderate to vigorous levels for a minimum of 50% of the instructional time. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one physical education credit required for graduation and may be repeated. The fee for this course is \$30.00. The course fee covers the cost of the uniform and locker.

## Physical Conditioning with Weights

**Grade Level:** 10-12

**Prerequisites:** Physical Education I and Physical Education II or Physical Education II Waiver

**Course Fee:** \$30.00

**Course Description:** 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. The fee for this course is \$30.00. The course fee covers the cost of the uniform and locker.

## Physical Education I

**Grade Level:** 9

**Prerequisites:** None

**Course Fee:** \$30.00

**Course Description:** 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. The fee for this course is \$30.00. The course fee covers the cost of the uniform and locker.

## Physical Education II

**Grade Level:** 10

**Prerequisites:** Physical Education I

**Course Fee:** \$30.00

**Course Description:** 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. The fee for this course is \$30.00. The course fee covers the cost of the uniform and locker.

# Department Course Offerings

## Mathematics

### 9th Grade

Algebra I  
Algebra I H  
Algebraic Reasoning  
Geometry H

### 10th Grade

Algebra I  
Algebra I H  
Algebra II  
Algebra II H  
Geometry  
Geometry H

### 11th Grade

Algebra II  
Algebra II H  
AP Calculus AB  
AP Precalculus  
Applications of Algebra  
AP Statistics  
Geometry

### 12th Grade

Algebra II  
AP Calculus AB  
AP Calculus BC  
AP Precalculus  
AP Statistics  
Applications of Algebra  
College Preparatory Mathematics:  
Functions/College Preparatory  
Mathematics: Trigonometry  
Data Science: Statistics/Data Science:  
Probability  
Dual Enrollment Math 120  
Dual Enrollment Math 124

# CCSD Secondary Mathematics Course Progressions



## Clark County School District Secondary Mathematics Course Progressions 2026–2027 School Year

The [Secondary Mathematics Course Progressions](#) describes several pathways for students to progress through Grade 6–12 mathematics courses.

Secondary Mathematics Course Pathways		Standard Path	Accelerated (Acc) Path	Science, Technology, Engineering, and Mathematics (STEM) Fields Path	Standard Path (Supported)	
Middle School	Grade 6	Math 6	Math 6 Acc	Math 6 Acc BLOCK ; Math 7 Acc BLOCK	Math 6	
	Grade 7	Math 7	Math 7 Acc	Algebra I Acc	Math 7	
	Grade 8	Pre-Algebra 8	Algebra I Acc	Geometry Acc	Pre-Algebra 8	
High School	Grade 9	Algebra I or Algebra I H	Geometry or Geometry H	*Algebra II or Algebra II H	Algebraic Reasoning Algebra I	
	Grade 10	Geometry or Geometry H	*Algebra II or Algebra II H	*AP Precalculus	Geometry	
	Grade 11	*Algebra II or Algebra II H	*AP Precalculus	*AP Calculus AB (*MATH 181)	Applications of Algebra	
	Grade 12	*AP Precalculus or *MATH 126 and *MATH 127		*AP Calculus AB (*MATH 181)	*AP Calculus BC (*MATH 182)	*Algebra II
		*AP Calculus AB Extended Lab: AP Mathematics		*AP Calculus BC (*MATH 182)	*Calculus III H (*MATH 283)	*Data Science: Statistics ; *Data Science: Probability
		*Data Science: Statistics ; *Data Science: Probability	*AP Statistics (*MATH 152)	*AP Statistics (*MATH 152)		
		*College Prep Math: Functions ; *MATH 120 ; *College Prep Math: Trig ; *MATH 124	*MATH 120 ; *MATH 124	*MATH 126 ; *MATH 127		
*AP Statistics (*MATH 152)						

- Algebraic Reasoning, Extended Lab: AP Mathematics, and Fundamental Math Concepts are elective courses for students who need additional support. These courses may be repeated.
- Dual Enrollment courses are recommended for students in grade 12 only. Course availability is dependent on formal cooperative agreements with the Nevada System of Higher Education. Minimum ACT Mathematics scores may be required for placement into college-level courses. Dual Enrollment courses do NOT repeat tag Clark County School District courses.
- \*This course is Algebra II or higher and may count towards the College and Career Ready Mathematics Flex Credit requirement for the Standard Diploma.

## Algebra I

**Grade Level:** 9

**Prerequisites:** D or F in Pre-Algebra 8

**Course Description:** 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.

## Algebra I Honors

**Grade Level:** 9

**Prerequisites:** A, B, or C in Pre-Algebra 8

**Course Description:** This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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.

## Algebra II

**Grade Level:** 10-12

**Prerequisites:** Algebra I, Geometry

**Course Description:** This course is designed for students who have successfully completed Algebra I and Geometry. This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem-solving, reasoning, modeling, and effective 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.

## Algebra II Honors

**Grade Level:** 10-12

**Prerequisites:** Algebra I, Geometry Honors, teacher recommendation

**Course Description:** 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.

### **Algebraic Reasoning**

**Grade Level:** 9

**Prerequisites:** D or F in Pre-Algebra

**Course Description:** This one-year course provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. This course is designed for students in Grade 9 who have completed Pre-Algebra 8 with a grade of “D” or “F.” It may be taken simultaneously with Algebra I. 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 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 will fulfill one of the elective credits required for high school graduation.

### **AP Calculus AB**

**Grade Level:** 11-12

**Prerequisites:** Algebra II Honors, AP Precalculus, Teacher Recommendation

**Course Description:** 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. **It is required that students will take the AP exam in May.**

### **AP Calculus BC**

**Grade Level:** 12

**Prerequisites:** AP Calculus AB, Teacher Recommendation

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus BC examination. This college-level curriculum is primarily concerned with developing the students’ understanding

of the concepts of calculus and providing experience with its methods and applications. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Before studying calculus, all students should 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. **It is required that students will take the AP exam in May.**

### AP Precalculus

**Grade Level:** 10-12

**Prerequisites:** Algebra II Honors, Teacher Recommendation

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Precalculus examination. It is designed for the above-average student who has successfully completed Algebra I, Geometry Honors, and Algebra II Honors with a grade of “B” or better. This college-level curriculum is focused on the exploration of functions modeling dynamic phenomena, providing students the opportunity to develop a deep conceptual understanding of functions and their graphs. The students apply mathematical practices to study a broad spectrum of function types, including polynomial, rational, exponential, logarithmic, trigonometric, and polar functions, as well as functions involving parameters, vectors, and matrices. This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for college-level Calculus I, AP Calculus AB or AP Calculus BC, as well as provide a grounding for other mathematics and science courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. 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. **It is required that students will take the AP exam in May.**

### AP Statistics

**Grade Level:** 11-12

**Prerequisites:** Algebra II, AP Precalculus, teacher recommendation

**Course Description:** 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. **It is required that students will take the AP exam in May.**

### **Applications of Advanced Algebra**

**Grade Level:** 11-12

**Prerequisites:** Algebra, Geometry

**Course Description:** This one-year mathematical modeling course is algebra-based, applications-oriented, and technology dependent. The course addresses mathematics topics from algebra, 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, 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 financial settings. Students will use a variety of problem-solving skills and strategies in real-world contexts, proportional reasoning, and learn how 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 and other modeling situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. 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.

### **College Preparatory Mathematics: Functions**

**Grade Level:** 12

**Prerequisites:** Algebra II

**Course Description:** This one-semester course is a fourth-year mathematics course designed to provide additional support for students' entry to and success in credit-bearing post-secondary mathematics courses. It is designed for students who have successfully completed Algebra I, Geometry, and Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of 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 will fulfill one-half credit of the mathematics credits required for graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## College Preparatory Mathematics: Trigonometry

**Grade Level:** 12

**Prerequisites:** Algebra II

**Course Description:** This one-semester course is a fourth-year mathematics course designed to provide additional support for students' entry to and success in credit-bearing post-secondary mathematics courses. It is designed for students who have successfully completed Algebra I, Geometry, and Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of 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 will fulfill one-half credit of the mathematics credits required for graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## Data Science: Probability

**Grade Level:** 12

**Prerequisites:** Applications of Algebra or Algebra II

**Course Description:** This one-semester course is a fourth-year mathematics course designed to be an alternative to precalculus that prepares students for entry to and success in credit-bearing post-secondary mathematics courses. It is designed for students who have successfully completed Algebra I, Geometry, and Algebra II. It is designed to introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons, and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. Upon completion of this course, students will have a portfolio of their data science work to showcase their newly developed abilities. 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 will fulfill one-half credit of the mathematics credits required for graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## Data Science: Statistics

