

Ed W. Clark High School

The Academy of Mathematics, Science, Arts, and Technology

Teacher Education Academy at Clark High School

Academy of Finance

Est. 1965

Course Catalog

2026-2027



*Our Mission is to Educate and Inspire Each Student for
College and Career Readiness*

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SCHOOL COLORS AND MASCOT

School Colors: Black and Gold

Mascot: Charger

FOREWORD

This Course Catalog is produced as a guide to the various aspects of student life and academic programs at Clark High School. Programs, procedures, and services are briefly explained so that students and parents will be informed participants in the educational life of our school. It is our hope that the contents of this handbook and course catalog will be discussed at home between parents and students, and that the information provided will be beneficial in decision-making. This document will be updated as needed to reflect changes deemed necessary by the State of Nevada, CCSD, and school administration.

This publication will provide the answers to many questions concerning academics, activities, athletics, and traditions. Parents are encouraged to contact the school for additional information or to discuss any questions or concerns. The administration and faculty of Clark High School take an active interest in each student, as well as in the total school program, and look forward to working with you.

Clark High School is a place where great things happen; it is tradition. Great things happen here because the students, parents, staff and faculty believe in making a difference. Be it in the classrooms, on the playing fields, on the stage, or in the community, Clark is known as a place that sets the standards for everyone else. Clark High School takes pride in being a school that loves its students.



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District Calendar

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

Pathway to Graduation for Students

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

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

Core Enrollment Expectations

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

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

Students who successfully complete the Core Enrollment Expectations outlined above with a grade point average (GPA) of at least 3.25 may qualify for the State of Nevada Millennium Scholarship. Please see your school counselor for more information about the State of Nevada Millennium Scholarship. Sources include NRS 389.018, the Nevada Board of Regents, and the Nevada Treasurer's Office.

Testing

Required: College and Career Readiness Assessment

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

successfully completing the core curriculum and earning at least a 21 composite score on the ACT.

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

Optional: ACT National Career Readiness Certificate (NCRC)

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

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

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

Optional: SAT

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

Students attending college/university in Nevada can earn the Millennium Scholarship for completing the core curriculum and earning a combined reading, writing, and math score of 1070 or higher.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is preparation for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can be useful in determining which Advanced Placement (AP) coursework may be appropriate during high school. This test is typically taken in Grades 8, 10, and 11. The examinations for students in Grades 8 and 10 are at no cost to the student. Please contact your school counselor with additional questions.

Diploma Types

Alternative Diploma (a)		Standard Diploma		Standard Diploma		Advanced Diploma and College and Career Ready Diploma (b)	
Cohorts 2026, 2027, 2028, 2029		Cohorts 2026, 2027, 2028		Cohort 2029 and beyond		Cohorts 2026, 2027, 2028, 2029	
Categories	Credits	Categories	Credits	Categories	Credits	Categories	Credits
English	4	English	4	English	4	English	4
Mathematics	3	Mathematics	3	Mathematics	3	Mathematics	4 (c)
Science	2	Science	2	Science	2	Science	3
Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	-	Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	1 (e)
US History	1	US History	1	US History	1	US History	1
American Govt	0.5	American Govt	0.5	American Govt	0.5	American Govt	0.5
Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5
Physical Education	2	Physical Education	2	Physical Education	2	Physical Education	2
Health Education	0.5	Health Education	0.5	Health Education	0.5	Health Education	0.5
Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5
Arts/Hum/CTE	1	Arts/Hum/CTE	1 (d)	Arts/Hum/CTE	1	Arts/Hum/CTE	1
Electives	5	Electives	6	Electives	5	Electives	6
Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	-
Total	23	Total	23	Total	23	Total	24
GPA Requirement	-	GPA Requirement	-	GPA Requirement	-	GPA Requirement	3.25 weighted

(a)

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

(b) Additional College and Career Ready Diploma requirements:

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

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

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

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

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

The maximum weighted GPA that can be earned is 4.950; this is achieved by earning a 4.0 unweighted GPA and 0.950 bonus points.

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

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

Grade Placement

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

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

Earning Credit

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

- Internal credits are taken at a District school.

- Dual Enrollment coursework taken in a District classroom is considered to be internal credit.
- External credits are taken outside of the school district.
 - External credits are limited to 6.0 total credits in high school and must be pre-approved by the school of full-time enrollment.
 - Dual Credit coursework taken at a higher education institution (not in a District classroom) is considered to be external credit.
- Concurrent credits are taken when a student attends a District school full-time and earns credit at another school at the same time. Concurrent credits must be pre-approved by the school of full-time enrollment.

NAC 389.040

Internal Credit

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

High School Credit Taken in Middle School

Certain coursework taken in middle school (Grades 6–8) may be counted as credit required to graduate from high school.

Honors and College-Level Course Offerings

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

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

District Regulation 5127, High School Graduation Requirements.

Career and Technical Education (CTE)

Career and Technical Education in Nevada is organized into sixteen (16) nationally and federally recognized clusters. Each high school in the District may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses.

For more information, visit: doe.nv.gov.

Dual Enrollment

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

CTE College Credit

Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit (the high school coursework aligns to postsecondary

courses), and the teacher of record is a high school CTE teacher. Students complete an application through the college of their choice (e.g., CSN).

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

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

Credit by Exam (CBE)

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

CBE Policies

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

For more information, visit www.nvlearningacademy.net.

External Credit

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

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

Dual Credit

Students take coursework outside of the regular school day from an approved and accredited college/university. There is typically a cost. Community Service 0.5 elective credit will be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved community agency (1 credit max).

Educational Travel Credit

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

Enrichment Program

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

Online/Correspondence Course

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

Music Equivalent Credit

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

Concurrent Credit

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

Physical Education Exemption

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

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

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

the school district, in an approved competitive club activity or sport.

NAC 389.488.

Student-Athletes

District Athletic Eligibility

Transfer Rules

- Students who move with their parents to a new school will be eligible at the new school, provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody, eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students enrolled through Change of School Assignment (COSA) are ineligible for 180 school days. Grades 9–11 students may file a sub-varsity appeal.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to a private/charter or private/charter to a public school are ineligible for 180 school days.
- Students enrolled on Shared Housing are ineligible for 180 school days.
- Students who transfer from a magnet or COSA enrollment are ineligible for 180 school days.

Age Limitations

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

Physical Examinations

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

Residency Rules

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

Academic Requirements

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

For more information, visit: www.ccsd.net and search: athletic eligibility.

NCAA Initial Eligibility Requirements

Students who plan to compete in NCAA sports at a Division I college/university need to register with the

NCAA Eligibility Center to meet initial eligibility standards.

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

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

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

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

For more information, visit: www.ncaa.org and search: Division I.

Academic Planning

Each Grade 9 student must have an approved four-year academic plan in Infinite Campus by the end of the first semester. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school, and must be aligned with a specific diploma type. The plan may also include, without limitation, the designation of a career pathway and enrollment in Dual Enrollment, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

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

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

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

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

Programs and Progress

Graduation programs in Infinite Campus allow students, parents/guardians, and school counselors to

track progress toward completing the academic plan and earning a diploma. Students are also assigned to additional programs to track progress on other postsecondary readiness goals. Common academic programs include:

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

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

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

Required High School Academic Load

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

- Grade 9, 10, and 11 students must be enrolled in at least six periods or the equivalent of at the school of full-time enrollment.
- Grade 12 students who are not college and career ready* must be enrolled in at least six periods or the equivalent of at the school of full-time enrollment.
- Grade 12 students who are college and career ready* must be enrolled in at least four periods or the equivalent of at the school of full-time enrollment.

*The Nevada Department of Education establishes the criteria for college and career readiness.

NAC 387.345.

Early Graduation

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

Schedule Changes

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

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

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

NAC 389.040.

Career Plans

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

College

Going to college means continuing your education after high school, typically to earn a degree or

certificate. This path can lead to a wide variety of careers and offers diverse learning experiences. Nevada has specific requirements for admission to its public institutions, but options exist for all students.

Public and Private:

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

College and University:

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

Two-Year Colleges:

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

Liberal Arts Colleges:

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

Specialized Institutions:

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

For more information, visit: bigfuture.collegeboard.org.

Nevada Public College Admission Requirements

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

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

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

Nevada State University (NSU)

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

For more information, visit: nshe.nevada.edu/nshe-institutions/.

Career Training Programs

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

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

For more information, visit: gowinn.nv.gov/programming.

Apprenticeship

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

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

For more information, visit: www.apprenticeship.gov.

Employment

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

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

Finding your first job is about more than just a high school diploma. You should create a resume that highlights your academic achievements, extracurricular activities, volunteer work, and any part-time jobs

you've had. Many entry-level positions don't require previous experience but value skills like communication, a strong work ethic, and a willingness to learn. Job opportunities for high school graduates are available in many fields, including:

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

For more information, visit: employnv.gov.

Military Service

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

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

For more information, visit:

- Army: www.goarmy.com
- Navy: www.navy.com
- Air Force: www.airforce.com
- Coast Guard: www.gocoastguard.com
- Marines: www.marines.com
- National Guard: www.nationalguard.com
- Space Force: www.spaceforce.mil

Gap Year/Service Mission

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

For more information, visit: bigfuture.collegeboard.org and search: gap year.

Nevada Scholarships

Millennium Scholarship

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000.00 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. Please note that

this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

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

Nevada Promise Scholarship

The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last-dollar financial aid to Nevada students attending one of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps eligible students pay for up to three years of tuition and mandatory fees.

Please contact your school counselor with additional questions, or visit www.csn.edu/promise.

Public Education Foundation

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

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

To date, the Foundation has awarded more than 6,100 scholarships totaling nearly \$12 million.

For more details, please visit <https://thepef.org/scholarships/>.

Postsecondary Planning for Life After High School

Grade 9

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

Grade 10

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

Grade 11

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

Grade 12

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

Non-Discrimination and Accessibility Notice

The District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of

the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.

GRADING POLICY - CLARK HIGH SCHOOL 2025-2026

Grades are an opportunity for students to demonstrate mastery of a concept and/or grade-level standard. The table below reflects the weighted grading categories that will be used for academic grade reporting.

Grading Scale

Quarter Grades	Semester Grades	Grading Scale for Grades 6-12
Category Titles and Weights: Formative 20% Summative 80% Not for Grade 0%	Semester Grade Weights: Quarter 1/3: 40% Quarter 2/4: 40% Semester Exam: 20%	A = 90-100% Excellent B = 80-89% Above Average C = 70-79% Average D = 60-69% Below Average F = 50-59% Emergent

1. Semester exams are only required for high school credit-bearing courses. Semester exam scores below a 50% will be adjusted to the minimum score on the grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 50%).
2. Students absent for a semester exam will receive a Missing (M) in the gradebook until the make-up exam is completed in alignment with the school make-up exam policy. If the exam is not made-up, then the student will receive an F in alignment with the grading scale.
3. The equitable grading scale must be applied at each quarter (e.g., an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% or minimum score on the equitable grading scale).

Formative Assignments

1. Formative assignment scores entered into the gradebook must be based on the actual score earned (e.g., an assessment score was 35%, the score entered is 35%).
2. Formative assessments may only be submitted late up to the date of the correlating summative assessment or by the common established deadline (minimum of five school days).

Late Work

Students may miss original deadlines for submitting formative assessments. While it is always best to turn in work and develop good habits for submitting work on time, we know things happen. Parents will be notified through Infinite Campus of the late assignment. When looking through a child's progress in Infinite Campus, a parent will see the mark of "M" for missing which will change once a student submits the work.

1. Any work that is not submitted on the original due date may be submitted, for full credit, up to five school days after the due date.

Homework

Homework is designed to help students practice and/or extend learning. Homework in the Clark County School District does not carry any weight in the gradebook. Homework expectations are in accordance with [Policy 6143](#) and [Regulation 6143](#).

Reassessment Opportunities

Summative Assessments are worth 80% of a student's quarter grade and are meant to show mastery and understanding of the concepts discussed in class. Sometimes, students may not demonstrate mastery the first time around. Students have an opportunity to reassess one time and show understanding of a concept after studying and/or talking with the teacher about what concepts were not understood. This will allow for the student to feel confident to reassess and show understanding of the

concept(s). Steps to reassess are listed below:

1. Students have until the end of that unit/chapter to do the reassessment determined by the teacher. If it is an end of unit assessment, the student will have 5 days to reassess after the final assessment date. All reassessment must be completed no later than one to two weeks before the end of the quarter. Arrangements will be made with the teacher. All efforts will be made to accommodate students who may not be able to test before or after school.
2. The grade for an assessment in Infinite Campus shall reflect the student's highest score earned on both attempts. Students will additionally be able to self-reflect on their assessment.
3. Students must complete the following [reflection](#) for every reassessment.

AP Reassessment Policy

Students taking AP classes, where students can earn college credits on the final summative national AP Exam, will have an opportunity to reassess **ONCE** per summative assessment for full credit, excluding semester and final exams.

Dual Credit Courses Reassessment Opportunity

Students taking a dual credit course will follow the guidelines and grading policies established by UNLV or CSN. These courses **DO NOT** follow the Clark Grading Policy. Each course may have a slightly different grading policy which the instructor will communicate to you in the course syllabus.

Academic Dishonesty

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 found to be in violation of academic integrity will be subject to the following penalties:

1st offense

- Parent phone call - teacher contact log
- Discipline Office Detention

2nd offense

- Parent Phone Call
- Behavior Referral - RPC
- Magnet Probation

3rd Offense

- Potential Magnet Exit

Behavior

Student behavior is not part of an academic grade but will be reported in the Citizenship Category through Infinite Campus.

