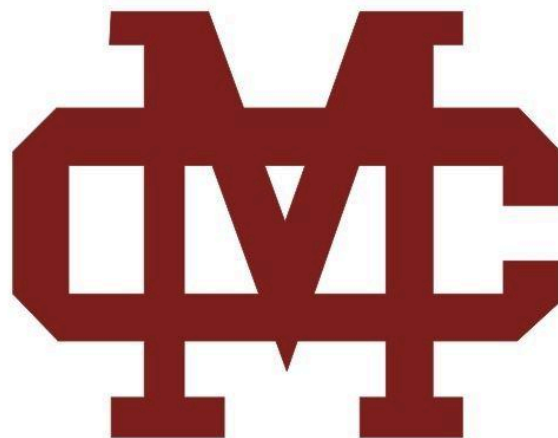


Cimarron-Memorial High School

Student Handbook & Course Catalog



2025-2026

The mission of Cimarron-Memorial High School (CMHS) is to provide a quality education which will enable students to become lifelong learners and responsible citizens and to acquire the skills essential for success in the 21st century.



Cimarron-Memorial High School

2301 N. Tenaya Way, Las Vegas, Nevada 89128 | Phone (702) 799-4400 | Fax (702) 799-4425

Welcome Spartans!

It is with the greatest honor that I have the opportunity to serve you all as the Principal of Cimarron Memorial High School. I have been a member of this community since 2013 and the strengths, talents, and successes of our students inspire me to give my best each and every day. CMHS has given me so much during the past 9 years. I am honored to be able to continue to collaborate with this community as we make this impact together.

On August 2, 2013, I joined the Cimarron-Memorial High School community as a Biology teacher in room 901. I taught Biology, Science Foundations, and AP Biology. I absolutely loved working with my students and knew that I wanted to continue to work in this community. In addition to my work inside of the classroom, I also served as the Student Council Advisor for the Class of 2017. As an administrator, I served as the dean of students at Cimarron-Memorial High School, Assistant Principal at Rancho High School, and most recently an Assistant Principal back at CMHS. In each of these positions, my goal has been to hold high standards and build strong relationships in order to support all students to become successful and fulfilled in high school and beyond.

One of the most important things that I learned throughout all of my experiences is that we can work hard to make change but we must work together to make an impact. As we embark on this journey, I promise to seek input from staff, students, and families on decisions, be transparent about the “why” behind actions, communicate clearly and often, and always act with the best interest of our students at heart. Together, we can continue to demonstrate the Spartan Way and advance Cimarron Memorial High School to its greatest potential yet.

Please know that my door is always open to further partner with each of you in order to make this possible.

I am looking forward to seeing The Spartan Way in action as we strive to ensure all of our students reach their highest potential.

In Partnership,

Colin E. McNaught, Principal
Cimarron-Memorial High School
702-799-4400 ext. 4100
mcnauce@nv.ccsd.net

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The Spartan Way and Tradition

In order to support our mission, Spartans live by our four core values of **Commitment**, **Motivation**, **Honor**, and **Success**

Commitment

Spartans persist regardless of the obstacles they encounter.

Motivation

Spartans are determined to become the best version of themselves.

Honor

Spartans exhibit respect through their words, thoughts, and actions.

Success

Spartans strive for and obtain the goals they set for themselves.

Our Logo



Our Mascot

The Spartan

Our Colors

Silver, Maroon,
and White

Our Fight Song

Onward Spartans!
Onwards Spartans!
Raise your banner high,
For we will show our loyalty
Beneath the western sky.

Onward Spartans!
Onwards Spartans!
We will never die.
So fight Spartans
Fight, Fight, Fight!
For Cimarron-Memorial High!

Staff Contact Information

Administration

Colin McNaught, <i>Principal</i>	ext. 4100
❖ Kim Chavez, <i>Office Manager</i>	
❖ Christina Diaz, <i>Administrative School Secretary</i>	
SueAnn Hansen, <i>Assistant Principal - Teaching and Learning</i>	ext. 4225
❖ Gia Fitzgerald, <i>Office Specialist II</i>	
Mark Lowry, <i>Assistant Principal - Athletics</i>	ext. 4121
Joni Thompson, <i>Office Specialist II</i>	
Kenya Neal, <i>Assistant Principal - Teaching and Learning</i>	ext. 4227
❖ Rochelle Burse, <i>Office Specialist II</i>	
Paddy Pang, <i>Assistant Principal - Student Success</i>	ext. 4500
❖ Heidi Curnutt, <i>Office Specialist II</i>	
David Silberman, <i>Assistant Principal -Student Success, Attendance</i>	ext. 4500
❖ Delinda Carter, <i>Office Specialist II</i>	
Jessica Webb Whitley, <i>Assistant Principal - Student Success, Activities</i>	ext. 4529
❖ Sonia Lopez, <i>Office Specialist II</i>	
Michael Kershaw, <i>Assistant Principal - Student Success</i>	ext. 4500
❖ Jaquita Washington, <i>Office Specialist II</i>	
Tony DiOrio, <i>Assistant Principal - Facilities and Curriculum</i>	ext. 4200
❖ Anna McCormick , <i>Office Specialist II</i>	

Leadership

Christian Garcia , <i>Student Success Inst. Facilitator- Tier I Instruction & 9th Grade Intervention</i>	ext. 4116
David Fields , <i>Athletic Director</i>	ext. 4120
Patricia Heintz , <i>Activities Director</i>	ext. 4215
Caroline Coons , <i>School Banker</i>	ext. 4044
Greg Henkel , <i>Special Education Inst. Facilitator</i>	ext. 4086
❖ Deneen Bradshaw, <i>Office Specialist II</i>	
Courtney Stern , <i>Instructional Coach</i>	ext. 4030
Denise Wilson , <i>Librarian/Instructional Coach</i>	ext. 4025

Counselors and Social Workers

Emilia Sandoval, Counselor: 9th Grade Last Name A-L	sandoe@nv.ccsd.net
Jessica Killingsworth, Counselor: 9th Grade Last Name M-Z	festajr@nv.ccsd.net
Melissa Bailey, Counselor: 10th Grade Last Name A-L	bailem@nv.ccsd.net
Erin Kozak, Counselor: 10th Grade Last Name M-Z	kozaken@nv.ccsd.net
Sulayla Arnett, Counselor: 11th Grade Last Name A-L	rowesk@nv.ccsd.net
Kristina Bannister, Counselor: 11th Grade Last Name M-Z	bruneka@nv.ccsd.net
Leslie Moss, Counselor: 12th Grade Last Name A-L	mossld@nv.ccsd.net
Marcia Fulcher, Counselor: 12th Grade Last Name M-Z	fulchmc@nv.ccsd.net
Liset Aviles, Next Steps Counselor	avilel@nv.ccsd.net
Aisha Finlay Bowen, <i>Social Worker</i>	ext. 4351
<i>Karim Calle, Social Worker</i>	ext. 4352
❖ Sophia Rodriguez, <i>Office Specialist II</i>	ext. 4300

CLARK COUNTY SCHOOL DISTRICT

2025 - 2026 SCHOOL CALENDAR

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

2025

Monday, August 11	Classes Begin
Monday, September 1	Labor Day (No School)
Monday, September 15	Staff Development Day (No School for Students)
Friday, October 10	End of First Grading Period
Friday, October 17	Staff Development Day (No School for Students)
Friday, October 31	Nevada Day (No School)
Tuesday, November 11	Veterans Day (No School)
Wednesday, November 26	No School for Students
Thurs-Fri, November 27-28	Thanksgiving Day and Family Day (No School)
Friday, December 19	Winter Break Begins – End of Day, End of First Semester No School December 22 – January 2

2026

Monday, January 5	Classes Resume; Second Semester Begins
Monday, January 19	Martin Luther King, Jr. Day Observed (No School)
Monday, January 26	Staff Development Day (No School for Students)
Monday, February 9	No School for Students
Monday, February 16	Presidents' Day (No School)
Friday, March 13	End of Third Grading Period
Friday, March 13	Spring Break Begins – End of Day No School March 16 – March 20
Monday, March 23	Classes Resume
Friday, April 3	No School for Students

Monday, April 27

Staff Development Day (No School for Students)

Friday, May 22

End of Fourth Grading Period, End of 2nd Semester

Registration and Counseling

School District Calendar

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

Pathway To Graduation For Students

1. Participate in Academic Planning meetings with your school counselor.
2. Enroll in coursework that will help you achieve your educational goals.
3. Make sure parents/guardians review and approve your academic plan.
4. Take the ACT with Writing, in your junior year, at no cost. Students pursuing the Alternative Diploma will take the NAA instead.
5. Earn a diploma.

CORE ENROLLMENT EXPECTATIONS

The Clark County School District (CCSD) strives to prepare students for success in postsecondary education and in the workforce by providing access to a rigorous curriculum. The Core Enrollment Expectations are consistent with Nevada Revised Statute and aligned with the Governor Guinn 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.

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

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

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

DIPLOMA TYPES

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

A computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework.

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

*To satisfy either the Arts/Humanities/Career and Technical Education (CTE) state requirement for the standard diploma, or the additional social studies requirement for the other diplomas, CCSD students take World History or Geography.

**Flex Credits can be: a 2nd or 3rd year CTE course, or a 4th year of math (including Algebra II or higher), or a 3rd year of science, or an extra year of social studies (World History will only count as a Flex Credit if a student also takes Geography).