**Grade Level:** 12

**Prerequisites:** Applications of Algebra or Algebra II

**Course Description:** This one-semester course is a fourth-year mathematics course designed to be an alternative to precalculus that prepares students for entry to and success in credit-bearing post-secondary mathematics courses. It is designed for students who have successfully completed Algebra I, Geometry, and Algebra II. It is designed to introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons, and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. Upon completion of this course, students will have a portfolio of their data science work to showcase their newly

developed abilities. 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 will fulfill one-half credit of the mathematics credits required for graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### **Dual Enrollment - Math 120**

**Grade Level:** 12

**Prerequisites:** Algebra II, cumulative GPA of 3.25, and ACT math score of 20

**Course Fee:** \$110.00

**Course Description:** This semester one course pairs with Math 124. This dual enrollment course focuses on equations and inequalities; linear, quadratic, polynomial, exponential and logarithmic functions and their graphs; solutions of systems of linear equations; matrices; and sequences and series. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment - Math 124**

**Grade Level:** 12

**Prerequisites:** Algebra II, cumulative GPA of 3.25, and ACT math score of 20, Dual Enrollment Math 120

**Course Fee:** \$110.00

**Course Description:** This semester two course pairs with Math 120. This course provides study of equations and inequalities; linear, quadratic, polynomial, exponential and logarithmic functions and their graphs; solutions of systems of linear equations; matrices; and sequences and series. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Geometry**

**Grade Level:** 10

**Prerequisites:** Algebra I

**Course Description:** This course is designed for students who have successfully completed Algebra I. This course provides students with a rigorous study of 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.

### **Geometry Honors**

**Grade Level:** 9-10

**Prerequisites:** Grades 8-9 MAP RIT score at or above the 70th-80th percentile or grades 8-9 PSAT score that meets or exceeds the benchmark, teacher recommendation

**Course Description:** 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.

# Department Course Offerings

## Performing Arts

### 9th Grade

Band-Beginning  
Choir HS Beginning (Cantare)  
Choir HS Intermediate (Concert Choir)  
Choir HS Chamber (Chamber Singers)  
Choir HS Advanced (Sorelle Voce)  
Color Guard-Rhythmic Precision  
Guitar-Beginning  
Marching Band  
Musical Theatre Performance I  
Orchestra-Beginning  
Orchestra-Intermediate  
Orchestra-Advanced  
Orchestra-HS Chamber  
Theatre Tech I

### 10th Grade

AP Music Theory  
Band-Beginning  
Band-Intermediate  
Choir HS Beginning (Cantare)  
Choir HS Intermediate (Concert Choir)  
Choir HS Chamber (Chamber Singers)  
Choir HS Advanced (Sorelle Voce)  
Color Guard-Rhythmic Precision  
Guitar-Beginning  
Guitar-Intermediate  
Jazz Band-Intermediate  
Jazz Band-Advanced  
Marching Band  
Musical Theatre Performance I, II  
Orchestra-Beginning  
Orchestra-Intermediate  
Orchestra-Advanced  
Orchestra HS Chamber  
Theatre Tech I, II

### 11th Grade

AP Music Theory  
Band-Intermediate  
Band-Advanced  
Choir HS Beginning (Cantare)  
Choir HS Intermediate (Concert Choir)  
Choir HS Chamber (Chamber Singers)  
Choir HS Advanced (Sorelle Voce)  
Color Guard-Rhythmic Precision  
Guitar-Beginning  
Guitar-Intermediate  
Jazz Band-Intermediate  
Jazz Band-Advanced  
Marching Band  
Musical Theatre Performance I, II  
Orchestra-Beginning  
Orchestra-Intermediate  
Orchestra-Advanced  
Orchestra HS Chamber  
Theatre Tech I, II  
Theatre Tech Advanced Study

### 12th Grade

AP Music Theory  
Band-Intermediate  
Band-Advanced  
Choir HS Beginning (Cantare)  
Choir HS Intermediate (Concert Choir)  
Choir HS Chamber (Chamber Singers)  
Choir HS Advanced (Sorelle Voce)  
Color Guard-Rhythmic Precision  
Guitar-Beginning  
Guitar-Intermediate  
Jazz Band-Intermediate  
Jazz Band-Advanced  
Marching Band  
Musical Theatre Performance I, II  
Orchestra-Beginning  
Orchestra-Intermediate  
Orchestra-Advanced  
Orchestra HS Chamber  
Theater Tech I, II  
Theatre Tech Advanced Study

## Band Courses

### **Band HS Beginning**

**Grade Level:** 9 and 10

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students with no previous band experience. The course involves applying basic 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. This course is considered to be a preparatory course for progression into Intermediate and Advanced Band. This group performs at out-of-school performances, concerts, and festivals. Students will be responsible for expenses associated with competitions/performances and additional fees which may be offset by fundraising efforts. 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.

### **Band HS Intermediate**

**Grade Level:** 10-12

**Prerequisites:** Band HS Beginning

**Course Fee:** \$60.00

**Course Description:** 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 group performs at out-of-school performances, concerts, and festivals. The students are required to participate in rehearsals and band camp in early August. Students will be responsible for expenses associated with competitions/performances and additional fees which may be offset by fundraising efforts. Concurrent enrollment in Marching Band is required. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### **Band HS Advanced**

**Grade Level:** 11-12

**Prerequisites:** Band HS Beginning

**Course Fee:** \$60.00

**Course Description:** 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 group performs at out-of-school performances, concerts, and festivals. The students are required to participate in rehearsals and band camp in early August. Students will be responsible for expenses associated with competitions/performances and additional fees which may be offset by fundraising efforts. Concurrent enrollment in Marching Band is required. This course fulfills

either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### **Band Jazz HS Intermediate**

**Grade Level:** 9-12

**Prerequisites:** Advanced performance skills, concurrent enrollment in a band, orchestra, or guitar class, audition, teacher recommendation

**Course Description:** 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.

### **Band Jazz HS Advanced**

**Grade Level:** 10-12

**Prerequisites:** Advanced performance skills, concurrent enrollment in a band, orchestra, or guitar class, audition, teacher recommendation

**Course Description:** This one-year course is designed for students who have successfully demonstrated mastery of intermediate jazz skills and techniques. Areas of emphasis include jazz interpretation and exploration of advanced improvisation and composition techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### **Marching Band**

**Grade Level:** 9-12

**Prerequisites:** Participation in concert band, dance, or rhythmic precision

**Course Fee:** \$60.00

**Course Description:** This one semester course is designed for students already participating in the Concert Band, Dance, and Rhythmic Precision program. Marching band emphasizes both musical skills and the awareness of movement within time and space. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of the elective credits, or one half of the Arts/Humanities/CTE credit required for high school graduation. Students are eligible to be exempt for up to two PE credits upon completion of course. The term “exempt” shall be defined as releasing a pupil from a course or credit requirement which others are subject to. By the way of this definition, students shall not earn nor receive units of credit in PE under NAC 389.488

### **Rhythmic Precision**

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This course may include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. Instructional practices incorporate integration of diversity awareness including appreciation 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. Students are eligible to be exempt for up to two PE credits upon completion of course. The term “exempt” shall be defined as releasing a pupil from a course or credit requirement which others are subject to. By the way of this definition, students shall not earn nor receive units of credit in PE under NAC 389.488

## Choir Courses

### Choir HS Beginning (Cantare)

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including 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. The fee for this course is \$60.00 and the purchase of a T-Shirt.

### Choir HS Intermediate (Concert Choir)

**Grade Level:** 9-12

**Prerequisites:** Audition or teacher recommendation and successful completion of a previous vocal course

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for high school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, and the study of basic and advanced vocal literature including 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. The fee for this course is \$60.00 and the purchase of a uniform. Admission is by audition only.

### Choir HS Advanced (Sorelle Voce)

**Grade Level:** 9-12

**Prerequisites:** Audition or teacher recommendation and successful completion of a previous vocal course

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for high school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including 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. The fee for this course is \$60.00 and the purchase of a uniform. Admission is by audition only.

### **Choir HS Chamber (Chamber Singers)**

**Grade Level:** 9-12

**Prerequisites:** Audition or teacher recommendation and successful completion of a previous vocal course

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for high school 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. The fee for this course is \$60.00 and the purchase of a uniform. Admission is by audition only.