The rubric for citizenship is as follows: [25-26 Clark HS Citizenship Rubric](#)

Grade Communication

Students and parents/guardians may view student work completion and grades every Monday for the most up-to-date grades through Canvas and Infinite Campus. Students who habitually do not complete work or assessments may receive a parent phone call from either a teacher, counselor, or Student Success Advocate throughout the course of each quarter. It is our goal for every student to find successful ways to demonstrate mastery of concepts covered in every class. Student attendance and communication with households regarding grade progress is essential to ensuring student success.

Course Offerings
and Descriptions

Electives by Grade Level

9th Grade

\$ = Fee for course. Payment plans available.	! = Prerequisite, teacher recommendation or audition required.
<p>BUSINESS/COMPUTERS</p> <ul style="list-style-type: none"> ● AP Computer Science Principles ● Business Software Applications ● Computer Science & Applications (1 Semester) ● Financial Literacy (1 semester) <p>DRAMA & PUBLIC SPEAKING</p> <ul style="list-style-type: none"> ● Speech and Debate I (!) ● Theatre I (\$25) ● Theatre Appreciation <p>ENGLISH</p> <ul style="list-style-type: none"> ● Publications I (!) <p>HEALTH & PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> ● Health Education (1 Semester) ● Physical Education I <p>OTHER ELECTIVES</p> <ul style="list-style-type: none"> ● AVID 9 (!) ● School Related Work Experience (Cafeteria) ● History of Pop Music ● Music Appreciation ● Music Technology ● Principles of Leadership (Student Council) (!) ● Personal Leadership (Non Student Council) <p>CAREER TECHNICAL EDUCATION (CTE)</p> <ul style="list-style-type: none"> ● Accounting and Finance I ● Automotive Technology I (\$25) ● Cybersecurity I ● Military Science I (Navy Junior ROTC) (\$25) <ul style="list-style-type: none"> ○ Counts as PE I Credit ● Principles of Business & Marketing ● Theatre Technology I (\$25) ● Video Production I <p>PERFORMING ARTS - INSTRUMENTAL (\$)</p> <ul style="list-style-type: none"> ● Band – Intermediate & Advanced (!) (\$40) ● Band – Intermediate Jazz ● Guitar – Beginning, Intermediate & Advanced (!) 	<p>PERFORMING ARTS – INSTRUMENTAL (\$)</p> <p>Continued</p> <ul style="list-style-type: none"> ● Band – Marching (!) (\$150) ● Music HS Advanced Study (!) ● Orchestra – Beginning, Intermediate, Chamber (!) (\$25) ● Mariachi Melody Beginning, Intermediate, Advanced ● Mariachi Harmony Beginning, Intermediate, Advanced ● Piano- Beginning, Intermediate, Advanced (!) ● Percussion Ensemble ● Rhythmic Precision <p>PERFORMING ARTS - VOCAL(\$)</p> <ul style="list-style-type: none"> ● Choir HS - Beginning Choir ● Choir HS - Intermediate (!) ● Choir HS – Advanced (!) ● Choir HS- Chamber (!) <p>PERFORMING ARTS - DANCE (\$)</p> <ul style="list-style-type: none"> ● Dance I <ul style="list-style-type: none"> ○ Counts as PE I Credit <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ● AP Human Geography (!) ● Geography <p>VISUAL ARTS (\$)</p> <ul style="list-style-type: none"> ● Art I (\$25) <p>WORLD LANGUAGES</p> <ul style="list-style-type: none"> ● Chinese I; II Honors (!) ● French I; II Honors (!) ● Japanese I; II Honors (!) ● Spanish I; II Honors (!) ● Spanish Literacy – Beginning, Intermediate, Advanced

10th Grade

\$ = Fee for course. Payment plans available.	! = Prerequisite, teacher recommendation or audition required.
<p>BUSINESS/COMPUTERS</p> <ul style="list-style-type: none"> AP Computer Science Principles Business Software Applications Computer Science & Applications (1 Semester Course) Financial Literacy (1 Semester Course) <p>DRAMA & PUBLIC SPEAKING</p> <ul style="list-style-type: none"> Theatre I/II (!)(\$25) Theatre Appreciation Speech and Debate I/II (!) <p>ENGLISH</p> <ul style="list-style-type: none"> Imaginative Writing (!) Mythology & Folklore I Publications I/II (!) <p>HEALTH, PHYSICAL EDUCATION</p> <p>Health Education (1 Semester Course)</p> <ul style="list-style-type: none"> Physical Education I/II Personal Fitness/Wellness (Yoga) <p>OTHER ELECTIVES</p> <ul style="list-style-type: none"> AP Seminar (!) (Capstone Program) AVID 10 (!) Cooperative Work Experience (!) Exploratory Work Experience (!) Music Appreciation History of Pop Music Music Technology Principles of Leadership (Student Council)(!) Personal Leadership (Non Student Council) School Related Work Experience (Cafeteria) <p>CAREER TECHNICAL EDUCATION (CTE)</p> <ul style="list-style-type: none"> Accounting & Finance I / II AP Computer Science Principles Automotive Technology I/II (\$25) Business Management I (!) Advanced Computer Science Cybersecurity I/II Electrical Technology I (Electrician) Principles of Health Science Marketing I Military Science I/II (Navy Junior ROTC) (\$25) NJROTC Drill & Leadership (!) Principles of Business & Marketing Theatre Technology I/II (!)(\$25) Video Production I/II <p>DUAL ENROLLMENT (COLLEGE CREDIT)(!)</p> <ul style="list-style-type: none"> History of Rock & Roll (Music 125) Music Appreciation (Music 121) Intro to Film (Film 100) Language of Film (Film 110) Personal Finance (Finance 111) Gender, Race & Class (Women's Studies 113) 	<p>PERFORMING ARTS-INSTRUMENT (\$)</p> <ul style="list-style-type: none"> AP Music Theory (!) Band – Intermediate & Advanced (!) (\$40) Band – Intermediate Jazz Band – Marching (!) (\$150) Guitar – Beginning, Intermediate & Advanced (!) Music HS Advanced Study (!) Orchestra – Beginning, Intermediate, Chamber (!) (\$25) Piano- Beginning, Intermediate, Advanced (!) Mariachi Melody Beginning, Intermediate, Advanced (!) Mariachi Harmony Beginning, Intermediate, Advanced (!) Percussion Ensemble Rhythmic Precision <p>PERFORMING ARTS - VOCAL (\$)</p> <ul style="list-style-type: none"> Choir HS - Beginning Choir Choir HS - Intermediate (!) Choir HS – Advanced (!) Choir HS- Chamber (!) <p>PERFORMING ARTS - DANCE (\$)</p> <ul style="list-style-type: none"> Dance I - Counts as PE I Credit Dance II (\$25) Dance Company (!) (\$40) Dance – Advanced Study (!) Dance – Flex & Tone (!) <p>SCIENCE</p> <ul style="list-style-type: none"> AP Biology (!) <p>SCIENCE ELECTIVES</p> <ul style="list-style-type: none"> Principles of Zoology H (!) <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> AP Human Geography AP Psychology (!) <p>VISUAL ARTS (\$)</p> <ul style="list-style-type: none"> Art I (\$25) Ceramics I /II (!) (\$25) Drawing I/II (!) (\$25) Painting I (!) (\$25) <p>WORLD LANGUAGES</p> <ul style="list-style-type: none"> Chinese I; II/III Honors (!) French I; II/III Honors (!) Japanese I; II/III Honors (!) Spanish I; II/III Honors (!) Spanish Literacy – Beginning, Intermediate, Advanced (!)

11th Grade

\$ = Fee for course. Payment plans available.	! = Prerequisite, teacher recommendation or audition required.
<p>BUSINESS/COMPUTERS</p> <ul style="list-style-type: none"> ● AP Computer Science Principles ● AP Computer Science A ● Business Software Applications ● Computer Science & Applications (1 Semester Course) ● Advanced Computer Science (!) ● Financial Literacy (1 Semester Course) <p>DRAMA & PUBLIC SPEAKING</p> <ul style="list-style-type: none"> ● Theatre I/II/III (!)(\$25) ● Theatre Appreciation ● Speech and Debate I/II/III (!) <p>ENGLISH</p> <ul style="list-style-type: none"> ● Imaginative Writing (!) ● Mythology & Folklore I ● Publications I/II (!) <p>OTHER ELECTIVES</p> <ul style="list-style-type: none"> ● AP Seminar (!) (Capstone Program) ● AP Research (!) (Capstone Program) ● Applied Office Practice (Office Aide) (!) ● AVID 11 (!) ● Cooperative Work Experience (!) ● Exploratory Work Experience (!) ● Music Appreciation ● History of Pop Music ● Music Technology ● Principles of Leadership (Student Council) (!) ● Personal Leadership (Non Student Council) ● Student Aide/Student Tutor (Teacher) (!) ● School Related Work Experience (Cafeteria) <p>CAREER TECHNICAL EDUCATION (CTE)</p> <ul style="list-style-type: none"> ● Automotive Technology II/III (!) (\$25) ● Accounting & Finance II (!) ● Business Management (!) ● Cybersecurity II/AS (!) ● Electrical Wiring I/II (!) ● Principles of Health Science I ● Marketing I (!) ● Medical Assisting ● Medical Terminology (!) ● Military Science II/III - (Navy Junior ROTC) (!) ● NJROTC Drill & Leadership (!) ● Theatre Technology II/III (!)(\$25) ● Video Production II/AS <p>DESERT ROSE TECH CENTER (CTE) (Off Campus)</p> <ul style="list-style-type: none"> ● Construction Technology I/II(\$25) ● Manufacturing I/II (\$25) ● Welding I/II (\$25) <p>DUAL ENROLLMENT (COLLEGE CREDIT)(!)</p> <ul style="list-style-type: none"> ● History of Rock & Roll (Music 125) ● Music Appreciation (Music 121) ● Intro to Film (Film 100) ● Language of Film (Film 110) ● Personal Finance (Finance 111) ● Gender, Race & Class (Women's Studies 113) 	<p>PERFORMING ARTS-INSTRUMENTAL (\$)</p> <ul style="list-style-type: none"> ● AP Music Theory (!) ● Band – Intermediate & Advanced (!) (\$40) ● Band – Intermediate Jazz ● Band – Marching (!) (\$150) ● Guitar – Beginning, Intermediate & Advanced (!) ● Music HS Advanced Study (!) ● Orchestra – Beginning, Intermediate, Chamber (!) (\$25) ● Piano- Beginning, Intermediate, Advanced (!) ● Mariachi Melody Beginning, Intermediate, Advanced (!) ● Mariachi Harmony Beginning, Intermediate, Advanced (!) ● Percussion Ensemble ● Rhythmic Precision <p>PERFORMING ARTS - VOCAL (\$)</p> <ul style="list-style-type: none"> ● Choir HS - Beginning Choir ● Choir HS - Intermediate (!) ● Choir HS – Advanced (!) ● Choir HS- Chamber (!) <p>PERFORMING ARTS - DANCE (\$)</p> <ul style="list-style-type: none"> ● Dance I - Counts as PE I Credit ● Dance II (\$25) ● Dance Company (!) (\$40) ● Dance – Advanced Study (!) ● Dance – Flex & Tone (!) <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> ● Physical Conditioning w/Weights (!) ● Personal Fitness/Wellness (Yoga) <p>SCIENCE</p> <ul style="list-style-type: none"> ● AP Biology (!) (\$) ● AP Chemistry (!) (\$) ● AP Environmental Science (!) ● AP Physics I (!) (\$) ● Principles of Anatomy/Physiology Honors (!) <p>SCIENCE ELECTIVES</p> <ul style="list-style-type: none"> ● Principles of Epidemiology (!) ● Principles of Genetics Honors (!) ● Principles of Zoology Honors (!) <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ● AP Human Geography (\$25) ● AP Micro/Macro Economics (!) ● AP Psychology (!) ● World Affairs ● African American Experience ● Latin American History <p>VISUAL ARTS (\$)</p> <ul style="list-style-type: none"> ● Art I (\$25) ● Ceramics I/II (!) (\$25) ● Drawing I/II (!) (\$25) ● Painting I/II (!) (\$25) <p>WORLD LANGUAGES</p> <ul style="list-style-type: none"> ● Chinese I/II/III/ AP (!) ● French I/II/III/ AP (!) ● Japanese I/II/III/ AP (!) ● Spanish I/II/III/ AP (!) ● Spanish Literacy – Beginning, Intermediate, Advanced (!)