***For the College and Career Ready Diploma, students must:

1. Complete requirements in the table above, including Algebra II or higher, and
2. Demonstrate proficiency in two languages, or two (2) units in: AP courses, IB courses, Dual Credit courses, CTE courses, Work-Based Learning courses, or a world language course, and
3. Earn at least one of the following endorsements: College-Ready endorsement, Career-Ready endorsement.

MATRICULATION

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

However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school. *SOURCE: CCSD Regulation 5123*

TESTING

Required: College and Career Readiness Assessment

All juniors will take the ACT with Writing exam in the spring. The college and career readiness assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in 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 and NCAA Division I Initial Eligibility (for student-athletes) require a minimum score on the ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results. Students attending college/university in Nevada can earn the Millennium Scholarship after successfully completing the core curriculum and earning at least a 21 composite score on the ACT. For more information, please see the [Nevada Scholarships](#) section of this guide.

SOURCE: CCSD Regulation 5127, NRS 390.610

Optional: ACT National Career Readiness Certificate (NCRC)

The ACT National Career Readiness Certificate (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 that earn a Silver or above for the ACT NCRC credential will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

The United States Department of Defense developed this test to administer to students all over the country. The test is typically scheduled during the school day and is normally at no cost to the student. Score reports received after taking the test can be useful in determining college and career pathways. This test is typically taken

in grades 10-12. Students that earn a 50 or above on the ASVAB will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Optional: SAT

The SAT is used by many colleges and universities to make admissions decisions. It is a multiple-choice test administered by the College Board. The purpose of the SAT is to measure college readiness by providing colleges with common scores to compare all students. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken during the spring of grade 11 and fall of grade 12. There is a cost associated with this exam, but fee waivers may be available to those that qualify. Students that earn a 480 in Reading and a 530 in Math will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions. Students attending college/university in Nevada can earn the Millennium Scholarship for completing the core curriculum and earning a combined reading, writing, and math score of 1070 or higher. For more information, please see the [Nevada Scholarships](#) section of this guide.

Optional: PSAT/NMSQT

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

Academic Planning

COLLEGE AND CAREER READINESS

Students benefit from comprehensive school counseling programs that include college and career readiness standards. In addition to classroom lessons and family night events, students also meet individually with a school counselor to complete academic plans.

An academic plan is a four-year course plan that is built on a student's individual strengths, weaknesses, interests, and their postsecondary goals.

FOUR-YEAR COURSE PLANS

All ninth-grade students must have an approved four-year academic plan in Infinite Campus. The academic plan contains all of the planned courses a student will take in high school, and must be aligned to a specific diploma type.

The plan may also include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

The ninth-grade student and their parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign 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 ninth grade, 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 or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study.

If a student does not satisfy all of the requirements in their academic plan, then they are still eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

SOURCES: CCSD Regulation 5127, AB 117

PROGRAMS AND PROGRESS

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

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

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

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

- In the Portal, use the **Progress Report** to monitor progress towards specific Graduation or Academic Programs.
- To view this report in Campus Parent or 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:

- Ninth, tenth, and eleventh grade students must be enrolled in at least six periods at the school of full-time enrollment.
- Twelfth grade students who **are not** college and career ready* must be enrolled in at least six periods at the school of full-time enrollment.
- Twelfth grade students who **are** college and career ready* must be enrolled in at least four periods at the school of full-time enrollment.

* The Nevada Department of Education establishes the standards for students that are considered college and career ready. Please see your school counselor for details, or review the Nevada Department of Education [guidance memo](#).

SOURCES: NAC 387.345, AB 7

SCHEDULE CHANGES

To ensure students receive enough instruction to earn credit, schools may only allow schedule changes up to a specific deadline date each semester. The school will communicate with students and their families about deadline dates and how to request schedule changes. Please contact your school counselor with specific questions.

After the deadline date, schedules may only be changed with administrative approval. Exceptions to the above may only be

made through administrative channels for unique and unusual circumstances. Distance learning and online coursework (e.g. Apex) allow students to earn credit through digital instruction and are excluded from these schedule change guidelines.

SOURCE: NAC 389.040

Last Day for Credit in Face-to-Face Instruction for 2025-2026 School Year

- Semester 1: December 19, 2025
- Semester 2: May 22, 2026

EARNING CREDIT

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

- **Internal credits** are taken at a CCSD school.
- **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 is no longer considered external credit beginning with the 2018-2019 school year.
- **Concurrent credits** are taken when a student attends a CCSD school full-time and earns credit at another school at the same time. Concurrent credits must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

Internal Credit

Students are enrolled in courses at their school of full-time enrollment to earn the majority of credit 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 06-08) may be counted as credit required to graduate from high school.

Common courses include, but are not limited to:

- Computer Science and Applications
- Algebra I, Geometry Honors
- A Foreign Language

Honors, Advanced Placement (AP), and International Baccalaureate (IB)

The CCSD Honors, Advanced Placement (AP), and International Baccalaureate (IB) course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential.

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 AP or IB examinations for each course.

Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

SOURCE: CCSD Regulation 5127

Career and Technical Education (CTE)

Career and Technical Education in Nevada is organized into six (6) program areas and course sequences. Each high school in CCSD may offer different programs and course sequences. Please review the section Courses and Descriptions for details

on CTE courses. Additional information can be found online at: <http://www.doe.nv.gov/CTE/>

Dual Enrollment

High school students – individually or through institutional agreements with school districts – may enroll in classes and receive credit at postsecondary institutions. The Clark County School District has many options and partnerships with Nevada institutions for students to earn college credits during high school. Dual enrollment coursework is no longer considered external credit beginning with the 2018-2019 school year. For more details, please visit

<https://sites.google.com/nv.ccsd.net/ccrinccsd/for-students/dual-enrollment>

All dual enrollment coursework must be approved prior to enrolling in university coursework. Please contact your school counselor to obtain the required application for dual enrollment.

There are three (3) ways to earn dual credit listed below. Students should work with their school counselor if they wish to include dual credit courses into their Academic Plans.

- **Cooperative Agreement Dual Enrollment (e.g. Jumpstart):** 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. The CCF-856, Dual Credit Application, is not needed for

programs with a formal cooperative agreement with CCSD.

- **Dual Enrollment:** Students take coursework outside of the regular school day from an accredited college/university. There is typically a cost. Students must complete a CCF-856: Dual Credit Application before enrolling in any dual credit coursework that is not part of a formal cooperative agreement with CCSD.
- **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. The CCF-856, Dual Credit Application, is not needed. Instead, students complete a separate application through the college of their choice (e.g. CSN). To qualify for the CTE College Credit, students must:
 - Earn a 3.0 GPA in the CTE course sequence,
 - pass the state end-of-program technical content assessment, and pass the state Workplace Readiness assessment for employability skills.

Families can use Campus Student/Parent Progress Report to track progress towards a CTE program (career tech program) online. Students that 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 the postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align to the college courses for a certificate or degree in a related career pathway.

Credit by Exam (CBE)

Students can earn credit for courses in which they demonstrate mastery of course material. CBE is not a credit retrieval option.

To be eligible to take a CBE, the student must not have previously been enrolled in the course and received a progress grade. Nevada Learning Academy (NVLA) offers a variety of options for CBE. For more details, please visit

www.nvlearningacademy.net.

CBE Policies

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

Courses Available for CBE

- Mathematics: Pre-Algebra, Algebra I, Algebra II, Geometry
- Social Studies: US Government, US History, World History
- English/Language Arts: English 9, English 10, English 11, and English 12
- Computer Science and Applications (0.5 credits)
- World Languages (CCSD): Spanish I, Spanish II: The Spanish I & Spanish II CBEs are CCSD-developed exams that include teacher-scored speaking and writing components in addition to an online exam that will be computer-graded.
- World Languages (ACTFL): Arabic, Chinese, French, German, Italian, Japanese, Korean, Russian, and more. Foreign Language exams (except Spanish I & II) are offered through the American Council on the Teaching of Foreign Languages (ACTFL).

External Credit

External credits may be granted for coursework completed outside of the Clark County School District (CCSD) while a student is enrolled in CCSD during the school year and over the summer. 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.

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).

Online/Correspondence Course

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

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.

Music Equivalent Credit

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

Concurrent Credit

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

SOURCE: NAC 389.488

CCSD Athletic Eligibility Requirements

Transfer Rules

- Students who move with their parents to a new school will be eligible at the new school provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students on a zone variance are ineligible for 180 school days.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private or private to public school are ineligible for 180 school days.
- Students who transfer from a public to charter school or charter school to public school are ineligible for 180 school days.
- Students who transfer from a magnet/select/open enrollment/minority to majority school 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.

Residency Rules

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

Academic Requirements

- Must be enrolled in at least two (2) units of credit and regularly attending school.
- Students must have successfully completed at least two (2) units of credit the immediate preceding semester.
- Students must obtain a grade point average of at least 2.0 for the immediate preceding semester.
- Students must maintain a passing grade in all classes during the season in which they are participating.
- All incoming freshmen are initially academically eligible.

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

NCAA Initial Eligibility Requirements

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

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

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

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

1. Complete 16 core courses:
 - a. Four years of English
 - b. Three years of math (Algebra 1 or higher)
 - c. Two years of natural/physical science (including one year of lab science if the high school offers it)
 - d. One additional year of English, math or natural/physical science
 - e. Two years of social science
 - f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.
3. Earn at least a 2.300 GPA in core courses.
4. Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale, which balances test score and core-course GPA. Students that have a low test score will need a higher core-course GPA to be eligible. Students that have a low core-course GPA will need a higher test score to be eligible.