## **Guitar Courses**

### **Guitar HS Beginning**

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$40.00

**Course Description:** 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, 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. The fee for this course is \$40.00. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### **Guitar HS Intermediate**

**Grade Level:** 9-12

**Prerequisites:** Guitar HS Beginning I

**Course Fee:** \$40.00

**Course Description:** This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar Syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$40.00. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

## Orchestra Courses

### Orchestra HS Beginning

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students with no previous orchestra experience. The course involves applying basic 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. The fee for this course is \$60.00. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### Orchestra HS Intermediate

**Grade Level:** 9-12

**Prerequisites:** 1-2 years of prior orchestra experience, audition, or teacher recommendation

**Course Description:** This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition. 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. The fee for this course is \$60.00. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### Orchestra HS Advanced

**Grade Level:** 10-12

**Prerequisites:** Audition, teacher recommendation

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students who have successfully completed an intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. Instructional practices incorporate integration of diversity awareness including appreciation

of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$60.00. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### **Orchestra HS Chamber**

**Grade Level:** 11-12

**Prerequisites:** Audition, teacher recommendation

**Course Fee:** \$60.00

**Course Description:** 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. The fee for this course is \$60.00. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

## **Theatre Courses**

### **Musical Theatre Performance I**

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed to further students' understanding of musical theatre history, acting improvisation, acting through song, movement for the actor, music theory fundamentals, group vocal technique, and the business of musical theatre. In addition, students learn to analyze a musical and a script, and examine the structure employed in creating successful musical theatre. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credit or one of the elective credits required for high school graduation.

### **Musical Theatre Performance II**

**Grade Level:** 10-12

**Prerequisites:** Musical Theatre Performance I

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students who have successfully completed Musical Theatre I and serves as an advanced study of musical theatre. This course analyzes musical theatre history, acting improvisation, acting through song, movement for the actor, music theory fundamentals, group vocal technique, and the business of musical theatre in an advanced performance setting. Instructional practices incorporate integration of diversity awareness including appreciation 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 Arts/Humanities/CTE credit or one of the elective credits required for high school graduation.

### **Theatre Tech I**

**Grade Level:** 9-11

**Prerequisites:** None

**Course Fee:** \$40.00

**Course Description:** This introductory year-long course provides students 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. The fee for this course is \$40.00 which covers the cost of required supplies. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

### **Theatre Tech II**

**Grade Level:** 10-12

**Prerequisites:** Theatre Tech I

**Course Fee:** \$40.00

**Course Description:** 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 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. The fee for this course is \$40.00 which covers the cost of required supplies. 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.

### **Theatre Tech Advanced Study**

**Grade Level:** 11-12

**Prerequisites:** Theatre Tech I, Theatre Tech II

**Course Fee:** \$40.00

**Course Description:** This one-year course provides students who have achieved all content standards in Theatre 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 and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. The fee for this course is \$40.00 which covers the cost of required supplies. This course fulfills one of the elective credits required for high school graduation and may be repeated.

## Additional Music Course

### AP Music Theory

**Grade Level:** 10-12

**Prerequisites:** Previous and Continued Enrollment in Music Course

**Course Description:** This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Music Theory examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. It is suggested that students have prior instrumental experience or membership in school vocal ensembles. Instructional practices incorporate integration of diversity awareness including appreciation 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. **It is required that students will take the AP exam in May.**

# Department Course Offerings

## Science

### 9th Grade

Biology  
Biology Honors

### 10th Grade

Chemistry  
Chemistry Honors  
Geoscience

### 11th Grade

AP Biology  
AP Chemistry  
AP Environmental Science  
AP Physics I: Algebra-Based  
Chemistry  
Chemistry Honors  
Dual Enrollment - CHEM 103  
(Preparatory Chemistry)  
Dual Enrollment - ENV 101 (Introduction  
to Environmental Science)  
Dual Enrollment - GEOG 103 (Physical  
Geography of Earth's Environment)  
Dual Enrollment - GEOL 100 (Geology of  
the Dynamic Earth)  
Geoscience  
Physical Science  
Physics  
Principles of Anatomy and Physiology  
Honors

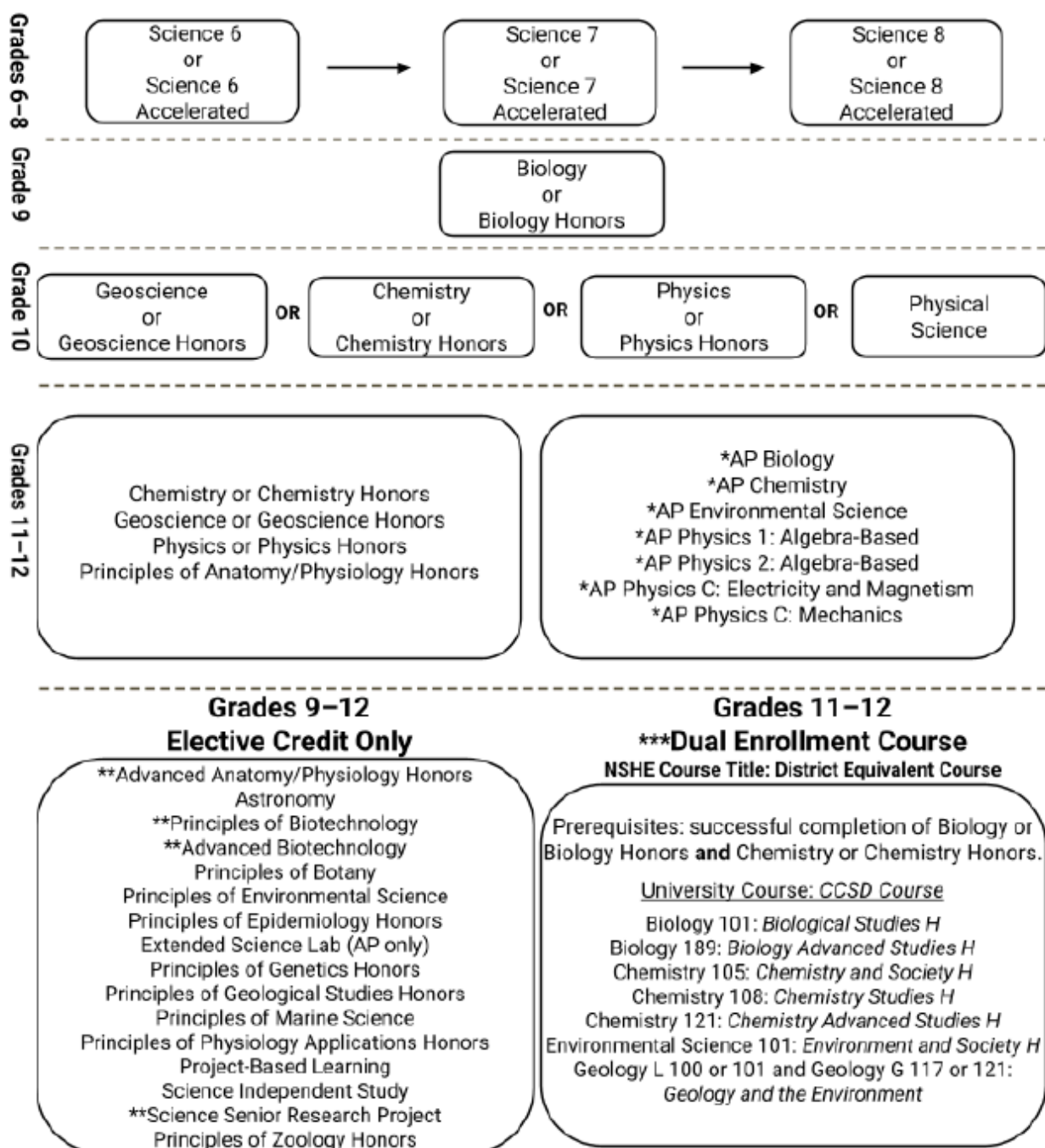
### 12th Grade

AP Biology  
AP Chemistry  
AP Environmental Science  
AP Physics I: Algebra-Based  
Chemistry  
Chemistry Honors  
Dual Enrollment - CHEM 103  
(Preparatory Chemistry)  
Dual Enrollment - ENV 101  
(Introduction to Environmental  
Science)  
Dual Enrollment - GEOG 103  
(Physical Geography of Earth's  
Environment)  
Dual Enrollment - GEOL 100 (Geology  
of the Dynamic Earth)  
Geoscience  
Physical Science  
Physics  
Principles of Anatomy and Physiology  
Honors

# Secondary Science Course Flowchart



Clark County School District  
**Secondary Science Course Flowchart**  
 2026–2027 School Year



### AP Biology

**Grade Level:** 11-12

**Prerequisites:** Biology Honors, Chemistry Honors, teacher recommendation

**Course Fee:** \$30.00

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. This course carries a \$30.00 lab fee. **It is required that students will take the AP exam in May.**