12th Grade

\$ = Fee for course. Payment plans available.	! = Prerequisite, teacher recommendation or audition required.
<p>BUSINESS/COMPUTERS</p> <ul style="list-style-type: none"> • AP Computer Science Principles • AP Computer Science A • Business Software Applications • Computer Science & Applications (1 Semester Course) • Advanced Computer Science (!) • Financial Literacy (1 Semester Course) <p>DRAMA & PUBLIC SPEAKING</p> <ul style="list-style-type: none"> • Theatre I/II/III,IV (!) (\$25) • Theatre Appreciation • Theatre Technology III, Advanced Studies (!)(\$25) • Speech and Debate I/II/III (!) <p>ENGLISH ELECTIVES</p> <ul style="list-style-type: none"> • Imaginative Writing • Mythology & Folklore I • Publications I/II (!) <p>OTHER ELECTIVES</p> <ul style="list-style-type: none"> • AP Research (!) (Capstone Program) • Applied Office Practice (Office Aide) (!) • AVID 12 (!) • Cooperative Work Experience (!) • Exploratory Work Experience (!) • Music Appreciation • History of Pop Music • Music Technology • Principles of Leadership (Student Council) (!) • Personal of Leadership (Non Student Council) • Student Aide/Student Tutor (Teacher) (!) • School/Work Related Work Exp (!) <p>CAREER TECHNICAL EDUCATION (CTE)</p> <ul style="list-style-type: none"> • Automotive Technology III (!)(\$25) • Business Management I/II (!) • Electrical Wiring I/II/III (!) • Marketing AS (!) • Medical Assisting (!) • Medical Terminology (!) • Military Science III H/IV H - (Navy Junior ROTC) (!) • NJROTC Drill & Leadership (!) • Video Productions AS (!) <p>DESERT ROSE TECH CENTER (CTE) (off campus)</p> <ul style="list-style-type: none"> • Construction Technology I/II (!)(\$) • Manufacturing I/II (!)(\$) • Pharmacy Tech (\$) • Welding I/II (!)(\$) <p>DUAL ENROLLMENT (COLLEGE CREDIT)(!)</p> <ul style="list-style-type: none"> • Automotive Electricity (Automotive 115B/136B) • History of Rock & Roll (Music 125) • Music Appreciation (Music 121) • Intro to Film (Film 100) • Language of Film (Film 110) • Personal Finance (Finance 111) • Gender, Race & Class (Women's Studies 113) <p>PERFORMING ARTS-INSTRUMENTAL (\$)</p> <ul style="list-style-type: none"> • AP Music Theory (!) • Band – Intermediate & Advanced (!) (\$40) • Band – Intermediate Jazz • Band – Marching (!) \$150) 	<p>PERFORMING ARTS – INSTRUMENTAL (\$) Continued</p> <ul style="list-style-type: none"> • Guitar – Beginning, Intermediate & Advanced (!) • Music HS Advanced Study (!) • Orchestra – Beginning, Intermediate, Chamber (!) (\$25) • Piano- Beginning, Intermediate, Advanced (!) • Mariachi Melody Beginning, Intermediate, Advanced (!) • Mariachi Harmony Beginning, Intermediate, Advanced (!) • Percussion Ensemble • Rhythmic Precision <p>PERFORMING ARTS - VOCAL</p> <ul style="list-style-type: none"> • Choir HS - Beginning Choir • Choir HS - Intermediate (!) • Choir HS – Advanced (!) • Choir HS- Chamber (!) <p>PERFORMING ARTS - DANCE (\$)</p> <ul style="list-style-type: none"> • Dance I - Counts as PE I Credit • Dance II (\$25) • Dance Company (!) (\$40) • Dance – Advanced Study (!) • Dance – Flex & Tone (!) <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> • Physical Conditioning w/Weights • Personal Fitness/Wellness (Yoga) <p>SCIENCE</p> <ul style="list-style-type: none"> • AP Biology (!) • AP Chemistry (!) • AP Environmental Science (!) • AP Physics I (!)(\$) • AP Physics II (!) • AP Physics C – Mechanics (!) • AP Physics C – E & M (!) • Principles of Anatomy/Physiology Honors (!) <p>SCIENCE ELECTIVES</p> <ul style="list-style-type: none"> • Principles of Epidemiology (!) • Principles of Genetics Honors (!) • Principles of Zoology Honors (!) <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • AP Human Geography (\$25) • AP Micro/Macro Economics (!) • AP Psychology (!) • World Affairs • African American Experience • Latin American History <p>VISUAL ARTS (\$)</p> <ul style="list-style-type: none"> • Art I (\$25) • Ceramics I /II (!) (\$25) • Drawing I/II (!) (\$25) • Painting I/II (!) (\$25) <p>WORLD LANGUAGES</p> <ul style="list-style-type: none"> • Chinese I/II/III Honors; AP (!) • French I/II/III Honors; AP (!) • Japanese I/II/III Honors; AP (!) • Spanish I/II/III Honors; AP (!) • Spanish Literacy – Beginning, Intermediate, Advanced (!) <p>NO open Periods for seniors NOT meeting CCR requirements. See your counselor for more information.</p>

AP Capstone

Clark High School is proud to be one of the first high schools in the state of Nevada to offer this College Board AP Capstone program. This program is designed to, “*help students develop the independent research, collaborative teamwork, and communications skills valued by colleges.*” Students who complete both the AP Seminar and AP Research courses, pass the associated AP exams, and pass four additional AP courses and associated exams will be awarded an AP Capstone diploma. This diploma is recognized by over 100 universities. Visit www.collegeboard.org/apcapstone for more information. **Students enrolled in these courses are expected to take all associated AP exams.**

AP SEMINAR

Grade Level 10-11

Prerequisite / Notes

Teacher recommendation, parent permission, application, interview, and essay required for consideration

*Completion of Summer Assignment required

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.

AP RESEARCH

Grade Level 11-12

Prerequisite / Notes

-C or better in AP Seminar & Teacher approval required. Score of 3 or better on AP Seminar exam recommended.

-An interview and/or essay may be required for consideration.

*Completion of Summer Assignment required

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

Automotive Technology

AUTOMOTIVE TECHNOLOGY I

Grade Level 9-10

Prerequisite / Notes

*This is a Level I CTE Course.

*Course Fee Required

This one-year course introduces students to the operational and scientific nature of automotive component systems. This course focuses on the technological nature of the automobile, including the principles of measurement, atomic structure and properties, chemical reactions, and electronic principles. Instructional practices incorporate integration of diversity awareness including appreciation 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.

AUTOMOTIVE TECHNOLOGY II

Grade Level 10-11

Prerequisite / Notes

C or better in previous level

*This is a Level II CTE Course. Students will take the state CTE exams.

*Course Fee Required

This one-year course is designed for students who have successfully completed Automotive Technology I. This course provides students with skill development in automotive brakes, electrical electronic systems, engine performance, and steering and suspension. Instructional practices incorporate integration of diversity awareness including appreciation 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.

AUTOMOTIVE TECHNOLOGY AS

Grade Level 11-12

Prerequisite / Notes

C or better in previous level

*This is an Advanced Studies Course.

*Course Fee Required

This one-year course provides students who have achieved all content standards in Automotive Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships 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.

AUTO 115B DUAL ENROLLMENT

Grade Level 12

Prerequisite / Notes

C or better in previous level

AUTOMOTIVE ELECTRICITY AND ELECTRONICS: This course will introduce the operation of AC and DC electrical circuits, wiring diagrams and the use of Digital Multimeters and diagnosis of circuit malfunctions including battery, starting, charging and accessory systems.

AUTO 136B DUAL ENROLLMENT

Grade Level 12

Prerequisite / Notes

C or better in previous level

ENGINE REPAIR: Students will learn to identify engine components and their operation, accurately use precision measuring tools, perform disassembly/assembly and maintenance procedures of engines, cooling systems and lubrication systems. Diagnosis of engine condition, leaks, and abnormal noises are emphasized.

Business & Computers

ACCOUNTING & FINANCE I

Grade Level 9-10

Prerequisite / Notes

C or better in Algebra I

*This is a Level I CTE Course for the Accounting and Finance CTE program.

This one-year course is designed to develop an understanding of accounting and finance principles. Emphasis is placed on introductory accounting procedures and knowledge of finance as applied in such areas as banking, insurance, and investments. Instructional practices incorporate integration of diversity awareness including appreciation 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.

ACCOUNTING & FINANCE II

Grade Level 10-11

Prerequisite / Notes

C or better in Accounting I

*This is a Level II CTE Course for the Accounting and Finance CTE program.

This one-year course is designed for students who have successfully completed Accounting & Finance I. Students develop occupational skills related to standard accounting, banking, and finance practices including preparing financial statements and calculating financial ratios. Instructional practices incorporate integration of diversity awareness including appreciation 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.

AP COMPUTER SCIENCE PRINCIPLES

Grade Level 9-10

Prerequisite / Notes

C or better in Algebra I

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. This is a level II CTE Course for the Computer Science CTE program.

Prerequisite / Notes

C or better in Algebra II or teacher recommendation AND Advanced Computer Science I

*This is a Level II CTE Course for the Computer Science CTE program.

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science A examination. This college-level curriculum emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one-half computer credit and one-half elective credit or one of the elective credits required for high school graduation.

BUSINESS COMPUTER APPLICATIONS**Grade Level 9**

Prerequisite / Notes

AOF only

This year-long course emphasizes to students the importance of computer technology in the business world. The business of computers from a marketing perspective is addressed. This course focuses on developing an understanding of the functions of a computer and an awareness of various software programs utilized in business environments. Computer technology is explored as an effective communication, design, and management tool. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

BUSINESS MANAGEMENT**Grade Level 10-11**

Prerequisite / Notes

C or better in Principles of Business and Marketing

This is a level II course in the Business and Finance CTE program. Students will take the state CTE exam.

This course is a continuation of the Business Management program. The course addresses several types of management, including customer relationship management, human resources management, information management, knowledge management, project management, quality management, risk management, and strategic management. Economics, finance, operations, and professional development are also emphasized throughout the course. The appropriate use of technology and industry-standard equipment is an integral part of this course.

BUSINESS MANAGEMENT AS**Grade Level 10-11**

Prerequisite / Notes

C or better in Principles of Business and Marketing

This is a level II course in the Business and Finance CTE program. Students will take the state CTE exam.

This course is a continuation of the Business Management program. The course addresses several types of management, including customer relationship management, human resources management, information management, knowledge management, project management, quality management, risk management, and strategic management. Economics, finance, operations, and professional development are also emphasized throughout the course. The appropriate use of technology and industry-standard equipment is an integral part of this course.

BUSINESS SOFTWARE APPLICATIONS

Grade Level 10-12

Prerequisite / Notes

Introductory Computer Concepts or equivalent course

This one-year course is an introduction to various aspects of computer technology. Students receive instruction in proper keyboarding techniques, word processing, spreadsheet, database, multimedia, and desktop publishing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Students completing this full-year course earn one of the elective credits required for high school graduation.

COMPUTER SCIENCE & APPLICATIONS

Grade Level 9-12

Prerequisite / Notes

None

This one-semester course provides students with skills in computer education and technology. Areas of emphasis include computer science, computational thinking, productivity applications, and digital citizenship. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills the one-half computer credit or one half of one of the elective credits required for high school graduation. Replaces Introduction to Computers.

COMPUTER SCIENCE AS (Advanced Studies)

Grade Level 12

Prerequisite / Notes

AP Computer Science A

This one-year course provides students who have achieved all content standards in Computer Science 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.

COOPERATIVE WORK EXPERIENCE

Grade Level 11-12

Prerequisite / Notes

Must submit pay stubs and meet the requirements of the course for credit.

This one-year course is designed to provide on-the-job experience to prepare students for entry-level positions in their field of career interest. Students are employed in the same career area as the Career and Technical Education (CTE) program of enrollment. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester and must pass their related CTE class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated for a total of two elective credits.

CYBERSECURITY I

Grade Level 9-10

Prerequisite / Notes

This is a level I CTE course for the Cybersecurity CTE program.

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.

CYBERSECURITY II

Grade Level 10-12

Prerequisite / Notes

C or better in Cybersecurity I

*This is a Level II CTE Course for the Cybersecurity CTE program. Students will take the state CTE exam.

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.

CYBERSECURITY AS (Advanced Studies)

Grade Level 10-12

Prerequisite / Notes

C or better in Cybersecurity II

*This is a Level III CTE Course for the Cybersecurity CTE program.

This one-year course provides students who have achieved all content standards in Cybersecurity 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 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

FINANCIAL LITERACY

Grade Level 9-12

Prerequisite / Notes

None

This one-semester course introduces students to foundational money management skills. Students explore decision making strategies as consumers, savers, and investors. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of one of the elective credits required for high school graduation.

FILM 100 DUAL ENROLLMENT

Grade Level 10-12

Prerequisite / Notes

none

This is a one semester dual credit course through UNLV. Introduction to the history of international film, its structure and terminology. Development of cinematic techniques from Edison, Lumiere, and Melies to prevailing contemporary trends surveyed, with special emphasis on major directors such as Eisenstein, Ford, Griffith, Lang, Hitchcock, Bergman, and Renoir.

FILM 110 DUAL ENROLLMENT

Grade Level 10-12

Prerequisite / Notes

none

This is a one semester dual credit course through UNLV. Introduction to studying feature films through lectures, discussions, and writing criticism. Investigation of what elements make film a unique art form through both textual and contextual analysis

EXPLORATORY WORK EXPERIENCE

Grade Level 11-12

Prerequisite / Notes

Must submit pay stubs and meet the requirements of the course for credit.

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.

MARKETING I

Grade Level 10-11

Prerequisite / Notes

C or better in Principles of Business & Marketing

*This is a Level II CTE Course for the Marketing CTE program.

This one-year course is designed for students who have completed Principles of Business and Marketing and have a career interest in 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 elective credits required for high school graduation.

MARKETING AS (Advanced Studies)

Grade Level 12

Prerequisite / Notes

AOF Only

This one-year course provides students who have achieved all content standards in Marketing Advanced 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.

NAF - BUSINESS ECONOMICS

Grade Level 9

Prerequisite / Notes

AOF Only

*This is a level I CTE course for the NAF - Finance CTE program

This one-semester course aligns with the National Academy Foundation™ (NAF) Academy of Finance expectations and introduces students to economic principles. Areas of emphasis include market structures, the law of supply and demand, the role of government, the nature of financial institutions, the impact of labor relations, and the importance of international trade. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of one of the elective credits required for high school graduation.

Prerequisite / Notes

AOF Only

*This is a level II CTE course for the NAF - Finance CTE program

This one-semester course aligns with the National Academy Foundation™(NAF) Academy of Finance expectations and introduces students to international business. Areas of emphasis include foreign trade, balance of payments, international monetary system, foreign exchange markets, international financial markets, international banking, and multinational corporations. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of one of the elective credits required for high school graduation.