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

ACADEMIC PLANS ALIGNED TO PROGRAMS OF STUDY

*Click on the course for the course description, course prerequisites, and course fees.

Cimarron-Memorial High School 2024-2025 Course Catalog Summary

9th Grade Course Options			
Core Required Classes			
Math	English	Science	Physical Education
• Algebra I • Geometry (H)	• English 9 • English 9 (H)	• Biology • Biology (H) • AP Biology	• Physical Education I OR Dance I OR Military Science I
Advanced Placement, Career and Technical Education, Dual Enrollment and Electives <i>Students select up to 3 courses in addition to the courses above.</i>			

• Modern Music Technology • Mariachi - Beginner • Mariachi - Intermediate • Orchestra - Beginner • Orchestra - Intermediate • Percussion Ensemble I • Piano-Beginning • Principles of Leadership (StuCo) • Art • Ceramics	• Publications I • Rhythmic Precision • Spanish I • Spanish II (H) • Spanish Literacy - Inter (H) • Theater I • Band - Beginner • Band- Intermediate • Marching Band • Choir	• Dance I • Japanese • Journalism Foundations • Film Studies I • French I • Guitar - Beginner • Guitar - Intermediate • AP Computer Science • Personal Leadership	CTE Programs • Advanced Man. Technology I • Automotive Tech I • Culinary Arts I • Principles of Health Science • Graphic Design I • Principles of Agriculture • Cybersecurity I	• Military Science I (JROTC) • Teaching and Training I • Technical Theater I • Video Production I • Forensic Science I • Principles of Business • Digital Game Development
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• AP Computer Science • AP Human Geography			

10th Grade Course Options

Core Required Classes

<i>Math</i>	<i>English</i>	<i>Physical Education</i>	<i>Science</i>	<i>Social Studies</i>	<i>Advanced Placement and Dual Enrollment</i>
• Geometry • Geometry (H) • Algebra II (H)	• English 10 • English 10 (H) • AP Seminar	• Health/Driver's Ed • Dance I or II • Military Science	• Chemistry • Chemistry (H)	• World History • World History (H) • AP World History	• AP Computer Science • AP World History • Dual Enrollment Spanish 111/112 • AP Seminar

Advanced Placement, Career and Technical Education, Dual Enrollment and Electives

Students select up to 2 courses in addition to the courses above.

CTE Programs

- | | |
|--|---|
| <ul style="list-style-type: none"> • Adv. Man. Technology I • Adv. Man. Tech II • Automotive Tech • Principles of Business Marketing • Business Management • Marketing • Culinary Arts I • Culinary Arts II • Cybersecurity I • Cybersecurity II • Principles of Health Science • Community Health • Medical Assisting • Graphic Design I • Graphic Design II • Military Science I (JROTC) | <ul style="list-style-type: none"> • Teaching and Training I • Teaching and Training II • Technical Theater I • Technical Theater II • Video Production I • Video Production II • Principles of Agriculture • Plant Science • Forensic Science • Forensic Science II • Digital Game Development • Digital Game Development II |
|--|---|

- [Military Science II \(JROTC\)](#)

Electives

- [Art](#)
- [Band - Beginner](#)
- [Band - Intermediate](#)
- [Band - Advanced](#)
- [Ceramics I](#)
- [Ceramics II](#)
- [Painting](#)
- [Chinese II \(H\)](#)
- [Choir- Beginner](#)
- [Choir - Intermediate](#)
- [Choir- Advanced](#)
- [Dance I](#)
- [Dance II](#)
- [Drawing I](#)
- [Film Studies I](#)
- [Film Studies II](#)
- [French I](#)
- [French II \(H\)](#)
- [Dual French 111/112](#)
- [Guitar - Beginner](#)
- [Guitar - Intermediate](#)
- [Guitar- Advanced](#)
- [History of Pop Music](#)
- [Journalism Foundations](#)
- [Japanese](#)
- [Dual Japanese 111/112](#)
- [Mariachi - Beginner](#)
- [Mariachi - Intermediate](#)
- [Mariachi - Advanced](#)
- [Modern Music Technology](#)
- [Orchestra - Beginner](#)
- [Orchestra - Intermediate](#)
- [Orchestra - Advanced](#)
- [Percussion Ensemble I](#)
- [Percussion Ensemble II](#)
- [Personal Leadership](#)
- [Piano- Beginner](#)
- [Piano- Intermediate](#)
- [Physical Conditioning with Weights I](#)
- [Principles of Leadership \(StuCo\)](#)
- [Publications I](#)
- [Publications II](#)
- [Rhythmic Precision](#)
- [Spanish I](#)
- [Spanish II \(H\)](#)
- [Dual SPAN 111/112](#)
- [Spanish Literacy-Intermediate \(H\)](#)
- [Spanish Literacy- Advanced \(H\)](#)
- [Theater I](#)
- [Theater II](#)
- [AP Computer Science](#)

11th Grade Course Options

Required Classes - Core

<i>English</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
• English 11 • English 11 (H) • Dual Enrollment Eng 101 • AP English Language	• Applications of Algebra • Algebra II • Algebra II (H) • College Prep Math • Dual Math 120 • AP Precalculus	• Chemistry • Chemistry (H) • Dual CHEM 121 • AP Chemistry • Physics (H) • AP Physics • AP Biology • Anatomy & Physiology (H) • AP Environmental Science • Dual ENV 101	• U.S. History • U.S. History (H) • Dual Enrollment History 102 • AP US History

Physical Education

- [Physical Education II](#), [Dance I](#) or [II](#), or [Military Science I](#) or [II](#)

Advanced Placement, Career and Technical Education, Dual Enrollment and Electives

Students select up to 2 courses in addition to the courses above.

CTE Programs

- | | | | |
|------------------------------------|-------------------------------------|--|--|
| • Adv. Man Tech I | • Graphic Design I | • Military Science I (JROTC) | • Teaching and Training I |
| • Adv. Man Tech II | • Graphic Design II | • Military Science II (JROTC) | • Teaching and Training II |
| • Culinary Arts I | • Prin of Business Mkt. | • Military Science III (JROTC) | • Dual EDU 202/203 |
| • Culinary Arts II | • Marketing | | • Technical Theater I |
| • Cybersecurity I | • Digital Game | | • Technical Theater II |
| • Cybersecurity II | | | • Video Production I |

• Prin. of Health Science • Community Health • Medical Assisting • Development I • Digital Game Development II • Automotive Tech I • Forensic Science I • Forensic Science II • Video Production II • Prin. of Agriculture • Plant Science			
Advanced Placement		Dual Enrollment	
• AP Biology • AP Precalculus • AP Chemistry • AP Computer Science	• AP Eng Language • AP US History	• AP Psychology • AP Statistics • AP Spanish	• English 101 • History 102 • Chemistry 121 • ENV 101 • French 111/112 • Spanish 111/112 Japanese 111/112 Expanded Education 202/203 - Graphic Design 104/107
Electives			
Art Band - Beginner Band - Intermediate Band - Advanced Marching Band Ceramics I Ceramics II Ceramics III Chinese II (H) Choir - Beginner Choir - Intermediate Choir - Advanced AP Computer Science Crime and Justice Dance I Dance II	Drawing I Drawing II Film Studies I Film Studies II French I French II H Dual Enrollment French 111/112 History of Pop Music Journalism Foundations Journalism II Lifetime Sports Mariachi - Beginner Mariachi - Intermediate Mariachi - Advanced Mariachi - Chamber Modern Music Technology	Office Aide Orchestra - Beginner Orchestra - Intermediate Orchestra - Advanced Orchestra - Chamber Rhythmic Precision ROTC Drill and Leadership Percussion Ensemble I Percussion Ensemble II Pers Fit & Well I (Weights I) Phys Cond w/ Wgths (Weights II) Personal Leadership Piano - Beginner	Publications I Publications II Spanish I Spanish II H Dual Enrollment Spanish 111/112 Spanish Literacy - Intermediate Spanish Literacy - Advanced Principles of Leadership (STUCO) Civic Leadership (STUCO E-Board) Theater I Theater II Theater III

		Piano- Intermediate Piano - Advanced Psychology I AP Psychology	
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12th Grade Course Options

Required Classes - Core			
English	Math	Science	Social Studies
• English 12 • English 12 (H) • English 101 or 102 • AP English Language • AP English Literature	• Reason and Sense Making in Math • College Prep Math • Dual Math 120 • AP PreCalculus • AP Calculus • AP Statistics	• Chemistry • Dual Chemistry 121 • AP Chemistry • AP Environmental • Dual ENV 101 • Physics (H) • AP Physics • AP Biology • Anatomy & Phys (H)	• US Government and Economics • US Government and Economics (H) • Econ 100 • PSC 101 • AP Government
Required Classes - For 12th grade			
• Senior Guidance or Dual SOC 101			
Advanced Placement, Career and Technical Education, Dual Enrollment and Electives			
Students select up to 3 courses in addition to the courses above.			
CTE Programs			
• Adv. Man Tech II • Culinary Arts II • Cybersecurity II • Community Health • Medical Assisting • Forensic Science II	• Graphic Design II • Graphic Design Dual 104/107 • Business Management • Marketing • Digital Game Development II	• Military Science I (JROTC) • Military Science II (JROTC) • Military Science III (JROTC) • Military Science IV (JROTC)	• Teaching and Training II • Dual EDU 202/203 • Technical Theater II • Video Production II • Plant Science
Advanced Placement			Dual Enrollment