### AP Chemistry

**Grade Level:** 11-12

**Prerequisites:** Algebra II, Chemistry Honors, teacher recommendation

**Course Fee:** \$30.00

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Chemistry examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. This course carries a \$30.00 lab fee. **It is required that students will take the AP exam in May.**

### AP Environmental Science

**Grade Level:** 11-12

**Prerequisites:** Biology Honors, Chemistry Honors, teacher recommendation

**Course Fee:** \$30.00

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Environmental Science examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing field of environmental science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. This course carries a \$30.00 lab fee. **It is required that students will take the AP exam in May.**

### **AP Physics I: Algebra-Based**

**Grade Level:** 11-12

**Prerequisites:** Concurrent enrollment in Algebra II or higher, Geometry

**Course Fee:** \$30.00

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one 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. This course carries a \$30.00 lab fee. **It is required that students will take the AP exam in May.**

### **Biology**

**Grade Level:** 9

**Prerequisites:** None

**Course Description:** 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.

### **Biology Honors**

**Grade Level:** 9

**Prerequisites:** Concurrent enrollment in Algebra I, grades 8-9 MAP RIT score at or above the 70th-80th percentile or grades 8-9 PSAT score that meets or exceeds the benchmark, teacher recommendation

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

## Chemistry

**Grade Level:** 10-12

**Prerequisites:** Algebra I, Biology, teacher recommendation

**Course Description:** This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered in Chemistry include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## Chemistry Honors

**Grade Level:** 10-12

**Prerequisites:** Algebra I, Biology or Biology Honors, teacher recommendation

**Course Description:** 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 course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## Dual Enrollment - CHEM 103 (Preparatory Chemistry)

**Grade Level:** 11 and 12

**Prerequisites:** Cumulative GPA of 3.25, successful completion or Biology or Biology Honors and Chemistry or Chemistry Honors

**Course Fee:** \$110.00

**Course Description:** This one semester course pairs with ENV 101. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV (NSHE Institution). This course is designated as a college level course by the accelerated instructional pacing and depth of content. The focus in this course serves as a preparation for CHEM 121. This course introduces general principles and terminology in chemistry to students with poor chemistry backgrounds. Exercises aimed at developing problem solving skills. Students should have taken or have concurrent enrollment in MATH 126 or higher to prepare for General Chemistry I. Students who complete this course will be awarded up to three credit hours from UNLV. There is a course fee of \$110.00 per semester. Financial assistance is available. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

## Dual Enrollment - ENV 101 (Introduction to Environmental Science)

**Grade Level:** 11 and 12

**Prerequisites:** Cumulative GPA of 3.25, successful completion or Biology or Biology Honors and Chemistry or Chemistry Honors

**Course Fee:** \$110.00

**Course Description:** This one semester course pairs with CHEM 103. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV (NSHE Institution). This course is designated as a college level course by the accelerated instructional pacing and depth of content. The focus in this course serves as an introduction to the relationship of humans and the environment. This course focuses on 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. Students who complete this course will be awarded up to three credit hours from UNLV. There is a course fee of \$110.00 per semester. Financial assistance is available. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment - GEOG 103 and 104 (Physical Geography of Earth's Environment)**

**Grade Level:** 11 and 12

**Prerequisites:** Cumulative GPA of 3.25, successful completion or Biology or Biology Honors and Chemistry or Chemistry Honors

**Course Fee:** \$110.00

**Course Description:** This one semester course pairs with GEOL 100. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV (NSHE Institution). This course is designated as a college level course by the accelerated instructional pacing and depth of content. The focus in this course serves as an introduction to the processes that influence weather, rivers, oceans, climate, deserts, glaciers and their associated ecosystems. Emphasizes relationships between humans and our environment. Students who complete this course will be awarded up to three credit hours from UNLV. There is a course fee of \$110.00 per semester. Financial assistance is available. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment - GEOL 100 (Geology of the Dynamic Earth)**

**Grade Level:** 11 and 12

**Prerequisites:** Cumulative GPA of 3.25, successful completion or Biology or Biology Honors and Chemistry or Chemistry Honors

**Course Fee:** \$110.00

**Course Description:** This one semester course pairs with GEOG 103 and 104. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV (NSHE Institution). This course is designated as a college level course by the accelerated instructional pacing and depth of content. The focus in this course serves as an introduction geology of the dynamic Earth: natural hazards and catastrophes, geology of natural resources, origin of the earth and life on earth, the earth's natural systems and earth system processes, volcanoes and earthquakes, asteroids, comets and life, climate change, natural resources and our future. to the processes that influence weather, rivers, oceans, climate, deserts, glaciers and their associated ecosystems. This course emphasizes relationships between humans and our environment. Students who complete this course will be awarded up to three credit hours from UNLV. There is a course fee of \$110.00 per semester. Financial assistance is available. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Geoscience**

**Grade Level:** 10-12

**Prerequisites:** Biology

**Course Description:** 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

### Physical Science

**Grade Level:** 11-12

**Prerequisites:** Biology, Geoscience

**Course Description:** 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. Instructional practices incorporate integration of diversity awareness including appreciation 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.

### Physics

**Grade Level:** 11-12

**Prerequisites:** Geometry, teacher recommendation

**Course Description:** This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. The topics covered in Physics include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### Principles of Anatomy and Physiology Honors

**Grade Level:** 11-12

**Prerequisites:** Biology, Chemistry, teacher recommendation

**Course Fee:** \$30.00

**Course Description:** 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. This course carries a \$30.00 lab fee.

# Department Course Offerings

## Social Studies

### 9th Grade

#### Elective Coursework Options:

History of Popular Music  
Principles of Leadership (Student Council)  
Psychology I  
Sociology I

### 10th Grade

#### Required Coursework Options:

AP World History  
AP Human Geography  
World History  
World History Honors

#### Elective Coursework Options:

Dual Enrollment Anthropology 101  
Dual Enrollment Sociology 101  
History of Popular Music  
Principles of Leadership (Student Council)  
Psychology I  
Sociology I

### 11th Grade

#### Required Coursework Options:

AP US History  
Dual Enrollment History 101  
Dual Enrollment History 102  
US History

#### Elective Coursework Options:

Civil Rights and Liberties/Crime and Justice  
Dual Enrollment Anthropology 101  
Dual Enrollment History of Rock Music 125  
Dual Enrollment Psychology 101  
Dual Enrollment Sociology 101  
Dual Enrollment Sociology 102  
History of Popular Music  
Principles of Leadership  
Project-Based Learning  
Psychology I  
Sociology I

### 12th Grade

#### Required Coursework Options:

American Government  
AP US Government, Politics, and Nevada  
Economics  
Dual Enrollment American Politics 101  
Dual Enrollment Financial Literacy 111  
Economics and Financial Literacy

#### Elective Coursework Options:

Civil Rights and Liberties/ Crime and Justice  
Dual Enrollment Anthropology 101  
Dual Enrollment History of Rock Music 125  
Dual Enrollment Psychology 101  
Dual Enrollment Sociology 101  
Dual Enrollment Sociology 102  
History of Popular Music  
Principles of Leadership  
Project-Based Learning  
Psychology I  
Sociology I

# Secondary Social Studies Course Flowchart



Clark County School District  
**Secondary Social Studies Course Flowchart**  
 2026–2027 School Year

Secondary Social Studies Course Pathways

		Standard Path	Accelerated (Acc) Path	Elective Credit Only	
Middle School	Grade 7	History and Geography 7	History and Geography 7 Acc	Social Studies Elective Categories: <a href="#">Advisory</a> <a href="#">Cultural Studies Explorations</a> <a href="#">Human Behavior Studies</a> <a href="#">Leadership</a> <a href="#">Student Aides</a> <a href="#">Study Skills</a>	
	Grade 8	History and Geography 8	History and Geography 8 Acc		
High School	Grade 10**	The Study of World History*	World History Honors*	Social Studies Elective Categories: <a href="#">Advisory</a> <a href="#">Cultural Studies Explorations</a> <a href="#">Human Behavior Studies</a> <a href="#">Leadership</a> <a href="#">Student Aides</a> <a href="#">Study Skills</a>	
		World History*	AP World History Modern*		
	Geography*	AP Human Geography*			
	Grade 11**	The Study of U.S. History	U.S. History Honors		
		U.S. History	AP U.S. History		
	Grade 12	The Study of American Government***	HIST 101		HIST 102
			HIST 102 Expanded		
		The Study of Economics and Financial Literacy	American Government Honors***		Economics and Financial Literacy Honors
		American Government***	AP U.S. Government and Politics and Nevada Economics Semester 1***		AP U.S. Government and Politics and Nevada Economics Semester 2 or AP Macroeconomics or AP Microeconomics
			Economics and Financial Literacy		PSC 101

## American Government

**Grade Level:** 12

**Prerequisites:** World History, U.S. History

**Course Description:** This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the one-half American Government credit required for high school graduation.