NAF - ETHICS IN BUSINESS**Grade Level 11**

Prerequisite / Notes

AOF Only

*This is a level III CTE course for the NAF - Finance CTE program. Students will take the state CTE exam.

This one-semester course aligns with the National Academy Foundation™ (NAF) expectations and introduces students to the importance of ethics in a business environment. Students focus on the application of ethical principles, social responsibility, and how the free market and ethics can coexist. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of one of the elective credits required for high school graduation.

NAF - INSURANCE**Grade Level 11**

Prerequisite / Notes

AOF Only

*This is a level III CTE course for the NAF - Finance CTE program. Students will take the state CTE exam.

This one-semester course aligns with the National Academy Foundation™ (NAF) Academy of Finance expectations and introduces students to the securities and insurance industries. Areas of emphasis include risk management, securities, trade, regulations, and investment strategies for consumers and businesses. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of one of the elective credits required for high school graduation

NAF - FINANCIAL SERVICES**Grade Level 10**

Prerequisite / Notes

AOF Only

*This is a level II CTE course for the NAF - Finance CTE program.

This one-semester course aligns with the National Academy Foundation™ (NAF) Academy of Finance expectations and introduces students to the role of banks in a domestic and global economy. Areas of emphasis include the evolution of banking and the role of the banking institution, the Federal Reserve System, the U.S. money supply, and the determination of consumer and business creditworthiness. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of one of the elective credits required for graduation.

Prerequisite / Notes

AOF Only

*This is a level I CTE course for the NAF - Finance CTE program.

This one-semester course aligns with the National Academy Foundation™ (NAF) expectations and introduces students to the financial world as it relates to investments, risk management, taxes, and ethics. Students develop financial literacy as well as explore the function of finance in society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one half of one of the elective credits required for high school graduation.

PRINCIPLES OF BUSINESS & MARKETING**Grade Level 9-10**

Prerequisite / Notes

*This is a level I CTE course for the Marketing CTE program.

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 elective credit required for high school graduation.

SCHOOL RELATED WORK EXPERIENCE**Grade Level 10-12**

This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation 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.

VIDEO PRODUCTION I**Grade Level 9-11**

Prerequisite / Notes

*This is a level I CTE course for the Video Production CTE program.

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.

VIDEO PRODUCTION II

Grade Level 10-12

Prerequisite / Notes

C or better in Video Production I

*This is a level II CTE course for the Video Production CTE program. Students will take the state CTE exams.

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.

VIDEO PRODUCTION AS (Advanced Studies)

Grade Level 11-12

Prerequisite / Notes

C or better in Video Production II

*This is a level III CTE course for the Video Production CTE program.

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.

Additional CTE Courses

BUILDING AND CONSTRUCTION TECHNOLOGY I (DESERT ROSE TECH CENTER) Grade Level 11-10

Prerequisite / Notes

*This is a level I CTE course for the Building and Construction Technology CTE program at Desert Rose.

This one-year course introduces students to the construction industry. A hands-on approach will provide students with an understanding of the construction industry, which includes safety, blueprint reading, finish carpentry, framing, fundamental design techniques, identifying material properties and hardware, and applying basic principles of plumbing, electrical and 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.

PRINCIPLES OF HEALTH SCIENCE

Grade Level 9-10

Prerequisite / Notes

C or better in Biology

*This is a level I CTE course for the Medical Assisting CTE program.

This one-year course introduces students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. Students will demonstrate skills in cardiopulmonary resuscitation (CPR) and first aid. Instructional practices incorporate integration of diversity awareness including appreciation 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.

ADVANCED MANUFACTURING TECHNOLOGIES I

Grade Level 10-12

Prerequisite / Notes

*This is a level I CTE course for the Manufacturing CTE program at Desert Rose.

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.

ADVANCED MANUFACTURING TECHNOLOGIES II

Grade Level 11-12

Prerequisite / Notes

*This is a level II CTE course for the Manufacturing CTE program at Desert Rose.

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.

MEDICAL TERMINOLOGY

Grade Level 10-11

Prerequisite / Notes

C or better in Principles of Health Science

*This is a level II CTE course for the Medical Assisting CTE program. Students will take the state CTE exams.

This one-year course is designed to introduce students to the vocabulary, knowledge, and skills required for entry into health related occupations. Areas of emphasis include vocabulary of human anatomy and physiology, basic health care skills, first aid, cardiopulmonary resuscitation (CPR), and healthcare practices. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and industry-standard equipment are an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

MEDICAL ASSISTING

Grade Level 11-12

Prerequisite / Notes

C or better in Medical Terminology

*This is a level III CTE course for the Medical Assisting CTE program.

This one-year course provides students who have successfully completed Health Science II with the skills required for entry into the healthcare field. Demonstrations and laboratory experiences are an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

PHARMACY PRACTICE (DESERT ROSE TECH CENTER)

Grade Level 12

Prerequisite / Notes

C or better in Medical Assisting

*This is a level IV CTE course for the Medical Assisting CTE program.

This one year course is designed for students who have successfully completed Health Science II. Areas of emphasis include pharmacy calculations, inventory management, and factors affecting drug interactions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of the course. This course fulfills one of the elective credits required for high school graduation.

WELDING TECHNOLOGY I (DESERT ROSE TECH CENTER)

Grade Level 11-12

Prerequisite / Notes

*This is a level I CTE course for the Welding CTE program at Desert Rose.

This one-year course introduces students to the concepts and practices of welding. Areas of study include the basic knowledge, skills and theory in the characteristics of metal, their structures and properties, and welding technologies. Students will gain an understanding of welding equipment, hand and power tools, safety procedures, print reading, measuring and scaling techniques, machine operation, and industrial applications and provide them with entry-level-skills for employment. Instructional practices incorporate integration of diversity awareness including appreciation 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.

WELDING TECHNOLOGY II (DESERT ROSE TECH CENTER)

Grade Level 11-12

Prerequisite / Notes

*This is a level II CTE course for the Welding CTE program at Desert Rose. Students will take the state CTE exams.

This one-year course is designed for students who have successfully completed Welding Technology I. Areas of emphasis include arc welding, thermal cutting, metallurgy, and fabrication methodologies. Instructional practices incorporate integration of diversity awareness including appreciation 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.

WELDING TECHNOLOGY III (DESERT ROSE TECH CENTER)

Grade Level 12

Prerequisite / Notes

*This is a level III CTE course for the Welding CTE program at Desert Rose. Students will take the state CTE exams.

This one-year course is designed for students who have successfully completed Welding Technology II. Areas of emphasis include arc welding, thermal cutting, metallurgy, and fabrication methodologies. Instructional practices incorporate integration of diversity awareness including appreciation 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.

ELECTRONIC TECHNOLOGY I

Grade Level 10-11

Prerequisite / Notes

Pass Algebra I

*This is a level I CTE course for the Electronic Technology CTE program.

This one-year course is designed to introduce students to the fundamentals of electronics. Topics include the characteristics of electricity and the meaning of voltage, digital electronics, current, resistance, and power. Instructional practices incorporate integration of diversity awareness including appreciation 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.

ELECTRONIC TECHNOLOGY II

Grade Level 11-12

Prerequisite / Notes

C or better in Electronic Technology I

*This is a level II CTE course for the Electronic Technology CTE program. Students will take the state CTE exams.

This one-year course is designed for students who have successfully completed Electronic Technology I. Students gain experience with standard electronic symbols, hand tools, and meters commonly used in the electronics fabrication industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

ELECTRONIC TECHNOLOGY III

Grade Level 12

Prerequisite / Notes

C or better in Electronic Technology II

*This is a level III CTE course for the Electronic Technology CTE program.

This one-year course is designed for students who have successfully completed Electronic Technology II. Students work in a problem-solving environment to construct and troubleshoot digital electronic systems according to industry standards. Instructional practices incorporate integration of diversity awareness including appreciation 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

AP ENGLISH LANGUAGE & COMPOSITION

Grade Level 11

Prerequisite / Notes

C or better in English 10 Honors ACC and teacher recommendation

*Completion of a summer assignment required.

* This is a required course for juniors in the AMSAT and AOF programs.

This one-year course is designed with an emphasis on meeting the requirements of the College Board 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.

AP ENGLISH LITERATURE & COMPOSITION

Grade Level 12

Prerequisite / Notes

C or better in AP Language, or B or better in English 11 H and teacher recommendation

*Completion of a summer assignment required.

* This is a required course for seniors in the AMSAT and AOF programs.

This one-year course is designed with an emphasis on meeting the requirements of the College Board 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.

ENGLISH 9

Grade Level 9-12

Prerequisite / Notes

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

Prerequisite / Notes

C or better in 8th grade English

*Required course for 9th graders in the AMSAT and AOF programs.

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

ENGLISH 10**Grade Level 10-12**

Prerequisite / Notes

English 9 or equivalent

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 (NVACS) in 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, but also writers' historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

ENGLISH 10 HONOR ACC HONORS**Grade Level 10-12**

Prerequisite / Notes

B or better in English 9 Honors and teacher recommendation

*Completion of a summer assignment may be required.

*Required course for 10th graders in the AMSAT and AOF programs.

This one-year course (Advanced Composition, Language, and Themes in American Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (NVACS) in reading, writing, speaking and listening, and language. This course is designated as honors by the accelerated instructional pacing and depth of content. This rigorous honors course requires expository, analytical, and argumentative writing assignments based on readings representing a wide variety of American prose styles and genres. The course is also structured chronologically based on the genres and movements of American literature. Students are expected to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

Prerequisite / Notes

B or better in English 9 Honors and teacher recommendation

*Completion of a summer assignment may be required.

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

ENGLISH 11**Grade Level 11-12**

Prerequisite / Notes

English 10 or equivalent

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

ENGLISH 11 HONORS**Grade Level 11-12**

Prerequisite / Notes

B or better in English 10, or C or better in English 10 ACC Honors and teacher recommendation.

This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (NVACS) in 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.

Prerequisite / Notes

English 11 or equivalent

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

ENGLISH 101 DUAL ENROLLMENT**Grade Level 12**

Prerequisite / Notes

English 11 H

3.25 Cum GPA

18 or higher ACT English score

COMPOSITION I: This course is designed to strengthen college-level writing skills, with particular attention to audience, purpose, and rhetorical situation focusing on the writing process and introducing research.

This is a one semester dual credit course through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

ENGLISH 102 DUAL ENROLLMENT**Grade Level 12**

Prerequisite / Notes

C or better in ENG 101

COMPOSITION II: This course is a continuation and extension of ENG 101 with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument.

This is a one semester dual credit course through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

ACADEMIC CONTENT LANGUAGE EXPANSION (ACLE)

Grade Level 9-12

Prerequisite / Notes

Placement based on WIDA test and/or recommendation of ELL Facilitator

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.

FOCUSED LANGUAGE STUDY (ELL)

Grade Level 9-12

Prerequisite / Notes

Placement based on WIDA test and/or recommendation of ELL Facilitator

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

English Electives

EXT ENGLISH LAB

Grade Level 11-12

Prerequisite / Notes

Teacher Recommendation

This one-year course is designed to provide extended experience for students concurrently enrolled in an Advanced Placement English course. 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 elective credit required for high school graduation and may be repeated.

IMAGINATIVE WRITING

Grade Level 10-12

Prerequisite / Notes

B or better in previous English course

This one-year course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.

MYTHOLOGY & FOLKLORE

Grade Level 10-12

Prerequisite / Notes

B or better in previous English course

This one-year course is an introduction to mythology and folklore emphasizing its influence in literature. This course emphasizes the relationships among literature, culture, philosophy, and psychology. Literature, composition, discussion, and critical-thinking skills are taught concurrently. Instructional practices incorporate integration of diversity awareness including appreciation 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.

PUBLICATIONS I

Grade Level 9-12

Prerequisite / Notes

B or better in previous English course

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

PUBLICATIONS II

Grade Level 9-12

Prerequisite / Notes

B or better in previous English course and teacher recommendation

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.

PUBLICATIONS II

Grade Level 9-12

Prerequisite / Notes

B or better in previous English course and teacher recommendation

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.

PUBLIC SPEAK AND ARGUMENT

Grade Level 9-12

Prerequisite / Notes

B or better in previous English course and teacher recommendation

This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

SPEECH & DEBATE I

Grade Level 9-12

Prerequisite / Notes

B or better in English and teacher approval

*This class requires participation in competitive weekend and evening events.

This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are required to apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.

SPEECH & DEBATE II

Grade Level 10-12

Prerequisite / Notes

Completion of Speech & Debate I, B or better in English and instructor approval

*This class requires participation in competitive weekend and evening events.

This one-year course is a continuation of Speech and Debate I and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Prerequisite / Notes

Completion of Speech & Debate II, B or better in English and instructor approval

*This class requires participation in competitive weekend and evening events.

This one-year course is a continuation of Speech and Debate II and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

Health & Physical Education

HEALTH EDUCATION

Grade Level 9-12

Prerequisite / Notes

None

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

PERSONAL FITNESS AND WELLNESS I (YOGA I)

Grade Level 10-12

Prerequisite / Notes

Pass PE I and PE II or equivalent

This one-year course provides students the opportunity to learn yoga-breathing techniques, postures, and relaxation practices to develop essential physical, emotional, cognitive, social, and academic skills. Major topics include basic through intermediate yoga techniques, flexibility, strengthening, proper use of exercise equipment, and safety. Instructional practices incorporate integration of diversity awareness including 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 P.E. credits required for graduation.