• AP Biology • AP Precalculus • AP Calculus • AP Chemistry • AP Computer Science • AP Drawing	• AP Eng Language • AP Eng Literature • AP Environmental Science • AP French • AP Government	• AP Spanish • AP Statistics • AP Studio Art 2-D • AP Studio Art 3-D • AP Seminar • AP Physics • AP Psychology	• English 101 or 102 • Math 120 • Econ 100 • PSC 101 • Sociology 101 • ENV 101 • Chemistry 121 • French 111/112 • Spanish 111/112 • Japanese 111/112 • Graphic Design 104/107 • Education 202 • Education 203
Electives			
• AP 2-D Art • Art 3-D Art • Band - Beginner • Band - Intermediate • Band - Advanced • Marching Band • Ceramics I • Ceramics II • Ceramics III • Chinese II (H) • Choir - Beginner • Choir - Intermediate • Choir - Advanced • AP Computer Science • Crime and Justice • Dance I • Dance II • Painting	• Drawing II • AP Drawing • Film Studies I • Film Studies II • French II (H) • Dual Enrollment French 111/112 • History of Pop Music • Guitar-Beginning • Guitar-Intermediate • Guitar-Advanced • Journalism Foundations • Journalism II • Lifetime Sports • Mariachi - Beginner • Mariachi - Intermediate • Mariachi - Advanced • Mariachi - Chamber	• Office Aide • Orchestra - Beginner • Orchestra - Intermediate • Orchestra - Advanced • Orchestra - Chamber • Rhythmic Precision • ROTC Drill and Leadership • Percussion Ensemble I • Percussion Ensemble II • Pers Fit & Well I (Weights I) • Phys Cond w/ Wghts (Weights II) • Personal Leadership • Piano - Beginner • Piano- Intermediate • Piano - Advanced • Psychology I • AP Psychology	• Publications I • Publications II • Spanish II H • Dual Enrollment Spanish 111/112 • Spanish Literacy-Inter (H) • Spanish Literacy Adv (H) • AP Spanish • Principles of Leadership (STUCO) • Theater I • Theater II • Theater III • Theater IV • Dual Sociology 101

• Drawing I	• Modern Music Technology • Dual Japanese 111/112		
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Postsecondary Options

NEVADA UNIVERSITY ADMISSIONS

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

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
 - 4 credits in English
 - 3 credits in math
 - 3 credits in social studies
 - 3 credits in natural science
- SAT or ACT Test Scores:
 - The new SAT Critical Reading and Math combined score of 1120
 - The ACT Composite score of 22
- Nevada Advanced Diploma

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

PUBLIC COMMUNITY COLLEGE

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

PRIVATE JUNIOR COLLEGE

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

CONTINUING EDUCATION CLASSES

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

LIFE SKILLS TRAINING PROGRAMS

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

APPRENTICESHIPS

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

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

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

JOB CORPS

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

CITY YEAR AND AMERICORPS

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

MILITARY

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

SOURCE:

<https://www.heath.gwu.edu/awareness-postsecondary-options>

Nevada Scholarships

MILLENNIUM SCHOLARSHIP

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

PUBLIC EDUCATION FOUNDATION

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

Scholarship donors are corporations, associations, organizations, foundations and individuals who want to create a brighter future by encouraging education. Each donor has the

opportunity to determine the criteria of their scholarship and plays an active role in selecting the scholarship recipients. The Foundation provides professional assistance in establishing the scholarship funds at no cost, including advertising and promotion, clerical support, and an awards recognition luncheon in May. The luncheon gives the donors and scholarship recipients the opportunity to meet if they haven't already done so during the selection process.

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

NEVADA 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.

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 towards your child's school administration and/or the school district.

Non-Discrimination And Accessibility Notice

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

CMHS Course Sequences and Descriptions

9th Grade ● English ○ English 9 or English 9 Honors ● Math ○ Algebra I ○ Geometry or Geometry Honors ● Science ○ Biology or Biology Honors or AP Bio ● Social Studies ○ AP Human Geography ● PE ○ PE I ○ Military Science I - JROTC USAF ○ Dance ● 3 Electives*	10th Grade ● English ○ English 10 or English 10 Honors or AP Seminar ● Math ○ Geometry or Geometry Honors ○ Algebra II or Algebra II Honors ● Science ○ Chemistry or Chemistry Honors ● Social Studies ○ World History or World History Honors ○ AP World History ● Health/Driver's Ed ● 2 Electives*
11th Grade ● English ○ English 11 or English 11 Honors ○ AP English Language and Composition, Dual ENG 101 ● Math ○ Application of Algebra ○ Algebra II or Algebra II Honors, Dual MATH 120 ○ AP Pre-Calculus ● Science ○ Chemistry or Chemistry Honors or AP Chemistry ○ Dual CHEM 121 ○ Physical Science ○ Physics or Physics Honors or AP Physics I Algebra Based ○ AP Biology ○ Principles of Anatomy and Physiology Honors, ○ AP Environmental Science ○ Dual ENV 101 ● Social Studies ○ U.S. History or U.S. History Honors or AP U.S. History, Dual HIST121 ● PE ○ PE II	12th Grade ● English ○ English 12 or English 12 Honors ○ AP English Literature and Composition, Dual 101 or 102 ● Math ○ AP Pre-Calculus ○ AP Calculus AB ○ Dual MATH 120 ○ AP Statistics ○ College Preparatory Mathematics ○ Reason and Sense-Making in Math ● Science ○ Chemistry or Chemistry Honors ○ AP Chemistry ○ Dual CHEM 121 ○ Physics Honors or AP Physics I Algebra Based ○ Principles of Anatomy and Physiology Honors ○ AP Biology ○ AP Environmental Science ○ Dual ENV 101 ● Social Studies ○ U.S. Government and Economics or U.S. Government and Economics Honors

○ Military Science II - JROTC USAF ○ Dance I or II ● 2 Electives*	○ AP U.S. Government and Politics ○ Dual ECON 100 ○ Dual PSC 101 ● 3 Electives*
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**Electives are full year courses in order to align to elective course sequencing, i.e. CTE endorsements.*

Course Descriptions

All courses offered at Cimarron-Memorial High School are outlined in this section. The courses are organized into the following categories:

- [Academic Services](#)
- [Career and Technical Education \(CTE\)](#)
- [CTE Programs \(Continued\)](#)
- [English Language Arts](#)
- [Foreign Language](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Student Support Services](#)
- [Performing Arts](#)
- [Physical Education](#)
- [Visual Arts](#)

Information regarding prerequisites, grade level requirements, and course fees can be found with each course description.

Please reach out to your counselor if you have any questions.

Academic Services

Aide & Career Experience

- Applied Office Practice
- Exploratory Work Experience
- Civic Leadership (STUCO)
- Personal Leadership

Applied Office Practice

This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignments 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.

Grades: 11-12

Prerequisite: See counselor for requirements

Exploratory Work Experience

This one-year course is designed to provide students with an exploratory work experience which introduces them to the world of work and bridges the gap between school and work. Students must be employed in a paying position. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 11-12

Civic Leadership (STUCO)

This one-year course is intended to shift students' focus beyond the classroom as they learn what it means to be a leader in the larger community of Las Vegas. Students will plan and participate in a community service project that will encourage their development as citizens. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. This course 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. Approved Fall 2021

Personal Leadership

This one-year course will give students the opportunity for self-improvement through leadership and character development. Students will begin to discover and develop self-discipline, teamwork, and cooperation. Students will be offered a variety of opportunities, in and out of class, to serve in a leadership position by participating in school service projects that will encourage confidence to lead and participate in small groups. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. This course 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. Approved Fall 2021

Career and Technical Education

Culinary	Graphic Design	Military Science	Business	Principles of Health Science
• Culinary Arts I • Culinary Arts II	• Graphic Design I • Graphic Design II	• Military Science I-JROTC USAF • Military Science II-JROTC USAF • Military Science III- JROTC USAF • Air Force Junior ROTC IV Honors • ROTC Drill And Leadership	• Principles of Business & Marketing • Marketing • Business Management	• Principles of Health Science • Medical Assistant • Community Health
Teaching And Training	Theater Tech	Video	Manufacturing	Agriculture
• Teaching and Training I • Teaching and Training II • Dual EDU 202/203	• Technical Theater I • Technical Theater II	• Video Production I • Video Production II • Video Production Advanced Studies	• Advanced Manufacturing I • Advanced Manufacturing II	• Principles of Agriculture • Plant Science

Digital Game	Forensic Science	Cybersecurity		
- Digital Game Development I/II - Digital AS	Forensic Science I/II	- Cybersecurity I - Cybersecurity II		

Culinary Arts I

This one-year course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is patterned after industry with emphasis on the standards of food service occupations. ProStart™ curricula is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 9-12

Prerequisites: None

Culinary Arts II

This one-year course provides students who have successfully completed Culinary Arts I with advanced practical training in areas of food preparation, equipment technology, merchandising, and service. Students gain experience in catering, banquet functions, and a la carte operations. ProStart™ curricula is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 10-12

Prerequisites: Successful completion of Culinary Arts I

Graphic Design I

This one-year course is designed to provide students with the skills and knowledge needed to create a variety of commercial art products. Students gain an understanding of the creative process, with an emphasis on the design principles, layout, and the creation and manipulation of graphics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 9-12

Prerequisites: None

Graphic Design II

This one-year course is designed for students who have successfully completed Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 10-12

Prerequisites: Successful completion of Graphic Design I

Military Science I - JROTC USAF

This one-year course familiarizes students in the fundamentals of Military Science. Areas of emphasis include curriculum from the Air Force Junior Reserve Officer Training Corps (JROTC). JROTC curriculum emphasizes: leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force officers and enlisted personnel, utilizing curriculum provided by the USAF. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.