## AP Human Geography

**Grade Level:** 10

**Prerequisites:** Grade 10 MAP RIT score at or above the 70th-80th percentile or grade 9 PSAT score that meets or exceeds the benchmark, English 9 Honors, English teacher recommendation

**Course Description:** This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This course provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of the Earth's surface. This course will focus on the methods and tools geographers use in their science to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. 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. **It is required that students will take the AP exam in May.**

## AP U.S. History

**Grade Level:** 11

**Prerequisites:** Grade 10 MAP RIT score at or above the 70th-80th percentile or grade 9 PSAT score that meets or exceeds the benchmark, teacher recommendation

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

## AP U.S. Government, Politics and Nevada Economics

**Grade Level:** 12

**Prerequisites:** AP World History, AP U.S. History, and/or teacher recommendation

**Course Description:** 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. **It is required that students will take the AP exam in May.**

### **AP World History**

**Grade Level:** 10

**Prerequisites:** Grade 10 MAP RIT score at or above the 70th-80th percentile or grade 9 PSAT score that meets or exceeds the benchmark, English 9 Honors, English teacher recommendation

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

### **Civil Rights and Liberties**

**Grade Level:** 11-12

**Prerequisites:** None

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

### **Crime and Justice**

**Grade Level:** 11-12

**Prerequisites:** None

**Course Description:** This one-year course is a study of crime and justice with special attention on local, state, and federal law enforcement agencies as they affect individuals within the legal system. Students analyze the historical development of law, theories of deviance, definitions of crime, as well as the criminal justice system and its processes. A special emphasis is placed on contemporary issues and dilemmas facing the current system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### **Dual Enrollment American Politics 101**

**Grade Level:** 12

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is Introduction to American Politics: A survey of the United States, national, state and local governments with emphasis on the cultural aspects of the governing process. This course fulfills the one-half government credit required for graduation. Students who complete this course with a “D” or higher will be awarded three credit hours from the UNLV. There is a course fee of \$110.00 per semester. Financial assistance available. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment Anthropology 101**

**Grade Level:** 10-12

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is an in-depth analysis of culture revealed by world ethnography. This one-semester course is paired with Dual Enrollment Sociology 101. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment Financial Literacy 111**

**Grade Level:** 10-12

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is focused on improving financial literacy and managing personal finances to achieve financial independence. This course examines opportunity costs, budgeting, credit, financial planning, student financial aid, and applies lessons to individuals' financial situations. This course emphasizes applied critical thinking using examples and case studies to discuss and practice the financial decision-making process and make data informed decisions..This one-semester course is paired with Dual Enrollment American Politics 101. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment History 101**

**Grade Level:** 11

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is a study of U.S. History to 1877: A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877. This first semester course pairs with Dual Enrollment History 102. This course fulfills U.S. History credit required for high school graduation. Students who complete this course with a “D” or higher will also be awarded three credit hours from the UNLV. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment History 102**

**Grade Level:** 11

**Prerequisites:** Cumulative GPA of 3.25, Dual Enrollment History 101

**Course Fee:** \$110.00

**Course Description:** This one-semester course is a study of U.S. History since 1877: A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present. This second semester course pairs with Dual Enrollment History 102. This course fulfills one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment History of Rock Music 125**

**Grade Level:** 11-12

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is a study of History of Rock and Roll. This course is designed to be an appetizer for a selection of the many origins and innovators within the musical, historical and sociological genre of music known as Rock ‘n’ Roll. You will delve into rock ‘n’ roll music through listening assignments, specific readings and quizzes, summaries, research elements, studio recording, live music, and a final exam. It is important to, as fully as possible, absorb the experience of music and other materials presented in this class to develop an appreciation for all of Rock ‘n’ Roll. This one-semester course is paired with Dual Enrollment Psychology 101. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment Psychology 101**

**Grade Level:** 11-12

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-year course is an introduction to psychology, including introductory coverage of the history of psychology, psychological research, sensation and perception, cognition, physiological psychology, learning, personality, development, social psychology, and psychological disorders. This one-semester course is paired with Dual Enrollment Dual Enrollment History of Rock Music 125. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of

\$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment Sociology 101**

**Grade Level:** 11-12

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is an overview of the sociological principles that shape the development, structure and function of societies, cultures, human interactions, groups, self-image, and social change. This course is paired with Dual Enrollment Anthropology 101. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Dual Enrollment Sociology 102**

**Grade Level:** 11-12

**Prerequisites:** Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is an overview of contemporary social issues. This course is an examination of selected social issues and problems, their causes and proposed solutions. This course is paired with Dual Enrollment Anthropology 101. This dual enrollment course is offered as part of a formal agreement between CCSD and UNLV. There is a course fee of \$110.00 per semester. Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### **Economics and Financial Literacy**

**Grade Level:** 12

**Prerequisites:** World History, U.S. History

**Course Description:** This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation 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 economics credit required for high school graduation.

### **History of Popular Music**

**Grade Level:** 9-12

**Prerequisites:** None

**Course Description:** This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one 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.

## Principles of Leadership

**Grade Level:** 9-12

**Prerequisites:** Elected and appointed students, teacher recommendation

**Course Description:** This leadership class is designed for students who are working in a leadership capacity in student government, student activities, and community activities. A minimum grade of a "B" is standard. Students will study general principles required for becoming good leaders and will develop and coordinate a wide variety of school activities. Enrollment in leadership class is a requirement and limited to students elected as student body officers and class officers, as well as those students appointed as executive council members, advisory members and honorary members. These students make up the Silverado Student Council, which is the primary governing organization of the school. They represent the student body and hold the interest of the student body as their primary concern. As a member of the Silverado Leadership Class/Student Council, you must represent your school with the utmost dignity and integrity at all functions at all times. Students must set an example to the student body at all times by following all the rules and by having exemplary behavior. Students are required to attend various retreats and conferences which will incur fees that differ from event to event. Students are also required to purchase Student Council shirts. This course fulfills one elective credit required for high school graduation and may be repeated.

## Project-Based Leadership

**Grade Level:** 11-12

**Prerequisites:** Administrative interview, teacher recommendation

**Course Description:** This leadership class is designed for students who are working in a leadership capacity in student government. A minimum grade of a "B" is standard. Students will advise the general principles required in Principles of Leadership. These students make up the Silverado Student Council, which is the primary governing organization of the school. Students must set an example to the student body at all times by following all the rules and by having exemplary behavior. Students are required to attend various retreats and conferences which will incur fees that differ from event to event. Students are also required to purchase Student Council shirts. This course fulfills one elective credit required for high school graduation and may be repeated.

## Psychology I

**Grade Level:** 9-12

**Prerequisites:** 9th grade students concurrently enrolled in English 9 Honors or 10-12 grade students

**Course Description:** This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, and biological bases of behavior, motivation, and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one 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. This course prepares students who plan on continuing with AP Psychology.

## Sociology I

**Grade Level:** 9-12

**Prerequisites:** 9th grade students concurrently enrolled in English 9 Honors or 10-12 grade students

**Course Description:** This one-year course is designed to provide students with an introduction to the study of social groups, institutions, and functions. Emphasis is on the relationship to the society between the individual and groups. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the arts and humanities credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### **U.S. History**

**Grade Level:** 11

**Prerequisites:** World History

**Course Description:** 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.

### **World History**

**Grade Level:** 10

**Prerequisites:** None

**Course Description:** 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.

### **World History Honors**

**Grade Level:** 10

**Prerequisites:** English 9 Honors, teacher recommendation

**Course Description:** 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.

# Department Course Offerings

## Student Services

### 9th Grade

English 1  
Personal Health  
Principles of Algebra  
Principles of Biology  
Social Living  
The Study of Contemporary Problems

### 10th Grade

English 2  
Prevocational Skills  
Principles of Geometry  
Principles of Geoscience  
Social Living  
The Study of Contemporary Problems  
The Study of World History

### 11th Grade

Data Analysis  
English 3  
Numeracy and Financial Literacy  
Prevocational Skills  
Principles of Physical Science  
Social Living  
The Study of Contemporary Problems  
The Study of U.S. History

### 12th Grade

Data Analysis  
English 4  
Numeracy and Financial Literacy  
Prevocational Skills  
Social Living  
The Study of American Government  
The Study of Contemporary Problems  
The Study of Economics

### Additional Coursework

POST Program

## Student Services: English

### English 1

**Grade Level:** 9

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course 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 is designed to build on knowledge and skills acquired in earlier grades but in more mature ways such as controlling the language and structure of text; completing more complex writing assignments; reading a range of literary and informational texts, both classic and contemporary; delivering more oral presentations; and participating in a variety of conversations and collaborations with peers and adults. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation 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 English credits required for high school graduation

### English 2

**Grade Level:** 10

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course 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 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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation 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 English credits required for high school graduation.