PERSONAL FITNESS AND WELLNESS II (YOGA II)

Grade Level 10-12

Prerequisite / Notes

Teacher recommendation and successful completion of Yoga I

This one year course expands on the foundations of Yoga I with a more advanced development and practice of postures, breathwork, and community building. Major topics include Yogic philosophy, history, and a positive approach toward well being. We will target physical, mental, and social health, as well as the pursuit of lifetime fitness by engaging students in moderate to vigorous activity. Instructional practices incorporate integration of diversity awareness including 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 P.E. credits required for graduation.

YOGA FOR ATHLETES

Grade Level 10-12

Prerequisite / Notes

Teacher, Coach, or Athletic Director recommendation required

This one year course focuses on helping athletes improve their flexibility, breathwork, and how to respond in high pressure situations. Major topics include postures specific to athletic performance, recovery, and longevity. We will target physical, mental, and social health, as well as the importance of communication and teamwork. Instructional practices incorporate integration of diversity awareness including 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 P.E. credits required for graduation.

PHYSICAL CONDITIONING WITH WEIGHTS

Grade Level 10-12

Prerequisite / Notes

Pass PE I and PE II; or competitive athlete

This one-year course is an activity-oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training and builds upon the knowledge gained in Physical Education I and II. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Fitness-related vocabulary, desirable health habits, physical conditioning, skill development and safety are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

PHYSICAL EDUCATION I

Grade Level 9-12

Prerequisite / Notes

None

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.

PHYSICAL EDUCATION II

Grade Level 10-12

Prerequisite / Notes

Pass Physical Education I or equivalent credit

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.

Mathematics

PRE-ALGEBRA

Grade Level 9

Prerequisite / Notes

None

This one-year course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education (NSHE) core requirements for university admission.

ALGEBRA I (9)

Grade Level 9

Prerequisite / Notes

None

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

AMSAT ALGEBRA I HONORS

Grade Level 9

Prerequisite / Notes

AMSAT only; concurrent with Advanced Study Mathematics

This one-year course meets daily on a block schedule in the Academy for Mathematics, Science, and Applied Technology at Clark High School. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Additional emphasis is placed on formulating inferences, predictions and applying mathematical principles to solve problems and make connections to other disciplines, specifically the biological and physical sciences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one and one half of the mathematics credits required for high school graduation.

ALGEBRA I (10-12)

Grade Level 10-12

Prerequisite / Notes

**Algebra I credit retrieval

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

Prerequisite / Notes

C or better in 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 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.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS**Grade Level 10-12**

Prerequisite / Notes

Geometry

This one-year mathematical modeling course is algebra-based, applications-oriented, and technology dependent. This course is equivalent to Algebra II. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, and Probability under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. When appropriate, the mathematics topics contained in this course are introduced, developed, and applied in the financial settings covered. Students will use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics of advanced algebra. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

AMSAT ALGEBRA II AMSAT HONORS**Grade Level 9-10**

Prerequisite / Notes

AMSAT or teacher recommendation; concurrent with Advanced Study Mathematics

This one-year course meets daily on a block schedule in the Academy for Mathematics, Science, and Applied Technology at Clark High School. It continues and expands upon the concepts and procedures learned in Algebra I – AMSAT and Geometry Honors – AMSAT. It provides students with a rigorous 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. Additional emphasis is placed on applying mathematical principles to solve problems and make connections to other disciplines, specifically the biological and physical sciences. 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 and one half 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.

Prerequisite / Notes

AMSAT or teacher recommendation; concurrent with Advanced Study Mathematics

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.

AMSAT AP CALCULUS AB**Grade Level 10-12**

Prerequisite / Notes

AMSAT or teacher recommendation; concurrent with Extended Math Lab

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. This course meets daily on a block schedule in the Academy for Mathematics, Science, and Applied Technology at Clark High School. It is designed for students who have successfully completed AMSAT - Precalculus AB Honors with a grade of "C" or better. 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 two of the mathematics credits required for high school graduation.

AMSAT AP CALCULUS BC**Grade Level 10-12**

Prerequisite / Notes

AMSAT or teacher recommendation; concurrent with Extended Math Lab

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus BC examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. This course meets daily on a block schedule in the Academy for Mathematics, Science, and Applied Technology at Clark High School. It is designed for students who have successfully completed AMSAT - Precalculus BC Honors with a grade of a "B" or better. 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 two of the mathematics credits required for high school graduation.

Prerequisite / Notes

C or better in PreCalculus

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

AMSAT CALCULUS III HONORS (DUAL ENROLLMENT MATH 283)**Grade Level 11-12**

Prerequisite / Notes

Teacher recommendation required

Must have passed AP Calculus BC exam

Taken concurrently with Advanced Study Mathematics

CALCULUS III: Topics include vectors, partial and directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes.

This one-year course meets daily on a block schedule in the Academy of Math, Science, and Applied Technology (AMSAT) at Clark High School and is designed for students who have earned a score of 3 or higher on the Advanced Placement Calculus BC examination. 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, including graphing calculators, is an integral part of this course. This course fulfills one and one half of the mathematics credits required for high school graduation.

COLLEGE PREP MATH**Grade Level 11-12**

Prerequisite / Notes

Passed Algebra II

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 and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

REASONING AND SENSE MAKING IN MATH**Grade Level 12**

Prerequisite / Notes

Passed Algebra II

This one-year course is a fourth-year mathematics course designed to be an alternative to precalculus that prepares students for entry to and success in credit bearing post-secondary mathematics courses. It is designed 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 for citizenship. 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.

MATH 251 DUAL ENROLLMENT (DISCRETE MATH I)

Grade Level 12

Prerequisite / Notes

Concurrent Enrollment in Calculus II

MATH 251 - DISCRETE MATH I: Topics include set operations, Cartesian product, relations and functions, equivalence relation, graphs and digraphs, propositional calculus, truth tables, mathematical induction, elementary combinatorics with 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.

MATH 330 DUAL ENROLLMENT (LINEAR ALGEBRA)

Grade Level 12

Prerequisite / Notes

C or better in Calculus II

MATH 251 - DISCRETE MATH I: Topics include set operations, Cartesian product, relations and functions, equivalence relation, graphs and digraphs, propositional calculus, truth tables, mathematical induction, elementary combinatorics with 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.

GEOMETRY

Grade Level 9-12

Prerequisite / Notes

Pass Algebra I

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.

AMSAT GEOMETRY HONORS

Grade Level 9-10

Prerequisite / Notes

AMSAT or teacher recommendation only; C or better in Algebra I; concurrent with Advanced Study Mathematics

This one-year course meets daily on a block schedule in the Academy for Mathematics, Science, and Applied Technology at Clark High School. It 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. Additional emphasis is placed on applying mathematical principles to solve problems and make connections to other disciplines, specifically the biological and physical sciences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one and one half of the mathematics credits required for high school graduation.

MATH 120 DUAL ENROLLMENT

Grade Level 12

Prerequisite / Notes

Completion of Algebra I, Geometry, and Algebra II with A/B average
3.25 cumulative GPA
22 or higher Math ACT score or 21 with teacher recommendation

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 is a one semester course of dual credit through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. Satisfies Mathematics Core Curriculum. This course fulfills one of the mathematics credits required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

MATH 124 DUAL ENROLLMENT

Grade Level 12

Prerequisite / Notes

Pass MATH 120

COLLEGE ALGEBRA: Topics include equations and inequalities; linear, quadratic, polynomial, exponential and logarithmic functions and their graphs; solutions of systems of linear equations; matrices; and sequences and series.

This is a one semester course of dual credit through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. Satisfies Mathematics Core Curriculum. This course fulfills one of the mathematics credits required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

MATH 126 DUAL ENROLLMENT

Grade Level 12

Prerequisite / Notes

Completion of Algebra I, Geometry, and Algebra II with A/B average
3.25 cumulative GPA
23 or higher Math ACT score or 21 with teacher recommendation

PRECALCULUS I: Fundamentals of algebra; polynomial, rational, exponential, and logarithmic functions, their graphs, and applications; complex numbers; absolute value and quadratic inequalities; systems of equations, matrices, determinants.

This is a one semester year course of dual credit through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. This course fulfills one of the mathematics credits required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

MATH 127 DUAL ENROLLMENT

Grade Level 12

Prerequisite / Notes

Pass MATH 126

PRECALCULUS I: Fundamentals of algebra; polynomial, rational, exponential, and logarithmic functions, their graphs, and applications; complex numbers; absolute value and quadratic inequalities; systems of equations, matrices, determinants.

This is a one semester year course of dual credit through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. This course fulfills one of the mathematics credits required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

AMSAT PRECALCULUS AB HONORS

Grade Level 11-12

Prerequisite / Notes

AMSAT or teacher recommendation only; concurrent with Advanced Study Math

This one-year course meets daily on a block schedule in the Academy for Mathematics, Science, and Applied Technology at Clark High School. It is designed for the above-average magnet student who has successfully completed advanced courses in Algebra I – A.M.S.A.T., Geometry Honors – A.M.S.A.T., and Algebra II Honors – A.M.S.A.T. with a grade of “C” or better. In addition to reviewing topics from trigonometry and geometry, this course will include problem-solving techniques using analytic geometry, vectors, matrices, relations and functions, methods of proof, probability and statistics, and the use of derivatives and integrals. A historical or investigative project based on careers involving advanced mathematics or science will be required for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one and one half credits of the mathematics credits required for high school graduation.

AMSAT PRECALCULUS BC HONORS

Grade Level 11-12

Prerequisite / Notes

AMSAT or teacher recommendation only; concurrent with Advanced Study Math

This one-year course meets daily on a block schedule in the Academy for Mathematics, Science, and Applied Technology at Clark High School. It is designed for the above-average magnet student who has successfully completed advanced courses in Algebra I – A.M.S.A.T., Geometry Honors – A.M.S.A.T., and Algebra II Honors – A.M.S.A.T. with a grade of “B” or better. In addition to reviewing topics from trigonometry and geometry, this course will include problem-solving techniques using analytic geometry, vectors, matrices, relations and functions, methods of proof, probability and statistics, and the use of derivatives and integrals. A historical or investigative project based on careers involving advanced mathematics or science will be required for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills two credits of the mathematics credits required for high school graduation.

Mathematics Electives

ADVANCED STUDY MATHEMATICS

Grade Level 9-12

Prerequisite / Notes

Concurrent with AMSAT

This one-semester course provides students with extended mathematical experiences in conjunction with honors-level mathematics courses. To be eligible for this course, students must be concurrently enrolled in an AMSAT Honors math course. This course enables students to pursue investigations and in-depth research in the development, theory, and application of mathematics particular to their fields of interest. Advanced Study Mathematics may be taken only with the approval of the school curriculum administrator and a supervising mathematics teacher.

Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology, including graphing calculators, is an integral part of this course. This course fulfills one-half of a mathematics credit required for high school graduation and may be repeated.

EXTENDED MATH LAB

Grade Level 10-12

Prerequisite / Notes

Concurrent with AP math courses only

This one-year course is designed to provide extended experience for students concurrently enrolled in an Advanced Placement mathematics course. College Board materials will be used to supplement classroom instruction and prepare students for Advanced Placement examinations in mathematics. This course will fulfill one of the elective credits required for high school graduation and may be repeated.

Navy Junior ROTC

MILITARY SCIENCE I - JROTC USN

Grade Level 9-12

Prerequisite / Notes

*This is a Level I CTE Course for the Military Science CTE program.

This one-year course introduces students to the fundamentals of Military Science. Students will learn about the NJROTC's history, mission, curriculum, and the benefits of being in the program. Students will also learn the difference between a job and a career and how to start planning now for their future careers. Areas of emphasis include: Followership, leadership, citizenship, wellness, physical fitness, character development, and community service. Students will also learn the types, designations, and missions of Navy ships and aircraft. They will also learn Navy shipboard terminology, customs, and courtesies. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy officers and enlisted personnel, utilizing curriculum provided by the Navy. Instructional practices incorporate integration of diversity awareness including appreciation 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.

MILITARY SCIENCE II - JROTC USN

Grade Level 10-12

Prerequisite / Notes

Pass Military Science I

*This is a Level II CTE Course for the Military Science CTE program. Students will take the state CTE exam.

This one-year course advances students who have successfully completed the fundamentals of Military Science I – Navy. Students in this course are assigned areas of responsibility and are expected to perform their duties in addition to mentoring and leading other JROTC cadets. Areas of emphasis include curriculum from the Navy JROTC: Maritime History – Cadets will develop a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. Leadership – Cadets will develop a sound knowledge of the principle of effective leadership and the importance of discipline in NJROTC and elsewhere. Nautical Science – Cadets will develop a sound understanding of maritime geography as it relates to our national resources, landforms, climate, soil, bodies of water, people, governments, military, and geopolitics. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy officers and enlisted personnel, utilizing curriculum provided by the Navy. Instructional practices incorporate integration of diversity awareness including appreciation 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.

MILITARY SCIENCE III - JROTC USN

Grade Level 11-12

Prerequisite / Notes

Pass Military Science II

*This is a Level III CTE Course for the Military Science CTE program.

This one-year course is designed for third-year students in the Navy Junior Reserve Officers Training Corps (NJROTC). In this section, we will discuss some of the unique ways that the Navy and the Naval Service serve as a tool for national policy and how it fits into the thinking of the country's leaders in times of peace and in times of crisis. In so doing, we hope to give each cadet an appreciation of how the government of the United States interacts with the rest of the world as well as how the U.S. Navy performs its tasks from the perspective of their roles and missions. We will also introduce the cadets to the concepts of law which affect each member of the service and how they relate to the day-to-day operations of the fleet. There are certain skills and knowledge required of every sailor, whether officer or enlisted. In order to be a proficient member of the Naval Service, one must know how ships are put together and how they safely operate. We will discuss how such a complex system as a ship, submarine or aircraft carrier operates, navigates throughout the world, enters and leaves port and performs in an environment which is not only filled with other vessels, but has no guidelines to follow such as roads and highways. We will also discuss weapons systems and their purposes, limitations and defenses. Finally, the Navy operates in an international arena and must be cognizant of the laws and practices which affect their activities throughout the world. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy officers and enlisted personnel, utilizing curriculum provided by the

Navy. This course is designed as an 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 one of the two physical education credits required for high school graduation.