Grades: 9-12

Prerequisites: Non

Military Science II - JROTC USAF

This one-year course advances students who have successfully completed the fundamentals of Military Science I - Air Force. Areas of emphasis: include curriculum from the Air Force Junior Reserve Officer Training Corps (JROTC). JROTC Curriculum emphasizes leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Air Force officers and enlisted personnel, utilizing curriculum provided by the USAF. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.

Grades: 10-12

Prerequisites: Successful completion of Military Science II or teacher recommendation

Military Science III - JROTC USAF

This one-year course advances students who have successfully completed the essentials of Military Science II. Areas of emphasis include curriculum from the Army Junior Reserve Officer Training Corps (JROTC). JROTC curriculum emphasizes: leadership, citizenship, military careers, branch core values and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Army officers and enlisted personnel, utilizing Cognia curriculum provided by the Army. Instructional practices incorporate integration of diversity 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.

Grades: 11-12

Prerequisites: Successful completion of ROTC II or teacher recommendation

Air Force Junior ROTC IV Honors

This one-year course is designed for fourth-year students in the Air Force Junior Reserve Officer Training Corps (JROTC) who serve as members of the JROTC cadet senior staff. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at

accredited secondary schools throughout the nation, by instructors who are retired United States Air Force (USAF) officers and enlisted personnel utilizing curriculum provided by the USAF. This course is designated as honors level in that students are expected to apply higher-level leadership, organizational, communication, and interpersonal skills in the performance of their duties. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.

Grade: 12

Prerequisites: Successful completion of ROTC III Honors and/or teacher recommendation

ROTC Drill And Leadership

This one-year course is designed to provide the ROTC student with a specialized area of military precision drill involving above-normal physical activity that will have carry-over value into future military careers. This course is not a substitute for the basic ROTC courses. Students will expend additional time and energy on military drill in preparation for participation on a performing team, i.e., Marching Drill Team, Rifle Drill Team, or Color Guard. Performances may be in competitive contests. The prerequisite for this course is enrollment in an ROTC class. This course may be repeated. This course will fulfill one of the elective credits required for graduation.

Grade: 9-12

Prerequisites: Teacher recommendation

Teaching and Training I

This one-year course provides students with an introduction to the principles of Teaching and Training. Areas of emphasis include teaching and learning theory, characteristics of an educator, planning and implementing developmentally appropriate activities, health and safety practices and fundamentals for development of learners in an educational 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 one of the elective credits required for high school graduation.

Grade: 9-11

Prerequisites: None

Teaching and Training II

This one-year course provides students with an introduction to the principles of Teaching and Training. Areas of emphasis include teaching and learning theory, characteristics of an educator, planning and implementing developmentally appropriate activities, health and safety practices and fundamentals for development of learners in an educational 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 one of the elective credits required for high school graduation

Grade: 10-12

Prerequisites: Teaching and Training II

Teaching and Training AS

This one-year course provides students who have achieved all content standards in Interior Design an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. Approved November 2017.

EDU 202

INTRODUCTION TO SECONDARY EDUCATION: Engages pre-service teacher candidates in self-assessment, examination of personal and practical models of teaching, and experiences related to complexities of contemporary secondary school. Current issues and multicultural, social, and psychological foundations emphasized. Requires up to 25 hours of field experiences and/or guided video observation.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution

EDU 203

NSHE Dual Credit Course: Survey of the characteristics, training, and educational needs of students with various exceptionalities. Designed for undergraduate students in elementary/special education, general education, nursing, psychology and related fields

Technical Theater I

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. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Revised Spring 2023

Technical Theatre II

This one-year course is designed for students who have successfully completed Theatre Technology I. Students develop design concepts for front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 10-12

Prerequisites: Successful completion of Tech Theatre I or teacher recommendation

Video Production I

This one-year course introduces students to video production. Emphasis is on script writing, video recording, editing, converging media, and publication. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 9-12

Prerequisites: None

Video Production II

This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all

cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 10-12

Prerequisites: Successful completion of Video Production I

Video Production Advanced Studies

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. This course fulfills one of the elective credits required for high school graduation and may be repeated.

Grades: 11-12

Prerequisites: Successful completion of Video Production III

Cybersecurity I

This one-year course provides students with introductory knowledge and skills in developing and implementing cybersecurity. Areas of emphasis include: cyber ethics, online safety, and securing networks. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 9-10

Cybersecurity II

This one-year course is designed for students who have successfully completed Cybersecurity I. Areas of emphasis include: computer forensics, incident handling, and investigative objectives. Instructional practices incorporate integration of diversity 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.

Grade: 10-11

Prerequisites: Successful completion of Cybersecurity I

Principles of Agriculture

This one-year course will introduce students to the many career areas in agriculture. Students will gain an understanding of leadership activities and Supervised Agricultural Experience (SAE) programs. Areas of emphasis include scientific investigations in agriculture, basic animal science, basic plant and soil science, ornamental horticulture, natural resource management, business management, leadership, and communication through Future Farmers of America (FFA) and career skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

Plant Science

This one-year complete course is designed for students who have successfully completed Principles of Agriculture, Food, and Natural Resources. Areas of emphasis include plant anatomy and physiology, plant identification, propagation, growing media, nutrition, and plant technologies. An essential part of this course will be leadership activities and Supervised Agricultural Experience (SAE) Programs. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

Digital Game Development I

This one-year course provides an introduction to the essential elements of game design and development. Areas of emphasis include a history of digital games, game genres, principles of design and animation, and a comprehensive survey of the digital game industry, including career paths and the interdependence of roles in game development. A study of non-digital games is included to explore the relationship between game mechanics, dynamics, and player experience. Instructional practices incorporate integration of diversity

awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

Digital Game Development II

This one-year completer course is designed for students who have successfully completed Digital Game Development I. Areas of emphasis include game structure, level design, programming principles, and custom game mechanics. Students practice game design and development while gaining hands-on experience with industry game engines. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

Dual CIT 129

INTRODUCTION TO PROGRAMMING: This course provides an introduction to problem-solving and algorithm development using a modern programming language.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution.

AP Computer Science

This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in the Advanced Placement Computer Science course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation and may be repeated. Approved Fall 2023

Principles of Health Science

This one-year course introduces students to health occupations with a clinical perspective. This course includes medical terminology, health care careers and systems, safety, legal responsibilities, wellness, and disease prevention. Instructional practices incorporate

integration of diversity 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.

Grades: 9-11

Medical Assistant

This completer year-long course is designed for students who have successfully completed Principles of Health Science. Areas of emphasis include demonstrations and laboratory experiences that prepare students for entry into a health care field. 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 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. *This is a site-specific course. Approved Spring 2024

Community Health Science

This one-year completer course is designed for students who have successfully completed Principles of Health Science. Areas of emphasis include biostatistics, epidemiology, public health, substance abuse, personal health, cellular and molecular biology, and environmental health. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This **course fulfills one of** the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2022

Automotive Technology I

This one-year course will introduce students to the operational and scientific nature of the automotive component systems including fuel, intake, exhaust, ignition, lubrication, braking, cooling, and suspension systems. Practical application of safe work habits and the correct use of tools and precision test instruments will be emphasized throughout the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate

use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Approved Spring 2021

Adv. Manufacturing Technology I

This introductory year-long course is designed to introduce students to advanced manufacturing skills including measuring techniques, mathematical operations, 3D modeling, and materials used in manufacturing. Areas of emphasis include fundamentals of power systems, use of robotics in advanced manufacturing, control devices and manufacturing processes. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Approved April 2023.

Adv. Manufacturing Technology II

This completer year-long course is designed for students who have successfully completed Advanced Manufacturing Technologies I. Areas of emphasis include the use of power systems, control devices, sensors, actuators, and programmable logic controllers. Manufacturing processes will be demonstrated along with the use of robotics in advanced manufacturing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved April 2023.

Marketing

This one-year completer course is designed for students who have successfully completed Principles of Business and Marketing. Areas of emphasis include selling, advertising, pricing, promotion, and product planning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2022

Principles of Business Marketing

This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Revised Spring 2022

Business Management

English Language Arts

9th Grade	10th Grade	11th Grade	12th Grade
- English 9 - English 9 Honors	- English 10 - English 10 Honors - AP Seminar	- English 11 - English 11 Honors - AP English Language and Composition - Dual ENG 101	- English 12 - English 12 Honors - AP English Literature and Composition - Dual ENG 101 or 102
9th Grade Electives:	10th Grade Electives:	11th Grade Electives:	12th Grade Electives:
- Academic Language 9 - Journalism Foundations - Publications I	- Academic Language 10 - Journalism Foundations - Publications I - Publications II	- Academic Language 11 - Journalism Foundations - Publications I - Publications II	- Academic Language 12 - Journalism Foundations - Publications I - Publications II

English 9

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

Grade: 9

Prerequisites: None

English 9 Honors

This one-year course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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.