### English 3

**Grade Level:** 11

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course 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 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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation 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 English credits required for high school graduation.

## English 4

**Grade Level:** 12

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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. The appropriate use of technology is an integral part of this course. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation 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 English credits required for high school graduation.

## Student Services: Mathematics

### Data Analysis

**Grade Level:** 11-12

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic analysis, consumer statistics, practical probabilities, and mathematics for citizenship. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. 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 will fulfill one of the mathematics credits required for high school graduation.

### Numeracy and Financial Literacy

**Grade Level:** 11-12

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic analysis, rates of growth, personal finance, and mathematics for citizenship. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Upon completion, students should be able to utilize quantitative information as

consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. 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 will fulfill one of the mathematics credits required for high school graduation.

### **Principles of Algebra**

**Grade Level:** 9

**Prerequisites:** Individualized Education Program

**Course Description:** 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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

### **Principles of Geometry**

**Grade Level:** 10

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.

## **Student Services: Science**

### **Principles of Biology**

**Grade Level:** 9

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to biology. Topics 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. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation 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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### **Principles of Geoscience**

**Grade Level:** 10

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to earth and space science. Topics 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. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.

### **Principles of Physical Science**

**Grade Level:** 11

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to physical science. Topics include Forces and Interactions, Energy, Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation 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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## **Student Services: Social Studies**

### **The Study of American Government**

**Grade Level:** 12

**Prerequisites:** Individualized Education Program

**Course Description:** This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. 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 and requires historical thinking, robust

academic discussions and engaging writing instruction. This course fulfills the one-half American Government credit required for high school graduation.

### **The Study of Contemporary Problems**

**Grade Level:** 9-12

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course examines the political, social, and economic issues and implications developed during the current year. Students evaluate current events from a variety of perspectives and analyze effects on society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. The appropriate use of technology is an integral part of this course. This course fulfills the Arts/Humanities/CTE credit or one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### **The Study of Economics**

**Grade Level:** 12

**Prerequisites:** Individualized Education Program

**Course Description:** This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon EIP identified need. Instructional practices incorporate integration of diversity awareness including appreciation 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 economics credit required for high school graduation.

### **The Study of U.S. History**

**Grade Level:** 11

**Prerequisites:** Individualized Education Program

**Course Description:** 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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

### **The Study of World History**

**Grade Level:** 10

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires,

growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to historical, geographical, political, economic, and cultural contexts. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

## Student Services: Additional Coursework

### Personal Health

**Grade Level:** 9

**Prerequisites:** Individualized Education Program

**Course Description:** This one-semester course examines the relationships between the structural and physiological functions required for mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. 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 as well as one-half elective credit.

### POST Program

**Grade Level:** UN

**Prerequisites:** Individualized Education Program

**Course Description:** The primary goal of the POST program is for individuals to demonstrate competence in the areas of employment, socialization, and daily living skills as independently as possible. The POST program emphasises linking families to community agencies and increasing student independence in vocational readiness skills, social skills, daily living skills, functional academics, community based instruction, and work experience.

### Prevocational Skills

**Grade Level:** 9-12

**Prerequisites:** Individualized Education Program

**Course Description:** This one-year course is designed to assist students in determining the occupational areas for which they might best prepare for post-secondary employment. Major topics include four major areas of work practice; classroom jobs, school and community work experiences, neighborhood jobs, and paid employment in the community. This course provides students the opportunity to learn about and practice work habits and skills applicable to a variety of jobs. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. The appropriate use of technology is an integral part of this course.

Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one elective credit required for high school graduation and is repeatable.

### **Study Skills**

**Grade Level:** 9-12

**Prerequisites:** Individualized Education Program

**Course Description:** This one year course teaches students the process of organizing their thinking to acquire knowledge of new concepts and skills, and retain information that aids in their ability to study and successfully participate in all areas of academic studies. Strategies may include the use of mnemonics, effective reading strategies, concentration techniques, effective note taking, and time management and motivation techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. This repeatable course fulfills the one elective credit required for high school graduation.

# Department Course Offerings

## Visual Arts

### 9th Grade

Art I  
Beginning Photography  
Ceramics I  
Drawing I  
Painting I

### 10th Grade

Art I  
Beginning Photography  
Ceramics I, II  
Drawing I, II  
Intermediate Photography  
Painting I, II

### 11th Grade

Advanced Study - Art  
AP 2D Art and Design  
AP 3D Art and Design  
AP Studio Art: Drawing  
Art I  
Beginning Photography  
Ceramics I, II, III  
Drawing I or II  
Intermediate Photography  
Painting I or II

### 12th Grade

Advanced Study - Art  
AP 2D Art and Design  
AP 3D Art and Design  
AP Studio Art: Drawing  
Art I  
Beginning Photography  
Ceramics I, II, or III  
Drawing I or II  
Intermediate Photography  
Painting I or II

### **Advanced Art Study**

**Grade Level:** 11-12

**Prerequisites:** Teacher recommendation

**Course Fee:** \$60.00

**Course Description:** This one-semester course provides opportunity for independent study to investigate a particular topic of visual art. The student collaborates with the supervising teacher to design and implement the topic of study. 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 and may be repeated. The fee for this course is \$60.00. The fee covers the cost of expendable materials such as paper, pencils, paint, clay, glazes, etc. needed for each project. Some materials will be issued to the students when the fee is paid, and others will be distributed at the time they are needed.

### **AP 2-D Art and Design**

**Grade Level:** 11-12

**Prerequisites:** Two credits in art, teacher recommendation

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. 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 2-D Art and Design 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. This fee covers the cost of expendable materials such as pencils, paper, paint, printmaking supplies, but not the cost associated with photography. Some materials will be issued to students when the fee is paid, and others will be distributed at the time they are needed. The fee for this course is \$60.00. **It is required that students will take the AP exam in May.**

### **AP 3-D Art and Design**

**Grade Level:** 11-12

**Prerequisites:** Two credits in art (one of which is in ceramics), teacher recommendation

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 3-D Art and Design examination. Highly motivated students will create a college level portfolio demonstrating mastery of 3-D design. Through additive, subtractive and/or fabricated processes, students create works that demonstrate a range of understanding and fundamental mastery of 3-D visual concerns and methods. 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 digital images (2 views of each) with typed 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 3-D Art and Design 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. The fee for this course is \$60.00. The fee covers the cost of expendable materials such as paper, pencils, paint, clay, glazes, etc. needed for each project. Some materials will be issued to the students when the fee is paid, and others will be distributed at the time they are needed. It is expected that students create a portfolio to send into the College Board. **It is required that students will take the AP exam in May.**

## **AP Drawing**

**Grade Level:** 11-12

**Prerequisites:** Two credits in art, teacher recommendation

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed with an emphasis on meeting the requirements of the 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. There is a course fee of \$60.00. The fee covers the cost of expendable materials such as pencils, paper, paint, printmaking supplies, but not the cost associated with photography. Some materials will be issued to students when the fee is paid, and others will be distributed at the time they are needed. The fee for this course is \$60.00. It is expected that students create a portfolio to send into the College Board. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

### **Art I**

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** 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. The fee for this course is \$60.00.

### **Ceramics I**

**Grade Level:** 9-12

**Prerequisites:** Previous art coursework in middle or high school

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed to provide students with a strong foundation of ceramics through the study of basic techniques and knowledge of three-dimensional design. In this beginning class, students will explore hand-building and wheel-throwing methods. Through collaboration and production, connections will be made between ceramics 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 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. The fee for this course is \$60.00.

## **Ceramics II**

**Grade Level:** 10-12

**Prerequisites:** Ceramics I

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students who have successfully completed Ceramics I and will include an in-depth study of techniques and knowledge of three-dimensional design. Students will develop hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics 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 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. The fee for this course is \$60.00.