MILITARY SCIENCE IV - JROTC USN

Grade Level 12

Prerequisite / Notes

Pass Military Science III

This one-year course advances students who have successfully mastered the essentials of Military Science III who serve as members of the Junior Reserve Officer Training Corps (JROTC) cadet senior staff. Students in this course are assigned areas of responsibility and are expected to perform their duties in addition to mentoring and leading other JROTC Navy cadets. Areas of emphasis include curriculum from the Navy JROTC. JROTC curriculum emphasizes leadership, citizenship, diversity awareness, financial planning, branch core values and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy officers and enlisted personnel, utilizing curriculum provided by the Navy. This course is designated as honors level in that the 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 one of the elective credits required for high school graduation.

MILITARY SCIENCE AS (Advanced Studies) - JROTC USN

Grade Level 10-12

Prerequisite / Notes

Military Science III completion or Military Science II, III, IV concurrent enrollment
Instructor approval

This one-year course provides students who have achieved all content standards in Military Science an advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' 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 may be repeated. This course fulfills one of the elective credits required for high school graduation.

ROTC DRILL & LEADERSHIP

Grade Level 10-12

Prerequisite / Notes

Concurrent enrollment in Military Science I, II, III, or AS. Instructor recommendation
**Late Bird class

This one-year course is designed to provide the NJROTC 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 NJROTC class and Commander approval. This course may be repeated. This course will fulfill one of the elective credits required for graduation.

Performing Arts - Instrumental/Vocal/Dance

MUSIC HS ADVANCED STUDY

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

Separate sections for Band, Strings, and Vocal

**May only be offered as a Late Bird class after regular school time

This one-year course is designed for ninth through twelfth grade students to develop solo and small ensemble instrumental/vocal techniques and repertoire. Exposure to the wide variety of literature in the solo and small ensemble repertoire encourages future study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Students in the Band section must also be enrolled in Marching Band and Advanced Band. Students will be expected to participate in evening and weekend practices, performances and competitions.

MUSIC HS ADVANCED STUDY - STRINGS

Grade Level 9-12

Prerequisite / Notes

Must be taken concurrently with second assigned orchestra class

This one-year course is designed for ninth through twelfth grade students to develop solo and small ensemble instrumental techniques and repertoire. Exposure to the wide variety of literature in the solo and small ensemble repertoire encourages future study. Instructional practices incorporate integration of diversity awareness including appreciation 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.

ADVANCED BAND

Grade Level 9-12

Prerequisite / Notes

Must be taken concurrently with Marching Band. Instructor approval and/or audition

**Requires participation in extensive after school and weekend practices and performances.

This one-year course is designed for students who have developed skills beyond those outlined and described in the Intermediate Band syllabus. It includes guidance related to playing instruments. The importance of sustained effort and practice is stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing exercises. This course may be repeated. This course will fulfill either the one Arts/Humanities or one elective credit required for graduation.

INTERMEDIATE BAND

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

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.

JAZZ BAND I

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

**May only be offered as a Late Bird class after regular school time

This one-year course is designed to introduce the instrumental music student to contemporary stage band literature and techniques. A student will receive direction in solving interpretation problems and will be given an opportunity to experiment in the area of improvisation. The importance of sustained effort and practice is stressed for technical proficiency. A variety of performing experiences will be provided. This course may be repeated. If this course is taken in grades nine to twelve, the student will fulfill either the one art or humanities credit or one of the elective credits required for graduation.

MARCHING BAND

Grade Level 9-12

Prerequisite / Notes

Must be taken concurrently with Advanced Band. Instructor approval and/or audition

**Requires participation in extensive after school and weekend practices and performances.

This one semester course is designed for students already participating in the advanced band or rhythmic precision programs. As with the advanced bands, marching band includes guidance and direction in solving psychomotor problems related to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles for wind and percussion players. In addition, marching band emphasizes the awareness of movement within time and space, developing students' abilities to perform music and choreography simultaneously. The importance of sustained effort and practices stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing experiences. This course may be repeated for credit.

PERCUSSION ENSEMBLE

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for providing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. This course will fulfill one art/humanities elective credit toward high school graduation.

RHYTHMIC PRECISION (COLOR GUARD)

Grade Level 9-12

Prerequisite / Notes

Must take concurrently with Dance I and Music HS Advance Study - Band

**Requires participation in extensive after school and weekend practices and performances.

This one-year course considers the physical, mental, social, and emotional development of the individual in a performance. Color guard uses props, along with movement, to express dynamic passages in the music accompanying the marching band show. Modern color guards use flags, sabers, rifles, swing flags, airblades, and other pieces of equipment pertaining to the music, as well as a mix of ballet, jazz and modern dance. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. The students will be required to attend after school rehearsals, and band camp. Performing requirements include games, assemblies, band competitions and winter guard competitions. This course will fulfill one of the elective credits required for graduation.

RHYTHMIC PRECISION (CHEER)

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

This one-year course considers the physical, mental, social, and emotional development of the individual in a performance. Color guard uses props, along with movement, to express dynamic passages in the music accompanying the marching band show. Modern color guards use flags, sabers, rifles, swing flags, airblades, and other pieces of equipment pertaining to the music, as well as a mix of ballet, jazz and modern dance. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. The students will be required to attend after school rehearsals, and band camp. Performing requirements include games, assemblies, band competitions and winter guard competitions. This course will fulfill one of the elective credits required for graduation.

CHOIR HS - CHAMBER

Grade Level 10-12

Prerequisite / Notes

Instructor approval and/or audition

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

CHOIR HS - ADVANCED

Grade Level 10-12

Prerequisite / Notes

Instructor approval and/or audition

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 credit required for high school graduation and may be repeated.

CHOIR HS - BEGINNING

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

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.

CHOIR HS - INTERMEDIATE

Grade Level 10-12

Prerequisite / Notes

Instructor approval and/or audition

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 credit required for high school graduation and may be repeated.

DANCE HS I

Grade Level 9-12

Prerequisite / Notes

None

This one-year course is designed to develop an appreciation of dance as an art form. Through movement experiences, students 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 perceiving, analyzing, and making discriminating judgments about 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 credit or one of the elective credits required for graduation.

DANCE HS - ADV TECHNIQUES

Grade Level 11-12

Prerequisite / Notes

*Audition Only

*Supplemental class for Dance 2 and Dance Company students

This one-year course is designed for high school students who have successfully completed an intermediate dance course and want to explore more advanced performance techniques. Major topics include the skills required for performance and creation in ballet, jazz, modern, tap, and theatrical 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.

DANCE HS - FLEX AND TONE

Grade Level 11-12

Prerequisite / Notes

Completed Dance II and Instructor approval

**May only be offered as a Late Bird class

This one-year course provides students with practical training in dance conditioning and fitness as related to training the contemporary dancer. Major topics include alignment and dance anatomy, flexibility, strengthening, proper use of exercise equipment, and safety. Instructional practices incorporate integration of diversity awareness including appreciation 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.

DANCE HS II - (CLARK DANCE COMPANY)

Grade Level 10-12

Prerequisite / Notes

Completed Dance I

Teacher recommendation and/or audition required

**Requires participation in extensive after school and weekend practices and performances.

This one-year course is an intermediate/advanced level dance course designed to build upon an appreciation of dance. Students will build upon their dance skills learned in Dance II. The students will refine their ability to communicate in a way that is different from the written or spoken word. Because dance involves abstract images, the student will develop higher order thinking skills. The students will be required to perform multiple dances at the bi-annual dance concerts (Fall and Spring). In addition the students will be required to perform at assemblies, football games, basketball games, CCSD dance festival, CCSD solo/ensemble festival. Students will have multiple opportunities to offset the cost of participation. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated.

DANCE HS II

Grade Level 10-12

Prerequisite / Notes

Completed Dance I

Teacher recommendation and/or audition required

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.

GUITAR HS ADVANCED

Grade Level 9-12

Prerequisite / Notes

Completion of Intermediate Guitar with C or better

This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an advanced level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, rhythmic patterns, chord study, and finger picking styles, musical forms, and improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

GUITAR HS BEGINNING

Grade Level 9-12

Prerequisite / Notes

None

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.

GUITAR HS INTERMEDIATE

Grade Level 9-12

Prerequisite / Notes

Completion of Beginning Guitar with C or better or one year of participation in middle school

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, and finger picking styles, musical forms, and improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

MARIACHI HS ADVANCED

Grade Level 9-12

Prerequisite / Notes

Completion of Intermediate Mariachi with C or better

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.

MARIACHI HARMONY HS BEGINNING

Grade Level 9-12

Prerequisite / Notes

None

This one-year course is designed for students with no previous Mariachi guitar/vihuela/guitarron 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.

MARIACHI HS INTERMEDIATE

Grade Level 9-12

Prerequisite / Notes

Completion of Beginning Mariachi with C or better or one year of participation in middle school

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.

MARIACHI MELODY HS BEGINNING

Grade Level 9-12

Prerequisite / Notes

None

This one-year course is designed for students with no previous Mariachi violin, trumpet, or vocal experience. Areas of concentration include correct posture, note reading, aural skills, singing, instrumental technique songs, rhythmic patterns, construction, 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.

MUSIC APPRECIATION

Grade Level 9-12

Prerequisite / Notes

None

This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. Instructional practices incorporate integration of diversity awareness including appreciation 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.

ORCHESTRA HS CHAMBER

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

**Offered as a Late Bird class after regular school time

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.

ORCHESTRA HS ADVANCED

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

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 credit required for high school graduation and may be repeated.

ORCHESTRA HS BEGINNING

Grade Level 9-12

Prerequisite / Notes

None

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.

ORCHESTRA HS INTERMEDIATE

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

Previous playing experience (at middle or high school level) required

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.

PIANO HS ADVANCED

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

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.

PIANO HS BEGINNING

Grade Level 9-12

Prerequisite / Notes

None

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.

PIANO HS INTERMEDIATE

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

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. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

AP MUSIC THEORY

Grade Level 10-12

Prerequisite / Notes

Instructor approval

Must be taken concurrently with another Performing Arts class - Band, Choir, Guitar, Orchestra, or Piano

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Music Theory examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. It is suggested that students have prior instrumental experience or membership in school vocal ensembles. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one elective credit required for high school graduation.

DUAL ENROLLMENT - MUSIC 121

Grade Level 11-12

Prerequisite / Notes

3.25 Cumulative GPA

MUSIC APPRECIATION: The course is for students with little or no musical training and focuses on the historical background of classical music and composers and listening to representative works. Emphasis is on increasing the enjoyment and understanding of a variety of classical musical styles. 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 ENROLLMENT - MUSIC 125

Grade Level 11-12

Prerequisite / Notes

3.25 Cumulative GPA

HISTORY OF ROCK MUSIC: The esthetics and sociology of rock from its origins in rhythm and blues to the rise of Elvis Presley and Rock-a-Billy, Chuck Berry and teenage-rock, Bob Dylan and protest rock, the Beatles and the Rolling Stones, Psychedelic Rock, and Soul. 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.

MODERN MUSIC TECHNOLOGY

Grade Level 10-12

Prerequisite / Notes

N/A

Music Technology is an iPad (school supplied) based, one year course designed to introduce the student to the field of Music Technology studies. Music Tech focuses on basic understanding of sound and music production using electronic musical instruments and computers as well as an understanding of digital audio. Students will learn to manipulate and create sound/music in the digital environment. The following elements will be included in this course: film scoring using DAWs to create sound for film, develop a working knowledge of MIDI basics as it applies to recording, techniques in the design and use of sound/music for multimedia applications, as well as historical evolution of digital and electronic sound/music production. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

HISTORY OF POP MUSIC

Grade Level 9-12

Prerequisite / Notes

None

This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures

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

THEATRE TECHNOLOGY I

Grade Level 9-10

Prerequisite / Notes

This is a Level I CTE course for the Theatre Technology CTE program.

*Course fee required

This one-year course provides the student an opportunity to explore technical theatre production skills. Areas of emphasis include theatre operations of the front and back of the house. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

THEATRE TECHNOLOGY II

Grade Level 10-11

Prerequisite / Notes

Theatre Technology I and Instructor approval

This is a Level II CTE course for the Theatre Technology CTE program. Students will take the state CTE exam.

*Course fee required

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.

THEATRE TECHNOLOGY AS

Grade Level 9-12

Prerequisite / Notes

Instructor approval and/or audition

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

THEATRE APPRECIATION

Grade Level 9-12

Prerequisite / Notes

None

This one-year course is designed to promote a positive attitude toward theatre by Responding: Understanding and evaluating how the arts convey meaning, and Connecting: Relating artistic ideas and work with personal meaning and external context. The ability to recognize specific forms, theatre techniques, and historical styles is emphasized through viewing and reading of plays. Instructional practices incorporate integration of diversity awareness including appreciation 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.

THEATRE I

Grade Level 9-12

Prerequisite / Notes

None

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 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.