Grade: 9

Prerequisites: 70th Percentile or higher on Fall, Winter, or Spring MAP assessment; “A” or “B” in 8th grade English Honors/8th grade; or teacher recommendation

English 10

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the 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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

Grade: 10

Prerequisites: English 9 or English 9 Honors

English 10 Honors

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers’ historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and

their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

Grade: 10

Prerequisites: Successful completion of English 9 or English 9 Honors or Teacher Recommendation

AP Seminar

This one-year course 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. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order 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 elective credits required for high school graduation.

English 11

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.

Grade: 11

Prerequisites: English 10 or English 10 Honors

English 11 Honors

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.

Grade: 11

Prerequisites: Successful completion of English 10 or English 10 Honors or Teacher Recommendation

English 12

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

Grade: 12

Prerequisites: English 11, English 11 Honors, or AP English Language and Composition

English 12 Honors

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

contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

Grade: 12

Prerequisites: Successful completion of English 11 Honors, AP English Language and Composition or Teacher Recommendation

AP English Language and Composition

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

Grade(s): 11-12

Prerequisites: Successful completion of Pre-AP English 2 Honors and Teacher Recommendation

AP English Literature And Composition

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

Grade: 12

Prerequisites: Successful completion of AP English Language and Composition or English 11 Honors and/or teacher recommendation.

DUAL ENG 101

(UNR) YEAR-LONG Dual Enrollment Course: Offers a rhetorical approach to writing and communicating, meaning students will explore writing in-context, with a range of related constraints and opportunities. This approach develops writing habits that will enable students to write effectively in their core curriculum courses, their majors and programs, and in their professional and public lives. This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022.

DUAL ENG 102

(UNR) YEAR-LONG Dual Enrollment Course: Builds on rhetorical writing habits provided in earlier Core Writing courses and invites students to engage with contemporary rhetorical situations or problems by immersing themselves in the research practices, methods of analysis, and genres of writing necessary for engaged discussion in a public conversation. Students will compose in traditional print and multi-modal genres. This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022

Academic Language 9

This one-year course is designed for English Language Learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. 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 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 not be repeated. Approved Fall 2021

Academic Language 10

This one-year course is designed for English Language Learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. 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 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 not be repeated. Approved Fall 2021

Academic Language 11

This one-year course is designed for English Language Learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. 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 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 not be repeated. Approved Fall 2021

Academic Language 12

This one-year course is designed for English Language Learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. 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 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 not be repeated. Approved Fall 2021

Journalism Foundations

This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.

Grade 9-12

Prerequisite: None

Journalism II

This one-year course is a continuation of the study and practice of advanced journalistic skills with major emphasis in the gathering,

writing, layout, and dissemination of news through mass media. Students produce the school newspaper. Students apply press law and ethics, student privacy, and intellectual property rights during the production of the newspaper. Students explore different technologies used to publish a newspaper, including online publications of the newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

Publications I

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 high school graduation and may be repeated.

Grade 9-12

Prerequisite: None

Publications II

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.

Grade 10-12

Prerequisite: Successful completion of Publications I

Foreign Language

Cimarron-Memorial High School Language Options	
Spanish • Spanish I • Spanish II Honors • Dual Spanish 111/112 • AP Spanish and Culture • Spanish Literacy-Intermediate	French • French I • French II Honors • Dual French 111/112 • AP French and Culture Chinese I and II Japanese I

French I

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

Grades: 9-12

Prerequisites: "C" or better in 8th grade English

French II Honors

This one-year course is designed for students who have successfully completed French I or who demonstrate a proficiency level of novice-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.

Grade: 9-12

Prerequisites: Successful completion of French I or teacher recommendation

Dual French 111

FIRST YEAR FRENCH 1: The development of French language skills in listening, speaking, reading and writing. Emphasis is placed on communication in all four language acquisition skills. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Approved Fall 2022.

Dual French 112

FIRST YEAR FRENCH 2: Continuation of French 111 language skills and intensive reviews of grammatical structures, listening, speaking, reading and writing skills through an introduction to French literary readings.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Approved Fall 2022.

Spanish I

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines,

comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Grades: 9-12

Prerequisites: “C” or better in 8th grade English

Spanish II Honors

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-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.

Grades: 9-12

Prerequisites: Successful completion of Spanish I or teacher recommendation

Dual Spanish 111

FIRST YEAR SPANISH I: Introduction to basic Spanish language structures and cultural topics with a focus on development of communicative proficiency in listening, speaking, reading, and writing.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Approved Fall 2022.

Dual Spanish 112

FIRST YEAR SPANISH II: Continues introduction to basic Spanish language structures and cultural topics with a focus on proficiency in listening, speaking, reading, and writing. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Approved Fall 2022.

AP Spanish Language and Culture

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. Students are expected to take the AP Exam in May.

Grade: 11-12

Prerequisites: Successful completion of Spanish III Honors or teacher recommendation

Spanish Literacy-Intermediate

This one-year course is designed for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be

conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.

Spanish Literacy - Advanced

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

Chinese I

This one-year course is designed to facilitate students' 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 vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.

Chinese II

This one-year course is designed for students who have successfully completed Chinese 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 vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.

Japanese I

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. Revised November 2017.

Dual JPN 111

FIRST YEAR JAPANESE I: Introduces Japanese through structural analysis and the writing system. Includes some conversation and an introduction to Japanese culture.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution.

Dual JPN 112

FIRST YEAR JAPANESE II: Continues the study of Japanese I through structural analysis and the writing system. Includes some conversation and an introduction to Japanese culture. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution.

Mathematics

9th Grade	10th Grade	11th Grade	12th Grade
• Algebra I • Geometry Honors	• Geometry • Geometry Honors • Algebra II • Algebra II Honors	• Applications of Algebra • Algebra II • Algebra II Honors • Dual Math 120 • AP Pre-Calculus • College Preparatory Mathematics	• AP Pre-Calculus • AP Calculus AB • College Preparatory • Reason and Sense-Making In Math • Dual Math 120 • AP Statistics

Algebra I

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

Grades: 9-12

Prerequisites: None

Algebra II

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. Revised Fall 2024

Applications of Algebra

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.

Prerequisites: Algebra I

Algebra II Honors

This one-year course provides students with a study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It is designed for the above-average student who has successfully completed Algebra I and Geometry Honors, with a grade of “B” or better. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives,

mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2024

Geometry

This one-year 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 mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

Grades: 9-12

Prerequisites: Algebra I

Geometry Honors

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

Grades: 9-12

Prerequisites: Successful completion of Algebra I and/or teacher recommendation

AP Pre-Calculus

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Precalculus examination. 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, 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 technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2022

AP Calculus AB

This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Grades: 11-12

Prerequisites: Successful completion of AP Calculus and/or teacher recommendation

AP Statistics

This one-year Advanced Placement course is intended for students who are preparing for further study in disciplines requiring statistical course work. This course includes describing patterns in data and departures from patterns, planning and conducting a statistical study, exploring random phenomena using probability and simulation, estimating population parameters, and testing statistical hypotheses. The use of technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Grades: 11-12

Prerequisites: Successful completion of Algebra II and/or teacher recommendation

College Preparatory Mathematics

This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

Grades: 11-12

Prerequisites: Successful completion of Algebra II

Reason And Sense-Making In Math

This one-year course is a fourth-year mathematics course designed to be an alternative pathway that prepares students for entry to and success in credit-bearing post-secondary mathematics courses. 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, consumer statistics, practical probabilities, and mathematics necessary to be an informed citizen. Upon successful completion, students will 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 life. This course fulfills one of the mathematics credits required for high school graduation.

Grade: 12

Prerequisites: Successful completion of Algebra II - Senior status only

Dual Math 120

FUNDAMENTALS OF COLLEGE MATHEMATICS: Sets, logic; probability, statistics; consumer mathematics; variation; geometry and trigonometry for measurement; linear, quadratic, exponential and logarithmic functions. Emphasis on problem solving and applications. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.

Science

9th Grade	10th Grade	11th Grade	12th Grade
• Biology • Biology Honors • AP Biology	• Chemistry • Chemistry Honors	• Chemistry • Chemistry Honors • Dual CHEM 121 • Physics Honors • Principles Of Anatomy And Physiology Honors • AP Chemistry • AP Environmental Science • Dual ENV 101	• Chemistry • Chemistry Honors • Dual CHEM 121 • Physics Honors • AP Physics • AP Biology • AP Chemistry • Anatomy And Physiology Honors • AP Environmental Science • Dual ENV 101

Biology

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Grade: 9

Prerequisites: None

Biology Honors

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab

experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Grade: 9

Prerequisites: 70th Percentile or higher on Fall, Winter, or Spring MAP assessment; 8th grade teacher recommendation

Chemistry

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

Grades: 10-12

Prerequisites: A or B in Biology and successful completion of Algebra I, or successful completion of both Biology and Geoscience, or teacher recommendation

Chemistry Honors

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity 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.

Grades: 10

Prerequisites: Successful completion of Algebra I and Biology I Honors, or teacher recommendation

Dual CHEM 121

(UNR) GENERAL CHEMISTRY I: Fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter, and thermochemistry.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Approved Spring 2023.

Physical Science

This one year course is designed to integrate scientific principles related to chemistry, physics, and Earth and space. Topics of this course include atomic structure and the patterns of the periodic table, solar systems and the universe, and energy transfer, and the laws of force and motion. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college credit.

Grade: 10

Prerequisites: Biology

Physics Honors

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Physics Honors 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.