## **Ceramics III**

**Grade Level:** 11-12

**Prerequisites:** Ceramics I and Ceramics II

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students who have successfully completed Ceramics II and will build upon knowledge of three-dimensional design specific to ceramics arts. Students will refine hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics 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 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. The fee for this course is \$60.00. The fee covers the cost of expendable materials such as paper, pencils, paint, clay, glazes, etc. needed for each project. Some materials will be issued to the students when the fee is paid, and others will be distributed at the time they are needed.

## **Drawing I**

**Grade Level:** 9-12

**Prerequisites:** Previous art coursework in middle or high school

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and 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. The fee for this course is \$60.00. The fee covers the cost of expendable materials such as paper, pencils, paint, pastels, chalk, etc. needed for each project. Some materials will be issued to the students when the fee is paid, and others will be distributed at the time they are needed.

## Drawing II

**Grade Level:** 10-12

**Prerequisites:** Drawing I

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students who have successfully completed Drawing I to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and evaluating art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific drawing styles and significant artists who have used drawing throughout history are emphasized. Through collaboration and production, connections will be expanded 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. The fee for this course is \$60.00. The fee covers the cost of expendable materials such as paper, pencils, paint, pastels, chalk, etc. needed for each project. Some materials will be issued to the students when the fee is paid, and others will be distributed at the time they are needed.

## Painting I

**Grade Level:** 9-12

**Prerequisites:** Previous art coursework in middle or high school

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed to give students a strong foundation for painting through the study of basic painting techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and evaluate art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of painting for communication and expression will be integrated into learning. Various styles and artists who have used painting throughout history are introduced. Through collaboration and production, connections will be made between painting 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. The fee for this course is \$60.00. The fee covers the cost of expendable materials such as paper, pencils, paint, canvases, etc. needed for each project. Some materials will be issued to the students when the fee is paid, and others will be distributed at the time they are needed.

## Painting II

**Grade Level:** 11-12

**Prerequisites:** Painting I

**Course Fee:** \$60.00

**Course Description:** This one-year course is designed for students who have successfully completed Painting I to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and evaluating art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific painting styles and significant artists who have used painting throughout history are emphasized. Through collaboration and production, connections will be expanded

between painting 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. The fee for this course is \$60.00. The fee covers the cost of expendable materials such as paper, pencils, paint, canvases, etc. needed for each project. Some materials will be issued to the students when the fee is paid, and others will be distributed at the time they are needed.

### **Beginning Photography**

**Grade Level:** 9-12

**Prerequisites:** None

**Course Fee:** \$60.00

**Course Description:** This one-year course provides students with the fundamentals of photography. Topics include photographic vision, operating cameras, image processing, output, and quality control. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. This course fulfills one Arts/Humanities credit required for graduation. The fee for this course is \$60.00.

### **Intermediate Photography**

**Grade Level:** 10-12

**Prerequisites:** Beginning Photography

**Course Fee:** \$60.00

**Course Description:** This one-year course builds on the skills and knowledge acquired in Photography I. Students gain experience in the advanced principles of commercial photography as well as create and exhibit photographic work. Instructional practices incorporate integration of diversity awareness including appreciation 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. The fee for this course is \$60.00.

# Department Course Offerings

## World Language

### 9th Grade

Japanese I

Spanish I

### 10th Grade

Japanese I

Japanese II Honors

Spanish I

Spanish II Honors

### 11th Grade

AP Spanish Language and Culture

Dual Enrollment Japanese 113

Dual Enrollment Japanese 114

Japanese I

Japanese II Honors

Spanish I

Spanish II Honors

Spanish III Honors

### 12th Grade

AP Spanish Language and Culture

Dual Enrollment Japanese 113

Dual Enrollment Japanese 114

Japanese I

Japanese II Honors

Spanish I

Spanish II Honors

Spanish III Honors

## World Language: Japanese

### Dual Enrollment Japanese 113

**Grade Level:** 11-12

**Prerequisites:** Japanese I, Japanese II Honors, Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course introduces beginning Japanese instruction with a focus on the development of language skills in listening, speaking, reading, and writing; structural analysis. This course has an emphasis on speaking. This dual enrollment course pairs with Dual Enrollment Japanese 114 and is offered as part of a formal agreement between CCSD and NSHE Institution(s). Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### Dual Enrollment Japanese 114

**Grade Level:** 11-12

**Prerequisites:** Japanese I, Japanese II Honors, Dual Enrollment Japanese 111, Cumulative GPA of 3.25

**Course Fee:** \$110.00

**Course Description:** This one-semester course is a continuation of beginning Japanese instruction with a focus on the development of language skills in listening, speaking, reading, and writing; structural analysis. Emphasis on speaking. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). This dual enrollment course pairs with Dual Enrollment Japanese 113 and is offered as part of a formal agreement between CCSD and NSHE Institution(s). Students must apply to the NSHE Institution through Silverado's dual enrollment liaison.

### Japanese I

**Grade Level:** 9-12

**Prerequisites:** None

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

### Japanese II Honors

**Grade Level:** 10-12

**Prerequisites:** Japanese I

**Course Description:** This one-year course is designed for students who have successfully completed Japanese I or who demonstrate a proficiency level of novice-low as identified in the foreign language proficiency guidelines established by the American Council on the

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

## World Language: Spanish

### AP Spanish Language and Culture

**Grade Level:** 11-12

**Prerequisites:** Spanish III Honors, teacher recommendation

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

### Spanish I

**Grade Level:** 9-12

**Prerequisites:** None

**Course Description:** 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 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.

## Spanish II Honors

**Grade Level:** 10-12

**Prerequisites:** Spanish I

**Course Description:** 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.

## Spanish III Honors

**Grade Level:** 11-12

**Prerequisites:** Spanish I, Spanish II Honors, teacher recommendation

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

# Department Course Offerings

## Work Experience

### 9th Grade

#### Elective Coursework Options:

None

### 10th Grade

#### Elective Coursework Options:

School Related Work Experience  
(Application Required)

### 11th Grade

#### Elective Coursework Options:

Applied Office Practice (Application  
Required)

School Related Work Experience  
(Application Required)

Student Aide (Application Required)

### 12th Grade

#### Elective Coursework Options:

Applied Office Practice (Application  
Required)

School Related Work Experience  
(Application Required)

Student Aide (Application Required)

### **Applied Office Practice**

**Grade Level:** 11-12

**Prerequisites:** Cumulative GPA of 3.0, counselor and administrative approval

**Course Description:** This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignment will be made and approved by the Applied Office Practice teacher-coordinator. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course will fulfill one of the elective credits required for graduation.

### **School Related Work Experience**

**Grade Level:** 10-12

**Prerequisites:** Application process, administrative approval

**Course Description:** This one-year course provides students with job opportunities on the school campus. This course will fulfill one of the elective credits required for graduation.

### **Student Aide**

**Grade Level:** 11-12

**Prerequisites:** Application process, administrative approval

**Course Description:** 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.

# SILVERADO HIGH SCHOOL

## 9TH GRADE

2026-2027

## COURSE OFFERINGS



Electives	English (1 Course Required)
<ul style="list-style-type: none"> <li>• AP Computer Science Principles</li> <li>• Art I</li> <li>• Band                             <ul style="list-style-type: none"> <li>◦ Teacher will place in appropriate level</li> </ul> </li> <li>• Beginning Photography</li> <li>• Biomedical I - CTE</li> <li>• Ceramics I</li> <li>• Choir                             <ul style="list-style-type: none"> <li>◦ Teacher will place in appropriate level</li> </ul> </li> <li>• Culinary I - CTE</li> <li>• Drawing I</li> <li>• Forensic Science I - CTE</li> <li>• Guitar                             <ul style="list-style-type: none"> <li>◦ Teacher will place in appropriate level</li> </ul> </li> <li>• History of Pop Music</li> <li>• Japanese I</li> <li>• Multimedia Communications I - CTE</li> <li>• Musical Theatre Performance I</li> <li>• Orchestra                             <ul style="list-style-type: none"> <li>◦ Teacher will place in appropriate level</li> </ul> </li> <li>• Painting I</li> <li>• Principles of Leadership (Student Council)                             <ul style="list-style-type: none"> <li>◦ Application Required</li> </ul> </li> <li>• Psychology</li> <li>• Publications I</li> <li>• Sociology</li> <li>• Spanish I</li> <li>• Teaching and Training I - CTE</li> <li>• Theatre Tech I - CTE</li> <li>• Video Production I - CTE</li> </ul>	<ul style="list-style-type: none"> <li>• English 9</li> <li>• English 9 Honors</li> </ul>
	Mathematics (1 Course Required)
	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Algebra I H</li> <li>• Algebraic Reasoning</li> <li>• Geometry H</li> </ul>
	Science (1 Course Required)
	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Biology Honors</li> </ul>
	Health and Freshman Studies
	<ul style="list-style-type: none"> <li>• Health Education (1 Semester)</li> <li>• Freshmen Studies (1 Semester)</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Dual Enrollment ALS 101 (1 Semester)</li> </ul>
	Physical Education (Required)
	<ul style="list-style-type: none"> <li>• Physical Education I</li> </ul>