THEATRE II

Grade Level 10-12

Prerequisite / Notes

Instructor approval

This one-year course is designed for students who have successfully completed the appropriate Theater I course or who has participated in an approved equivalent school or community theater oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theater festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

THEATRE III

Grade Level 11-12

Prerequisite / Notes

Instructor approval

This one-year course is designed for students who have successfully completed the appropriate Theatre II course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

THEATRE IV

Grade Level 12

Prerequisite / Notes

Instructor approval

This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and performing theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill an art/humanities elective credit toward high school graduation.

ADVANCED STUDY PERFORMING ARTS

Grade Level 11-12

Prerequisite / Notes

Instructor approval and/or audition required

This one-year course is offered to students whose individual desire is to pursue a study of their own interest through investigation and in-depth research for which there is no provision in the regular school curriculum. Students are expected to work independently and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Students must report to the supervising teacher once each week for assistance. Out-of-school research is considered homework and will not substitute for class attendance. Students are required to provide the coordinator and/or committee of interested or qualified persons with a written report or an oral presentation of the study. One credit per year is issued upon the satisfactory completion of course requirements. Students may repeat the course with approval of a counselor and/or administrator. This course will fulfill one arts/humanities credit required for graduation.

Science

AMSAT ADV BIOLOGY HONORS

Grade Level 9

Prerequisite / Notes

AMSAT only

This one-year course meets daily on a block schedule in the Academy of Math, Science, and Applied Technology (AMSAT) at Clark High School and is designed to provide an in-depth study of biological concepts for the academically-oriented student. This course is designated as honors level by the accelerated instructional pacing and depth of content. Emphasis is placed on advanced critical-thinking skills, research skills, and laboratory techniques. Additional emphasis is placed on the development and application of skills related to scientific predictions, biological patterns, cause and effect relationships, and the integration of learned concepts. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one and one half of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

AP BIOLOGY

Grade Level 9-12

Prerequisite / Notes

B or better in Biology I H and Chemistry I H and/or teacher recommendation or AMSAT Tier I-A

This course is designed for those students who desire a challenging college level biology class. Students will cover, in-depth all the major concepts and processes of biology with an emphasis on problem-solving strategies and college level experiments. Emphasis is placed on preparing students for the Advanced Placement Examination. It is expected students will take the AP exam in May. See your school counselor if you have financial hardship. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

AP CHEMISTRY

Grade Level 10-12

Prerequisite / Notes

B or better in Biology H and Chemistry H or teacher recommendation

This course is designed for those students who desire a challenging college level chemistry class. Students will study, in depth, all the major concepts and theories of chemistry, with an emphasis on problem solving strategies and college level experiments. Laboratory experiments will emphasize observation, recording and interpretation of data, and communication skills. Emphasis is placed on preparing students for the Advanced Placement Examination. It is expected students will take the AP exam in May. See your school counselor if you have financial hardship. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

AP ENVIRONMENTAL SCIENCE

Grade Level 11-12

Prerequisite / Notes

B or better in Bio/Bio H and B or better in Chem/Chem H

This class is a laboratory based class designed to provide students with the scientific principles and methods to understand the interrelationships of the natural world, to identify and analyze natural and human caused environmental problems, to evaluate the risks associated with those problems, and to examine alternative solutions. This course fulfills one of the science requirements for graduation and meets 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 financial hardship.

AP PHYSICS I: ALGEBRA BASED

Grade Level 10-12

Prerequisite / Notes

C or better in Algebra II and concurrent enrollment in Precalculus H or higher math

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.

AP PHYSICS 2: ALGEBRA BASED

Grade Level 11-12

Prerequisite / Notes

AP Physics 1: Algebra Based or AP Physics C: Mechanics

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 2: 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.

AP PHYSICS C: ELECTRICITY AND MAGNETISM

Grade Level 11-12

Prerequisite / Notes

B or better in Physics Honors or AP Physics I or AP Physics C: Mechanics and Precalculus Honors or concurrent enrollment in Calculus or higher math

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics C: Electricity and Magnetism examination. This college-level calculus-based 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.

AP PHYSICS C: MECHANICS

Grade Level 11-12

Prerequisite / Notes

B or better in Physics Honors or AP Physics I and PreCalculus/ concurrent enrollment in Calculus or higher math

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics C: Mechanics examination. This college-level calculus-based 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.

BIOLOGY

Grade Level 9-12

Prerequisite / Notes

None

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.

BIOLOGY HONORS

Grade Level 9-12

Prerequisite / Notes

B or better in Science 8 ACC

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.

CHEMISTRY

Grade Level 10-12

Prerequisite / Notes

Passed Algebra I

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.

CHEMISTRY HONORS

Grade Level 10-12

Prerequisite / Notes

C or better in Algebra I and/or teacher recommendation

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.

AMSAT CHEMISTRY HONORS

Grade Level 10

Prerequisite / Notes

AMSAT only

This one-year course meets daily for students on the block schedule in the Academy of Math, Science, and Applied Technology (AMSAT) at Clark High School and is designed for students who have successfully completed Algebra I Honors and designed to provide an in-depth study of introductory chemistry concepts. Topics included are mathematics of chemistry, safety, laboratory procedures, elements-compounds-mixtures, atomic theory and structure, structure and organization of the periodic table, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, phases of matter, solutions, acids-bases theory, equilibrium, thermo-chemistry, organic chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology and Society (STS) issues will be an integral on-going part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. Additional emphasis is placed on: history of chemistry, biochemistry, qualitative chemistry, and research projects. A science project is required for this course. This course is distinguished from Chemistry I by the instructional pacing and the delivery of advanced content. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one and one half science credits toward high school graduation and qualifies as a laboratory science for college entrance.

GEOSCIENCE HONORS

Grade Level 10-12

Prerequisite / Notes

C or better in biology and teacher recommendation

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Geoscience Honors include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

PHYSICAL SCIENCE

Grade Level 10-12

Prerequisite / Notes

None

This one-year course increases scientific literacy through the use of science and engineering practices, crosscutting concepts and core ideas related to physical science and earth and space science. This course is designed to provide a foundation for success in high school physical science and earth and space science courses. The topics covered include nature of matter and interactions, forces and motion, earth systems and sustainability, and space science. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

PHYSICS

Grade Level 11-12

Prerequisite / Notes

C or better in Algebra II

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

PHYSICS HONORS

Grade Level 11-12

Prerequisite / Notes

B or better in Algebra II

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.

PRINCIPLES OF ANATOMY/PHYSIOLOGY HONORS

Grade Level 11-12

Prerequisite / Notes

B or better in Biology/Biology H and Chemistry/Chemistry H

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. 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 elective credits required for high school graduation.

Science Electives

PRINCIPLES OF EPIDEMIOLOGY HONORS

Grade Level 11-12

Prerequisite / Notes

B or better in Chemistry/Chemistry H

This one-year course is designed for students interested in the biomedical field of science. This course is designated as honors level by the accelerated instructional pacing and depth of content. Epidemiology involves the study of patterns of occurrence of disease and other phenomena in human populations to determine their cause and create solutions for prevention and control. This course provides cross-curricular links among sciences, social studies, English, mathematics, and technology. Topics covered in this course include diseases, occupational hazards, accidents, historical perspectives, environmental problems and social determinants of health and illness. In addition, emergent issues such as ethics, biomedical engineering, research, and bioterrorism are explored. 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 elective credits required for high school graduation.

PRINCIPLES OF GENETICS HONORS

Grade Level 11-12

Prerequisite / Notes

B or better in Chemistry/Chemistry H

This one-year course is designed for students interested in the field of genetics. This course is designated as honors level by the accelerated instructional pacing and depth of content. Concepts include the history of genetics, the biochemistry of genetic materials, current technology and research, and career opportunities. 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 elective credits required for high school graduation.

PRINCIPLES OF ZOOLOGY HONORS

Grade Level 10-12

Prerequisite / Notes

B or better in Biology/Biology H

This one-year course is designed for students desiring an in-depth study of zoology. This course is designated as honors level by the accelerated instructional pacing and depth of content. General areas of study include levels of organization, evolutionary theory, ecological adaptations, and the anatomical and physiological characteristics of all major animal phyla. Emphasis will be placed on diversity within the animal kingdom as it relates to physiological adaptations and environmental pressures. This course serves to familiarize students with educational and occupational opportunities in the field of zoology. 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 elective credits required for high school graduation.

SCIENCE INDEPENDENT STUDY

Grade Level 9-12

Prerequisite / Notes

Blocked with AMSAT Biology and Chemistry courses only

This one-semester course provides students the opportunity to pursue a study of their own interest through investigation and lab-based research. Students collaborate with the supervising teacher to design and implement the topic of study. Individual students or teams of students are expected to work independently and consult with their supervising teacher at least once each week. The supervising teacher provides direction, monitors progress, and evaluates students' work. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students are required to complete written assignments and a final presentation. Instructional practices incorporate integration of diversity awareness including appreciation 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 half of one of the elective credits required for high school graduation and may be repeated.

SCIENCE SENIOR RESEARCH PROJECT

Grade Level 10-12

Prerequisite / Notes

Instructor approval required. Must be a member of a Science Olympiad competitive team.

This one-year course is designed to enable juniors and/or seniors to thoroughly investigate an approved scientific topic of their choice under the sponsorship of a mentor and/or committee. The project must be designed and approved prior to the beginning of the student's senior year. Students are expected to work independently and consult with their supervising mentor for guidance. Students are required to provide their mentor and/or committee of interested or qualified persons with a written report or oral presentation of their study. Credit is awarded upon satisfactory completion of the project as commensurate with the hours spent on the project. 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 elective credits required for high school graduation and may be repeated.

Social Studies

AP US GOVERNMENT AND POLITICS

Grade Level 12

Prerequisite / Notes

AP History or teacher recommendation

*This is a required course for seniors in the AMSAT and AOF magnet programs.

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

AP US HISTORY

Grade Level 11

Prerequisite / Notes

AP World History or teacher recommendation

*This is a required course for juniors in the AMSAT and AOF magnet programs.

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.

AP WORLD HISTORY MODERN

Grade Level 10

Prerequisite / Notes

B or better in English 9 H or teacher recommendation

*This is a required course for sophomores in the AMSAT and AOF magnet programs.

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.

AMERICAN GOVERNMENT

Grade Level 12

Prerequisite / Notes

None

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

AMERICAN GOVERNMENT HONORS

Grade Level 12

Prerequisite / Notes

C or higher in US History

This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. 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. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the one-half American Government credit required for high school graduation.

DUAL ENROLLMENT - FIN 111 - FINANCIAL LITERACY

Grade Level 11-12

Prerequisite / Notes

3.25 Cumulative GPA

FINANCIAL LITERACY - ACHIEVING FINANCIAL INDEPENDENCE: Improve financial literacy and managing personal finances to achieve financial independence. Examines opportunity costs, budgeting, credit, financial planning, student financial aid, and applies lessons to individuals' financial situations. Emphasizes applied critical thinking using examples and case studies to discuss and practice the financial decision-making process and make data informed decisions.

DUAL ENROLLMENT - FIN 112 - FINANCIAL LITERACY II

Grade Level 11-12

Prerequisite / Notes

C or better in FIN 111

FINANCIAL LITERACY II - Achieve financial success through investments with financial literacy. Analyze social scientific and financial data to adapt investment strategies to changing life circumstances, economic, and market conditions over one's lifetime. Understand how financial markets function, analyze various types of investments, understand risk/return and valuation, apply portfolio building and investment management strategies.

Dual Enrollment - PSC 101 - INTRODUCTION TO AMERICAN POLITICS

Grade Level 12

Prerequisite / Notes

3.25 Cumulative GPA

This is a one-semester dual credit course through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. A survey of the United States, national, state and local governments with emphasis on the cultural aspects of the governing process. This course fulfills the one-half American Government credit required for high school graduation. Students who complete this course with a “D” or higher will also be awarded three credit hours from the UNLV.

ECONOMICS AND FINANCIAL LITERACY

Grade Level 12

Prerequisite / Notes

None

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.

ECONOMICS AND FINANCIAL LITERACY HONORS

Grade Level 12

Prerequisite / Notes

C or higher in American Government

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.

US HISTORY

Grade Level 11

Prerequisite / Notes

None

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.

US HISTORY HONORS

Grade Level 11

Prerequisite / Notes

C or higher in World 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. 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.

HISTORY 101 DUAL ENROLLMENT

Grade Level 11

Prerequisite / Notes

3.25 cumulative GPA and a B in World Hist H or A in World History and/or teacher recommendation

U.S. HISTORY TO 1877: A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877.

This is a one semester dual credit course through UNLV where students must meet the prerequisite requirements. This course fulfills the US History credit required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

HISTORY 102 DUAL ENROLLMENT

Grade Level 11

Prerequisite / Notes

Pass HIST 101

U.S. HISTORY SINCE 1877: A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present.

This is a one semester dual credit course through UNLV where students must meet the prerequisite requirements. This course fulfills the US History credit required for high school graduation. Students who complete this course with a D or higher will also be awarded up to three credit hours from UNLV.

WORLD HISTORY

Grade Level 9 and 10

Prerequisite / Notes

None

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

WORLD HISTORY HONORS

Grade Level 9 and 10

Prerequisite / Notes

B or higher in English 9 or English 8

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

Social Studies Electives

AP AFRICAN AMERICAN STUDIES

Grade Level 11-12

Prerequisite / Notes

B or better in previous English class

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP African American Studies examination. This college-level curriculum focuses on four thematic units that move across the course chronologically, providing students opportunities to delve into key topics that extend from medieval kingdoms of West Africa to the ongoing challenges and achievements in the contemporary moment. The students develop multidisciplinary skills, including historical, literary, visual, and data analysis skills, as they explore key concepts within African American studies. Emphasis is placed on the diversity of Black communities in the United States within the broader context of Africa and African Diaspora in the past and present. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. 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.