Grades: 11-12

Prerequisites: Successful completion of Geometry Honors and Chemistry or Chemistry Honors

Principles Of Anatomy And Physiology Honors

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. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Grades: 11-12

Prerequisites: Successful completion of Biology/Biology H and Chemistry/Chemistry H

AP Biology

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Biology examination. This course is designed for those students desiring college level experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General themes of study will be: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship of Structure to Function; Regulation; Interdependence in Nature; Science, Technology and Society. Career opportunities in the biological sciences will also be explored. It is recommended that students successfully complete a first year biology course before enrolling in AP Biology. This course will fulfill one of the science credits required for high school graduation, and will meet college entrance requirements for a laboratory science. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Grades: 11-12

Prerequisite: Successful completion of Biology H and Chemistry H

AP Chemistry

This one-year course is designed to provide a comprehensive background for those students desiring an in-depth study of chemical concepts. This course will focus on meeting the requirements of the College Board Advanced Placement Chemistry exam. Instructors should refer to the current Advanced Placement course description for examination specifics. Topics included are atomic theory and structure; chemical bonding; nuclear chemistry; gases, liquids and solids; solutions; reaction types; acids and bases; stoichiometry; equilibrium; kinetics; thermodynamics; electrochemistry; oxidation-reduction; descriptive chemistry; and an introduction to carbon chemistry. Laboratory work of quantitative and qualitative nature is used to develop manipulative skills and reinforce topic areas. It is recommended that students successfully complete a first year biology and a first year chemistry course before enrolling in AP Chemistry. This course will fulfill one of the science credits required for high school graduation and college entrance requirements for laboratory science. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Grades: 11-12

Prerequisites: “B” or better in Chemistry I H and Algebra II H or consent of the teacher

AP Environmental Science

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. This course requires that students identify and analyze natural and human-induced environmental issues, evaluate the relative risks associated with these issues, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from biology, chemistry, geology, geography, and environmental studies. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to contemporary society. The appropriate use of technology and scientific methodology is an integral part of this course. This course fulfills one of the science credits required for high school graduation.

Grades: 11-12

Prerequisites: Successful completion of Biology, Chemistry and Algebra I.

AP Physics

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.

Dual ENV 101

NSHE Dual Credit Course: Introduction to the relationship of humans and the environment. Selected aspects of current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface and water; the public agencies and policies designated to solve environmental problems.

Social Studies

9th Grade	10th Grade	11th Grade	12th Grade
AP Human Geography (Optional)	- World History - World History Honors - AP World History	- U.S. History - U.S. History Honors - AP U.S. History - Dual History 102	- Econ and Financial Literary - Econ and Financial Literary Honors - Dual ECON 100 - Dual PSC 101 - AP Government & Politics
	10th Grade Electives:	11th Grade Electives:	12th Grade Electives:
	History of Pop Music	- History of Pop Music - Crime and Justice - Psychology I - AP Psychology	- History of Pop Music - Crime and Justice - Psychology I - AP Psychology - Dual SOC 101

AP Human Geography

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.

Approved Fall 2021

World History

This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and processes 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 and the Arts/Humanities credits required for high school graduation.

Grade: 10

Prerequisites: None

World History Honors

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 processes 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. Social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the World History/Geography credits required for high school graduation.

Grade: 10

Prerequisites: Teacher Recommendation

AP World History

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering the scope of human history from 8,000 BCE to the present. Instructors should refer to the current Advanced Placement

course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Grade: 10

Prerequisites: “B” or better in 9th grade English H or successful completion of AP Human Geography and/or teacher recommendation

U.S. History

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

Grade: 11

Prerequisites: None

U.S. History Honors

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

Grade: 11

Prerequisites: Successful completion of World History H and/or teacher recommendation

AP U.S. History

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be

used throughout the course. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. History credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.

Grade: 11

Prerequisites: Successful completion of AP Human Geography or AP World History and/or teacher recommendation

Dual History 102

(UNR) YEAR-LONG Dual Enrollment Course: A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present. This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022

Econ and Financial Literacy

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. Approved Fall 2022

Econ and Financial Literacy Honors

This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. This course is designated as honors level by the accelerated instructional pacing and depth of content. 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. Approved Fall 2022

Dual ECON 100

INTRODUCTION TO ECONOMICS: Selected microeconomic and macroeconomic principles applied in a non-technical manner to improve understanding of everyday problems and social issues.

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

Dual PSC 101

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 dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.

AP U.S. Government & Politics

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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.

Grade: 12

Prerequisites: Successful completion of U.S. History Honors or AP U.S. History and/or teacher recommendation

Dual SOC 101

(UNR) YEAR-LONG Dual Enrollment Course: Sociological principles underlying the development, structure and function of culture, society, human groups, personality formation and social change.

This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR

History Of Pop Music

This one year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research

primarily on the sociological events of the 1920s, 1930s, 1940s, 1950s, and part of the 1960s. The music includes the roots of Rock like Country and Blues, pioneers of Rock (Elvis, Chuck Berry, Buddy Holly, etc.), The Beatles, Rolling Stones, Folk Rock, and Soul/Motown music. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

Grades: 9-12

Prerequisites: None

Psychology I

This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

Grade: 11-12

Prerequisites: None

AP Psychology

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. Topics examined in greater depth include research techniques and statistics, history of psychology, the neurobiological basis of behavior, sensation and perception, states of consciousness, learning and memory, thinking and language, intelligence and psychological tests, motivation and emotion, stress and health psychology, human development, psychological disorders and therapies, personality, and social psychology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.

Grades: 11-12

Prerequisites: Successful completion of Honors/AP courses and/or teacher recommendation

Crime and Justice

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. Approved Fall 2021

Student Support Services

English 1

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. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisite: See your Counselor

English 2

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. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisite: See your Counselor

English 3

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

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. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisite: See your Counselor

Principles of Algebra

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 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.

Grades: 9-12

Prerequisite: See your Counselor

Principles of Geometry

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

Grades: 9-12

Prerequisite: See your Counselor

Math 2

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the

Pythagorean Theorem. 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.

Grades: 9-12

Prerequisite: See your Counselor

Math 1

This one-year course is designed to focus on five critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, developing, and using expressions and linear equations; 4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 5) drawing inferences about populations based on samples. 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.

Grades: 9-12

Prerequisite: See your Counselor

Data Analysis

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

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 Physical Science

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. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisite: See your Counselor

Principles of Biology

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. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisite: See your Counselor

Principles of Geoscience

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.

The Study of US Government

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

Grades: 9-12

Prerequisite: See your Counselor

The Study of U.S. History

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

Grades: 9-12

Prerequisite: See your Counselor

The Study of World History

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

Grades: 9-12

Prerequisite: See your Counselor

Career Explorations

This one-year course gives students the opportunity to complete various school-to-career activities to prepare for post-secondary education and employment. Students explore various career options using self-assessment and goal setting activities. Students learn skills needed to successfully prepare for and obtain employment. Major topics include the importance of working in teams, utilizing proper communication skills, time management, and developing the characteristics needed for future employment. This course provides a variety of opportunities to assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and development. Students are provided the opportunity to build personal work ethic, short and long term career goals, job search strategies, and explore work experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one elective credit required for high school graduation and may be repeated.

Grades: 9-12

Prerequisite: See your Counselor

PreVocational Skills

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. 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.

Grades: 9-12

Prerequisite: See your Counselor

Soc Living/Indep Living Skills

This one-year course gives students the opportunity for self-improvement through exploring who they are, the values they want to have, how to set short- and long-term goals, responsibility and leadership, and how to identify and overcome obstacles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation and may be repeated.

Grades: 9-12

Prerequisite: See your Counselor

Study Skills

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. This repeatable course fulfills the one elective credit required for high school graduation.

Performing Arts

Band	Choir	Guitar
• Beginning Band • Intermediate Band • Advanced Band • Marching Band • Rhythmic Precision (Color Guard) • Percussion Ensemble I • Percussion Ensemble II • Jazz Band	• Beginning Choir • Intermediate Choir • Advanced Choir	• Beginning Guitar • Intermediate Guitar • Advanced Guitar • Rock Band
Mariachi	Orchestra	Theater
• Beginning Mariachi • Intermediate Mariachi • Advanced Mariachi • Chamber Mariachi	• Beginning Orchestra • Intermediate Orchestra • Advanced Orchestra • Chamber Orchestra	• Theatre I • Theatre II • Theatre III • Theatre IV
Film Studies	Electives	Piano
• Film Studies I	• Modern Music Tech	• Beginning Piano

• Film Studies II		• Intermediate Piano • Advanced Piano
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Beginning Band

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. 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.

Grades: 9-12

Prerequisite: None

Intermediate Band

This one-year course is designed for students who have successfully completed the skills required in beginning band. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Grades: 9-12

Prerequisite: Successful completion of Beginning Band and/or teacher recommendation/audition

Advanced Band

This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important

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

Grades: 9-12

Prerequisite: Successful completion of Intermediate Band and/or teacher recommendation/audition

Marching Band

This one semester course is designed for students already participating in the Concert Band 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 and may be repeated.

Grades: 9-12

Prerequisite: None

Intermediate Jazz Band

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.

Grades: 9-12

Prerequisite: Successful completion of a beginning-level instrument course or higher and/or teacher recommendation/audition

Rhythmic Precision (Color Guard)

This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This 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.