# SILVERADO HIGH SCHOOL

## 10TH GRADE

2026-2027

## COURSE OFFERINGS



### Electives

- AP Computer Science Principles
- AP Music Theory
- Art I
- Band
  - Teacher will place in appropriate level
- Beginning Photography
- Biomedical I - CTE
- Ceramics I
- Ceramics II
- Choir
  - Teacher will place in appropriate level
- Culinary I - CTE
- Culinary II - CTE
- Drawing I
- Drawing II
- Dual Enrollment Psychology 101/Dual Enrollment History of Rock Music 125
- Dual Enrollment Sociology 101/Dual Enrollment Anthropology 101 or Sociology 102
- Forensic Science I - CTE
- Forensic Science II - CTE
- Guitar
  - Teacher will place in appropriate level
- History of Pop Music
- Intermediate Photography
- Japanese I
- Japanese II Honors
- Jazz Band
  - Teacher will place in appropriate level
- Lifetime Sports
  - PE II exemption required
- Multimedia Communications I - CTE
- Multimedia Communications II - CTE
- Musical Theatre Performance I
- Musical Theatre Performance II
- Orchestra
  - Teacher will place in appropriate level
- Painting I
- Painting II
- Physical Conditioning with Weight
  - PE II exemption required
- Principles of Leadership (Student Council)
  - Application Required
- Psychology
- Publications I
- Publications II
- School Related Work Experience
  - Application Required
- Sociology
- Spanish I
- Spanish II Honors
- Teaching and Training I - CTE
- Theatre Tech I - CTE
- Theatre Tech II - CTE
- Video Production I - CTE
- Video Production II - CTE

### English (1 Course Required)

- English 10
- English 10 Honors
- English 10: AP Seminar

### Mathematics (1 Course Required)

- Algebra I
- Algebra I H
- Algebra II
- Algebra II H
- Geometry
- Geometry H

### Science (1 Course Required)

- Chemistry
- Chemistry Honors
- Geoscience

### Social Studies (1 Course Required)

- AP World History
- AP Human Geography
- World History
- World History Honors

### Physical Education (Required)

- Physical Education II



# SILVERADO HIGH SCHOOL

## 11TH GRADE

2026-2027

## COURSE OFFERINGS



### Electives

- Advanced Study - Art
- AP 2D Art and Design
- AP 3D Art and Design
- AP Computer Science Principles
- AP Music Theory
- AP Research
- AP Spanish Language and Culture
- AP Studio Art: Drawing
- Applied Office Practice
  - Application Required
- Art I
- Band
  - Teacher will place in appropriate level
- Beginning Photography
- Biomedical I - CTE
- Ceramics I
- Ceramics II
- Ceramics III
- Choir
  - Teacher will place in appropriate level
- Civil Rights and Liberties/Crime and Justice
- Culinary Arts Advanced Study - CTE
- Culinary I - CTE
- Culinary II - CTE
- Drawing I
- Drawing II
- Dual Enrollment Japanese 113/Dual Enrollment Japanese 114
- Dual Enrollment Psychology 101/Dual Enrollment History of Rock Music 125
- Dual Enrollment Sociology 101/Dual Enrollment Anthropology 101 or Sociology 102
- Forensic Science Advanced Study - CTE
- Forensic Science I - CTE
- Forensic Science II - CTE
- Guitar
  - Teacher will place in appropriate level
- History of Pop Music
- Intermediate Photography
- Japanese I
- Japanese II Honors
- Jazz Band
  - Teacher will place in appropriate level
- Lifetime Sports
- Multimedia Communications I - CTE
- Multimedia Communications II - CTE
- Musical Theatre Performance I
- Musical Theatre Performance II
- Orchestra
  - Teacher will place in appropriate level
- Painting I
- Painting II
- Physical Conditioning with Weights
- Principles of Leadership (Student Council)
  - Application Required
- Psychology
- Publications I
- Publications II
- School Related Work Experience (Application Required)
- Sociology
- Spanish I
- Spanish II Honors
- Spanish III Honors
- Student Aide
  - Application Required
- Teaching and Training I - CTE
- Theatre Tech I - CTE
- Theatre Tech II - CTE
- Video Production Advanced Study - CTE
- Video Production I - CTE
- Video Production II - CTE

### English (1 Course Required)

- English 11
- English 11 Honors
- AP English Language and Composition

### Mathematics (1 Course Required)

- Algebra II
- Algebra II H
- AP Calculus AB
- AP Precalculus
- Applications of Algebra
- AP Statistics
- Geometry

### Science (1 Course Required)

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics I: Algebra-Based
- Chemistry
- Chemistry Honors
- Dual Enrollment CHEM 103/Dual Enrollment - ENV 101
- Dual Enrollment GEOG 103/Dual Enrollment GEOL 100
- Geoscience
- Physical Science
- Physics
- Principles of Anatomy and Physiology Honors

### Social Studies (1 Course Required)

- AP US History
- Dual Enrollment History 101/Dual Enrollment History 102
- US History

# SILVERADO HIGH SCHOOL

## 12TH GRADE

2026-2027

## COURSE OFFERINGS



### Electives

- Advanced Study - Art
- AP 2D Art and Design
- AP 3D Art and Design
- AP Computer Science Principles
- AP Music Theory
- AP Research
- AP Spanish Language and Culture
- AP Studio Art: Drawing
- Applied Office Practice
  - Application Required
- Art I
- Band
  - Teacher will place in appropriate level
- Beginning Photography
- Ceramics I
- Ceramics II
- Ceramics III
- Choir
  - Teacher will place in appropriate level
- Civil Rights and Liberties/Crime and Justice
- Culinary Arts Advanced Study - CTE
- Culinary II - CTE
- Drawing I
- Drawing II
- Dual Enrollment Japanese 113/Dual Enrollment Japanese 114
- Dual Enrollment Psychology 101/Dual Enrollment History of Rock Music 125
- Dual Enrollment Sociology 101/Dual Enrollment Anthropology 101 or Sociology 103
- Forensic Science Advanced Study - CTE
- Forensic Science II - CTE
- Guitar
  - Teacher will place in appropriate level
- History of Pop Music
- Intermediate Photography
- Japanese I
- Japanese II Honors
- Jazz Band
  - Teacher will place in appropriate level
- Lifetime Sports
- Multimedia Communications II - CTE
- Musical Theatre Performance I
- Musical Theatre Performance II
- Orchestra
  - Teacher will place in appropriate level
- Painting I
- Painting II
- Physical Conditioning with Weights
- Principles of Leadership (Student Council)
  - Application Required
- Psychology
- Publications I
- Publications II
- School Related Work Experience
  - Application Required
- Sociology
- Spanish I
- Spanish II Honors
- Spanish III Honors
- Student Aide
  - Application Required
- Theatre Tech II - CTE
- Video Production Advanced Study - CTE
- Video Production II - CTE

### English (1 Course Required)

- English 12
- AP English Literature and Composition
- Dual Enrollment - English 101/102

### Mathematics (1 Course Required)

- Algebra II
- AP Calculus AB
- AP Calculus BC
- AP Precalculus
- AP Statistics
- Applications of Algebra
- College Preparatory Mathematics: Functions/Trigonometry
- Data Science: Statistics/Data Science: Probability
- Dual Enrollment Math 120/Dual Enrollment Math 124

### Social Studies (1 Course Required)

- American Government/Economics and Financial Literacy
- AP US Government, Politics, and Nevada Economics
- Dual Enrollment American Politics 101/Dual Enrollment Financial Literacy 111

### Science (Optional Elective)

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics I: Algebra-Based
- Chemistry
- Chemistry Honors
- Dual Enrollment CHEM 103/Dual Enrollment - ENV 101
- Dual Enrollment GEOG 103/Dual Enrollment GEOL 100
- Geoscience
- Physical Science
- Physics
- Principles of Anatomy and Physiology Honors



**Our mission at Silverado is to provide a safe, supportive, and challenging environment in which students will become active, reflective, and creative learners who accept responsibility for learning, have pride in their community, and are prepared to contribute in a culturally diverse world. Skyhawks strive to be prime examples of honorable, accountable, well-rounded, knowledgeable, and successful students.**