AFRICAN AMERICAN EXPERIENCE

Grade Level 11-12

Prerequisite / Notes

None

This one-year course provides students with an in-depth examination of the African-American experience in the United States. Students explore the contributions of African-American literature, art, drama, architecture, music, dance, history, and philosophy. Instructional practices incorporate integration of diversity awareness including appreciation 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.

AP HUMAN GEOGRAPHY

Grade Level 9-12

Prerequisite / Notes

Teacher recommendation

*This course is required for freshmen in the AMSAT Tier I-A cohort.

**Students who take this course as freshmen must take AP World History or World History Honors as sophomores.

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This course provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of the Earth's surface. This course will focus on the methods and tools geographers use in their science to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. It is expected students will take the AP exam in May. See your school counselor if you have financial hardship. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

AP MACROECONOMICS

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

*Required course for AOF students. AOF students will be given priority for placement.

This one-semester course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Macroeconomics examination. This course gives students a comprehensive understanding of the principles of macroeconomics. Macroeconomic concepts relate to the study of the economic system as a whole. Students focus on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. 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-half of 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 financial hardship.

AP MICROECONOMICS

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

*Required course for AOF students. AOF students will be given priority for placement.

This one-semester course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Microeconomics examination. Microeconomics is the study of decision-making by individuals and firms in a market economy. Emphasis is placed on the nature and functions of product markets, including the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. 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-half of 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 financial hardship.

AP PSYCHOLOGY

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

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 financial hardship.

DUAL ENROLLMENT - WMST 113 - GENDER, RACE, AND CLASS

Grade Level 11-12

Prerequisite / Notes

3.25 Cumulative GPA

This is a one-semester dual credit course through UNLV. Students enrolled in this course must meet the prerequisite requirements. This course is designated as a college level course by the accelerated instructional pacing and depth of content. Interdisciplinary, cross-cultural survey of the way in which gender interacts with race, age, class, and sexuality to shape human consciousness and determine the social organization of human society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation. Students who complete this course with a "D" or higher will also be awarded three credit hours from the UNLV.

LATIN AMERICAN HISTORY

Grade Level 11-12

Prerequisite / Notes

None

This one-year course examines the social, economic, and political developments in Latin America from conquest and colonization through modern times. Students explore the historical changes in government and society with particular emphasis on the second half of the 20th century. Instructional practices incorporate integration of diversity awareness including appreciation 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. 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.

PRINCIPLES OF LEADERSHIP

Grade Level 9-12

Prerequisite / Notes

Elected Student Body/Student Council officers only
Concurrent enrollment in Principles of Leadership

The purpose of this one-year course is to train student leaders in the various aspects of leadership. Time will be used in and out of class for the performance of tasks associated with their leadership responsibilities. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma and may be repeated.

PSYCHOLOGY I

Grade Level 10-12

Prerequisite / Notes

None

This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, and biological bases of behavior, motivation, and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

Prerequisite / Notes

None

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

Visual Arts

ADVANCED ART STUDY

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

*Course fee required

This one-year course is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality and innovation through problem solving and art making. Students will demonstrate an extended knowledge of aesthetics and will effectively critique their own work and the artwork of others. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will 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 will fulfill one elective credit.

ART I

Grade Level 9-12

Prerequisite / Notes

*Course fee required

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.

CERAMICS I

Grade Level 10-12

Prerequisite / Notes

Art I or teacher recommendation

*Course fee required

This first-year course is designed to provide experience in three-dimensional design as it applies to ceramics. This course includes an exploration of a variety of hand-building methods and an introduction to wheel techniques. Glaze techniques, tools, vocabulary development, safety factors, historical appreciation, and evaluation are a part of the course. Students are encouraged to exhibit their work.

CERAMICS II

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

*Course fee required

This one-year advanced course is designed to build upon the experience in three-dimensional design as it applies to ceramics. Students will refine hand building methods and learn or expand wheel techniques. Surface decoration, vocabulary development, studio participation and safety,

historical appreciation, aesthetics and critique are to be continued in this course. This course will fulfill one elective credit required for high school graduation.

DRAWING I

Grade Level 10-12

Prerequisite / Notes

Art I or teacher recommendation

*Course fee required

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 judge 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. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.

DRAWING II

Grade Level 11-12

Prerequisite / Notes

Drawing I

*Course fee required

This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter, and is a continuation of Drawing I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific drawing styles and significant artists who have used drawing throughout history are emphasized. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be expanded. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

PAINTING I

Grade Level 10-12

Prerequisite / Notes

Art I or teacher recommendation

*Course fee required

This one-year course is designed to provide students with a strong foundation of painting through the study of basic techniques and the use of a variety of media. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of painting and painters throughout the ages are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

PAINTING II

Grade Level 11-12

Prerequisite / Notes

Painting I

*Course fee required

This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, and media associated with painting and is a continuation of Painting I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in study, planning, art making, and reflection. Specific painting styles and significant painters throughout history are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

World Languages

AP CHINESE LANGUAGE AND CULTURE

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

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

AP FRENCH LANGUAGE AND CULTURE

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

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

AP JAPANESE LANGUAGE AND CULTURE

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

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

AP SPANISH LANGUAGE AND CULTURE

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

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

AP SPANISH LITERATURE AND CULTURE

Grade Level 11-12

Prerequisite / Notes

Teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Literature 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 the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity awareness including appreciation 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 one Arts/Humanities 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.

CHINESE I

Grade Level 9-12

Prerequisite / Notes

C or better in previous English class

This one-year course is designed to facilitate students' acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of 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.

CHINESE II HONORS

Grade Level 9-12

Prerequisite / Notes

C or better in Chinese I

This one-year course is designed for students who have successfully completed Chinese 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 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.

CHINESE III HONORS

Grade Level 10-12

Prerequisite / Notes

C or better in Chinese II

This one-year course is designed for students who have successfully completed Chinese II Honors or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of 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.

FRENCH I

Grade Level 9-12

Prerequisite / Notes

C or better in previous English class

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

FRENCH II HONORS

Grade Level 9-12

Prerequisite / Notes

C or better in French I

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

FRENCH III HONORS

Grade Level 10-12

Prerequisite / Notes

C or better in French II

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

JAPANESE I

Grade Level 9-12

Prerequisite / Notes

C or better in previous English class

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

JAPANESE II HONORS

Grade Level 9-12

Prerequisite / Notes

C or better in Japanese I

This one-year course is designed for students who have successfully completed Japanese 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 one of the elective credits required for high school graduation.

JAPANESE III HONORS

Grade Level 10-12

Prerequisite / Notes

C or better in Japanese II

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

SPANISH I

Grade Level 9-12

Prerequisite / Notes

C or better in previous English class

**Course not intended for native Spanish speakers

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

SPANISH II HONORS

Grade Level 11-12

Prerequisite / Notes

C or better in Spanish I

**Course not intended for native Spanish speakers

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

SPANISH III HONORS

Grade Level 10-12

Prerequisite / Notes

C or better in Spanish II

**Course not intended for native Spanish speakers

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

BEGINNING SPANISH LITERACY

Grade Level 9-12

Prerequisite / Notes

Must be a native Spanish speaker

*Placement based on department administered screening test.

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

INTERMEDIATE SPANISH LITERACY HONORS

Grade Level 9-12

Prerequisite / Notes

Must be a native Spanish speaker

*Placement based on department administered screening test.

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

ADVANCED SPANISH LITERACY HONORS

Grade Level 9-12

Prerequisite / Notes

Must be a native Spanish speaker

*Placement based on department administered screening test.

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

Other Electives

AVID 9

Grade Level 9

Prerequisite / Notes

ALL non magnet 9th grade students will be placed in this course

This one-year course, Advancement Via Individual Determination (AVID), is a national curriculum preparatory class for students who have been identified with high ability or talent but could achieve more with support. It allows AVID students the opportunity to acquire skills and understanding at levels commensurate with their potential. This class will provide extra support for students to improve study skills, reading, and comprehension in all subject areas. Concurrent with enrollment in AVID, students will enroll in advanced-level college preparatory courses that fulfill college entrance requirements. Students will learn strategies in note taking, study skills, test taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading skills, and library research skills. Students will receive extensive help in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community will be included as an enhancement to the course curriculum. Ongoing home contact is integral to the success of the program. This course will fulfill one elective credit toward high school graduation. This course may be repeated.

AVID 10

Grade Level 10

Prerequisite / Notes

C or better in AVID 9

The tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 11

Grade Level 11

Prerequisite / Notes

C or better in AVID 10

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID 12

Grade Level 12

Prerequisite / Notes

C or better in AVID 11

The AVID Elective 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

DUAL ENROLLMENT - FILM 100 - INTRODUCTION TO FILM

Grade Level 11-12

Prerequisite / Notes

3.25 Cumulative GPA

INTRODUCTION TO FILM: Introduction to the history of international film, its structure and terminology. Development of cinematic techniques from Edison, Lumiere, and Melies to prevailing contemporary trends surveyed, with special emphasis on major directors such as Eisenstein, Ford, Griffith, Lang, Hitchcock, Bergman, and Renoir.

DUAL ENROLLMENT - FILM 110 - LANGUAGE OF FILM

Grade Level 11-12

Prerequisite / Notes

3.25 Cumulative GPA

LANGUAGE OF FILM: Introduction to studying feature films through lectures, discussions, and writing criticism. Investigation of what elements make film a unique art form through both textual and contextual analysis.

FRESHMAN STUDIES

Grade Level 9

Prerequisite / Notes

none

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

Teacher Education at Clark High School

T.E.A.C.H.

All T.E.A.C.H. students are required to pay a program fee of \$25.00. This fee includes membership in Educators Rising, a national professional association for future educators and the Professional Student Organization (PSO). Educators Rising provides students with an avenue for leadership and networking opportunities. Field trips, conferences, fundraising, service projects, and professional development are incorporated into the T.E.A.C.H. program.

COMMUNICATION IN EDUCATION

Grade Level 9

Prerequisite / Notes

T.E.A.C.H. only

This course emphasizes the importance of effective reading, writing, listening, speaking, presentation skills and the effective use of technology in the educational environment. Students are introduced to learning theories, fundamental skills of an effective educator, appropriate instructional strategies and how to create a culturally responsive environment. Computer technology and media equipment are utilized and integrated as effective communication tools. T.E.A.C.H. students practice and demonstrate various communication skills throughout this course. In elementary or a secondary environment, students complete actual classroom observations and/or teaching activities to evaluate the effectiveness of the communication areas explored in this course. This course fulfills one of the elective credits required for high school graduation.

EARLY CHILDHOOD EDUCATION

Grade Level 10

Prerequisite / Notes

T.E.A.C.H. only

This one-year course provides students with an introduction to the principles of early childhood education. Areas of emphasis include developmental needs of young children, care, and education. Instructional practices incorporate integration of diversity awareness including appreciation 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.

ISSUES IN EDUCATION

Grade Level 11

Prerequisite / Notes

T.E.A.C.H. only

*Students must maintain a C or better average to continue in the T.E.A.C.H. program

This course is a survey of political, social, and economic issues related to education in society. This course evaluates current events in education and their effect on society. T.E.A.C.H. students will be introduced to research skills and techniques necessary to gather detailed information on current educational issues. Individual and group research presentations including panel discussions and debates, are major course components. Students will experience actual teaching as they present projects in mini-teaching scenarios. This course fulfills one of the elective credits required for high school graduation.

***Students will have the opportunity to earn UNLV credit for course EDU 201 Introduction to Elementary Education during the first semester. During the second semester, students will have the opportunity to earn UNLV credit for course EDU 280 Multicultural Education.

MANAGEMENT IN TEACHING

Grade Level 11

Prerequisite / Notes

T.E.A.C.H. only

*Students must maintain a C or better average to continue in the T.E.A.C.H. program

This one-year course introduces Teacher Education Academy students the importance of time management, classroom management, and organization. This course substantiates the need for an effective classroom management system and teacher expectations that develop student self-responsibility and promote positive growth in student behavior. It addresses the importance of self-management in building a successful career in education. In early childhood, elementary, middle, and/or high school settings, students complete actual classroom observations and teaching activities. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

METHODS OF TEACHING

Grade Level 11

Prerequisite / Notes

T.E.A.C.H. only

*Students must maintain a C or better average to continue in the T.E.A.C.H. program

This one-year course introduces students to the basic methods involved in teaching. Topics to be considered include elements of a lesson plan, preparation of lesson plans, and understanding the diverse classroom needs in both elementary and secondary content areas. Actual classroom observations and teaching experiences in early childhood, elementary, and/or middle school settings are integrated into this course. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

EDUCATION INTERNSHIP/SEMINAR

Grade Level 12

Prerequisite / Notes

T.E.A.C.H. only

*Students must maintain a C or better average to first semester to qualify for the second semester internship

This course is designed to give seniors in the T.E.A.C.H. Academy an opportunity to become acquainted with the teaching profession. It affords seniors an opportunity to work in a Clark County School District classroom under the supervision of an experienced educator who takes on the role of a mentor teacher. Students will draw from their classroom knowledge acquired during their previous courses in the T.E.A.C.H. Academy. This internship experience mirrors student teaching. Students will create lesson plans, present lessons, assist their mentor teachers and gain an understanding of the daily responsibilities of a classroom teacher. This course fulfills four of the elective credits required for high school graduation.

***Students will have the opportunity to earn UNLV credit for course EDU 214 E Preparing Teachers to Use Technology during the first semester.

***Students will have the opportunity to earn UNLV credit for course EDU 203 Introduction to Special Education during the second semester.

This class takes three class periods.