Grade: 9-12

Prerequisite: None

Percussion Ensemble I

This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for executing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated

Grade: 9-12

Prerequisite: None

Percussion Ensemble II

This one-year course is designed for students who have experience playing percussion instruments or have completed Percussion Ensemble I. Students will develop advanced techniques of performance, notation reading, and musicality using a wide variety of percussion instruments and musical styles. Students will develop techniques for playing all percussion instruments in a variety of musical settings including marching band, concert band, jazz band, small ensembles, and indoor drum line. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Grade: 10-12

Prerequisite: Successful Completion of Percussion Ensemble I and/or teacher recommendation/audition

Beginning Choir

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.

Grade: 9-12

Prerequisite: None

Intermediate Choir

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.

Grade: 9-12

Prerequisite: Successful completion of Beginning Choir and/or teacher recommendation/audition

Advanced Choir

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.

Grade: 9-12

Prerequisite: Successful completion of Intermediate Choir and/or teacher recommendation/audition

Beginning Guitar

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

Grades: 9-12

Prerequisites: None

Intermediate Guitar

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

Grade 9-12

Prerequisites: Successful completion of Beginning Guitar and/or teacher recommendation/audition

Advanced Guitar

This one-year course is designed for students who have successfully completed the skills outlined in the Intermediate Guitar syllabus. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Grades: 10-12

Prerequisites: Successful completion of Intermediate Guitar and/or teacher recommendation/audition

Rock Band

This one-year course is designed for students who have successfully completed the skills outlined in the Advanced Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist and to perform as a member of an ensemble. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance to a wide variety of musical styles. Instructional practices incorporate integration of diversity 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.

Grades: 11-12

Prerequisites: Successful completion of Advanced Guitar and/or teacher recommendation/audition

Beginning Mariachi

This one-year course is designed for students with no previous Mariachi guitar/vihuela/guitarron/violin/trumpet experience. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing, rhythmic patterns, chord study, musical forms, and performing experiences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Grades: 9-12

Prerequisites: None

Intermediate Mariachi

This one-year course is designed to allow students to perform in an ensemble which has a selected membership and specializes in performing intermediate-level Mariachi ensemble literature. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisites: Successful completion of Beginning Mariachi and/or teacher recommendation/audition

Advanced Mariachi

This one-year course is designed for students who have successfully completed the intermediate-level Mariachi performance course and are interested in performing in an ensemble which has a selected membership and which specializes in advanced-level Mariachi ensemble literature. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisites: Successful completion of Intermediate Mariachi and/or teacher recommendation/audition

Chamber Mariachi

This one-year course is designed for students who have successfully completed the intermediate-level or advanced-level Mariachi performance course and are interested in performing in a chamber ensemble which has a select content-specific membership. Instructional practices incorporate integration of diversity 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.

Grades: 11-12

Prerequisites: Successful Completion of Advanced Mariachi and/or teacher recommendation/audition

Beginning Orchestra

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

Grades: 9-12

Prerequisites: None

Intermediate Orchestra

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

Grades: 9-12

Prerequisites: Successful completion of Beginning Orchestra and/or teacher recommendation/audition

Advanced Orchestra

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

Grades: 9-12

Prerequisites: Successful completion of Intermediate Orchestra and/or teacher recommendation/audition

Chamber Orchestra

This one-year course is designed for high school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

Grades: 11-12

Prerequisites: Successful completion of Intermediate Orchestra and/or teacher recommendation/audition

Theatre I

This one-year course is designed to familiarize students with theatre: its intent, structure, effectiveness, and value. Class work focuses on Creating: conceiving and developing new artistic ideas and work; Performing: Realizing artistic work through interpretation and presentation; Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at a Proficient level.. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The first Semester of this course will concentrate solely on the study of the History of Theatre beginning with the Greek Theatre and concluding with the Modern Day Broadway Theatre. The second semester will focus on the performance of theatre. 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.

Grades: 9-12

Prerequisites: None

Theatre II

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

Grades: 10-12

Prerequisites: Successful completion of Theatre I or teacher recommendation

Theatre III

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

Grades: 11-12

Prerequisites: Successful completion of Theatre II or teacher recommendation

Theatre IV

This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. Class work focuses on Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context at an Advanced level. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this

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

Grades: 11-12

Prerequisites: Successful completion of Theatre III or teacher recommendation

Modern Music Tech

This one-year course is designed for students who wish to further develop their understanding of the live sound aspects of Music Technology. The course will cover all aspects of technology pertaining to the field of studio recording, including topic areas such as: basic sound principles, transducers (microphone and loudspeakers), signal processing devices, noise and noise reduction, recording consoles, the recording session, the mix-down session, and in-line recording. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisites: None

Film Studies I

In this one-year course, students study the development of the American film as an art form and a social phenomenon. The course surveys century genres, eras, trends, directors, studios and moguls. Students focus on the techniques of acting as they apply to the electronic and film media. Class work focuses on class discussion and criticism of various films. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisites: None

Film Studies II

This one-year course is designed as a continuation of Film Studies I – 7535, allowing students to engage in more in-depth study of the development of the American film as an art form and a social phenomenon. This course further surveys the genres, eras, trends, directors, studios, and influential people in the industry while also delving into journalistic evaluation and screenplay analysis. Students focus on the techniques of acting as they apply to the electronic and film media. Class work focuses on class discussion and criticism of films. Instructional practices incorporate integration of diversity 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.

Grades: 9-12

Prerequisites: Successful completion of Film Studies I

Beginning Piano

This one-year course is designed for students with no previous experience playing piano who wish to build their skills. This course will include sight-reading, basic fingering, scale techniques, exercises to build skills, repertoire for beginning students, and beginning harmonization. The importance of consistent practice techniques will be emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Grades: 9-12

Prerequisites: None

Intermediate Piano

This one-year course is designed for students who have achieved beyond the beginning piano level. It includes guidance and direction in solving problems related to studying repertoire, from analysis, style, and composers of varying stylistic periods. The importance of sustained effort and practice is stressed for technical proficiency. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Grades: 9-12

Prerequisites: Successful completion of Beginning Piano and/or teacher recommendation/audition

Advanced Piano

This one-year course is designed for students who wish to pursue advanced study piano performance. Students will study repertoire, performance techniques, accompanying skills, sight-reading, music improvisation, form analysis, style, and composers of varying stylistic periods. This course may be repeated for credit. Instructional practices incorporate integration of diversity 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.

Physical Education

Physical Education	Health & Fitness
• Physical Education I • Physical Education II • Physical Conditioning With Weights	• Health Education • Personal Fitness And Wellness I • Lifetime Sports And Recreation • Driver Education • Dance I • Dance II

Physical Education I

This one-year course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.

Grades: 9-12

Prerequisites: None

Physical Education II

This one-year course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and

skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.

Grades: 10-12

Prerequisites: Physical Education I

Health Education

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

Grade: 9

Prerequisites: None

Personal Fitness And Wellness I

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.

Grades: 9-12

Prerequisites: None

Physical Conditioning With Weights

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.

Grades 10-12

Prerequisites: PE I and PE II credit

Lifetime Sports And Recreation

This one-year course is designed for students who have successfully completed two years of physical education. This course provides students with a comprehensive understanding of lifetime sports and recreational activities. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels while working at moderate to vigorous levels for a minimum of 50% of the instructional time. Instructional practices incorporate integration of diversity 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.

Grades 11-12

Prerequisites: PE I and PE II credit

Driver Education

This course is designed to develop an adequate understanding of motor vehicle operation, laws, risk awareness, and driver alertness which enables students to become safe and successful drivers. Emphasis is placed on linking visual skills, space management, and balanced vehicle movement to risk-reducing driving strategies. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the NAC 389.568 state requirement to complete 30 hours or more of driver education classroom

instruction and is restricted to pupils who are at least 15 years of age per NRS 389.090. This course fulfills one half of one of the elective credits required for high school graduation.

Dance I

This one-year course is designed to develop an appreciation of dance as an art form. Students will relate personal experiences to create movement. The students will communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through creating, performing, responding and connecting to dance. The student will examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Revised October 2019.

Dance II

This one-year course is an intermediate level course designed to build upon an appreciation of dance as an art form. Students will relate personal experiences to create movement. The students will communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through creating, performing, responding and connecting to dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Revised October 2019.

Visual Arts

2-D Art	3-D Art
• Art I • Drawing I • Drawing II • AP Drawing • AP Studio Art 2-D • Painting	• Ceramics I • Ceramics II • Ceramics III • AP Studio Art 3-D

Art I

This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics, and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

Grades: 9-12

Prerequisites: None

Ceramics I

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.

Grades: 9-12

Prerequisites: None

Ceramics II

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.

Grades: 10-12

Prerequisites: Successful completion of Ceramics I

Ceramics III

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.

Grades: 11-12

Prerequisites: Successful completion of Ceramics II

Drawing I

This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of 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 or one of the elective credits required for high school graduation.

Grades: 9-12

Prerequisites: None (Art I recommended)

Drawing II

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 or one of the elective credits required for high school graduation.

Grades: 9-12

Prerequisites: Successful completion of Drawing I

Painting

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.

AP Studio Art 2-D

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 and may be repeated. Students are expected to submit an AP portfolio.

Grade: 11-12

Prerequisites: Successful completion of at least two high school level art classes and/or teacher recommendation

AP Studio Art 3-D

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 and may be repeated. Students are expected to submit an AP portfolio.

Grade: 11-12

Prerequisites: Successful completion of at least two high school level art classes and/or teacher recommendation

AP Drawing

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 and may be repeated. Students are expected to submit an AP portfolio.

Grade: 11-12

Prerequisites: Successful completion of at least two high school level art classes and/or teacher recommendation

