

CURRICULUM OVERVIEW



Grades 9-12



CCSD 
CLARK COUNTY
SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES



Emily Stevens
President



Irene Bustamante Adams
Vice President



Lydia Dominguez
Clerk



Isaac Barron
Member



Lorena Biassotti
Member



Linda P. Cavazos
Member



Ramona Esparza-Stoffregan
Member



Tameka Henry
Member



Adam Johnson
Member



Lisa Satory
Member



Brenda Zamora
Member

SUPERINTENDENT OF SCHOOLS

Jhone Ebert

TABLE OF CONTENTS

PATHWAYS TO GRADUATION	4
DIPLOMAS IN CLARK COUNTY SCHOOL DISTRICT	4
GRADUATION REQUIREMENTS	5
CORE ENROLLMENT EXPECTATIONS	6
ADVANCED PLACEMENT	6
DUAL ENROLLMENT	6
ENGLISH LANGUAGE ARTS	8
MATHEMATICS	10
SCIENCE	12
SOCIAL STUDIES	14
ADDITIONAL AREAS OF LEARNING	18
INFORMATION LITERACY	18
INDEPENDENT LEARNING	18
SOCIAL RESPONSIBILITY	18
HEALTH	18
PHYSICAL EDUCATION	19
WORLD LANGUAGE	19
DUAL LANGUAGE IMMERSION	19
FINE ARTS EDUCATION	20
COMPUTER SCIENCE AND APPLICATIONS	20
HIGH SCHOOL CAREER AND TECHNICAL EDUCATION	20
TOGETHER - PREPARING OUR STUDENTS	22
LEARNING EXPECTATIONS	22
NEVADA STATE SYSTEM OF ASSESSMENT - HIGH SCHOOL	22
CAREER AND TECHNICAL EDUCATION	23
MAGNET SCHOOLS	23
NEVADA LEARNING ACADEMY AT CCSD	23
WORK-BASED LEARNING	24
COLLEGE AND CAREER READY	24
COMPREHENSIVE SCHOOL COUNSELING PROGRAM OVERVIEW	25
i-READY® ASSESSMENT SUITE	25
MULTI-TIERED SYSTEM OF SUPPORTS	26
COMPUTER ACCESS	26
ENGLISH LEARNERS (MULTILINGUAL LEARNERS)	26
FAMILY ENGAGEMENT DEPARTMENT	27
VEGAS PBS	28
SAFEVOICE	28

PATHWAYS TO GRADUATION IN CLARK COUNTY SCHOOL DISTRICT

- Each student will create an academic plan with the school counselor that is based on career goals and one of the diplomas in Clark County School District (CCSD).
- Each student enrolls in and passes the courses.
- The parent/guardian approves each student's academic plan in Infinite Campus each year.
- Each student takes the ACT Test with Writing (if applicable, the Nevada Alternate Assessment will satisfy the ACT testing requirement).

DIPLOMAS IN CLARK COUNTY SCHOOL DISTRICT

- Standard
- Alternative
- Advanced
- College and Career Ready

For the College and Career Ready diploma, students must:

1. Complete the credit requirements, including Algebra II or higher, with a 3.25 weighted grade point average (GPA), and
2. Demonstrate proficiency in two languages (Seal of Biliteracy), or 2 credits in Advanced Placement (AP), or 2 credits in International Baccalaureate (IB), or 2 credits in Dual Enrollment, or 2 credits in Career and Technical Education (CTE), or 2 credits in Work-Based Learning, or 2 credits in the same world language course, and
3. Earn at least one of the following endorsements:
 - College Ready Endorsement: Student completes a College and Career Readiness (CCR) assessment (such as the ACT and SAT) and receives scores for placement into non-remedial, college-level English language arts (ELA) and mathematics courses.
 - Career Ready Endorsement: Student earns a Silver or above on the ACT National Career Readiness Certificate (NCRC), an Armed Forces Qualification Test (AFQT) 50 or above on the Armed Services Vocational Aptitude Battery/Pending Internet Computerized Adaptive Test (ASVAB/PiCAT), or a CTE Skills Attainment certificate, or a Nevada Industry-Recognized Credential.

GRADUATION REQUIREMENTS

AREAS OF STUDY	Standard	Advanced	College and Career Ready
	Alternative		
ENGLISH	4	4	4
MATHEMATICS	3	4	4
SCIENCE	2	3	3
WORLD HISTORY/ GEOGRAPHY/HUMANITIES	-	1	1
US HISTORY	1	1	1
AMERICAN GOVERNMENT	.5	.5	.5
ECONOMICS AND FINANCIAL LITERACY	.5	.5	.5
PHYSICAL EDUCATION	2	2	2
HEALTH EDUCATION	.5	.5	.5
COMPUTER EDUCATION AND TECHNOLOGY	.5	.5	.5
ARTS/HUMANITIES/CTE	1	1	1
ELECTIVES	6	6	6
FLEX CREDIT	2	-	-
TOTAL	23	24	24
GPA REQUIREMENT	-	3.25 weighted	3.25 weighted



CORE ENROLLMENT EXPECTATIONS

CCSD strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students will be enrolled in the Core Enrollment Expectations as provided by Nevada Revised Statute (NRS) 389.018. Core Enrollment Expectations are in addition to graduation requirements.

Students must be prepared for the following post-secondary opportunities:

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

CORE ENROLLMENT EXPECTATIONS	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Including Algebra II or higher)	4
NATURAL SCIENCE	3
SOCIAL STUDIES	3
TOTAL	14

ADVANCED PLACEMENT

Promoting greater participation and achievement in AP courses remains a high priority. AP courses play a crucial role in equipping students with the skills and practices necessary for success in college and beyond. These courses emphasize the development of advanced writing proficiency, critical problem-solving capabilities, efficient time management, self-discipline, and effective study habits. It's imperative that students and parents/guardians recognize how AP courses align with long-term, post-secondary goals, as the courses provide a solid foundation for future academic pursuits and career aspirations. By engaging with the rigor of AP coursework, students not only enhance academic abilities but also cultivate the resilience and adaptability needed for lifelong learning and achievement.

DUAL ENROLLMENT

CCSD collaborates closely with the Nevada System of Higher Education institutions, offering students the chance to earn both high school and college credits concurrently through Dual Enrollment programs. This partnership not only facilitates a seamless transition from high school to college but also provides an expedited pathway to higher education, aiding students in both time and cost savings. The availability of Dual Enrollment opportunities hinges on the specific partnership between higher education institutions and each high school, with college course placements being determined by the respective institutions' criteria.



ENGLISH LANGUAGE ARTS

As part of the Core Enrollment Expectations, students are expected to complete four units of English. Curricula and instruction are aligned to Nevada Academic Content Standard Connectors (NVACS) for English Language Arts. Below is the ELA course sequence for Grades 9–12.

ENGLISH 9*

The Grade 9 course, Foundations in Composition and the Elements of Text, is designed to assist students in mastering the language, structure, and rhetoric of text, completing complex writing assignments, reading and analyzing a range of literary and informational material, delivering extensive oral presentations, and participating in a variety of conversations and collaborations with peers. People from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.

ENGLISH 10*

The Grade 10 course, Composition and Themes in Global Text, focuses on types of composition. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. Through the study of themes found universally in global text, instruction emphasizes not only critical analysis of text, but also writing historical, philosophical, cultural, and ethical perspectives.

ENGLISH 11*

The Grade 11 course, Composition and Themes in American Text, requires expository, analytical, and argumentative writing assignments. The course is also structured around multicultural themes and perspectives to encourage students to think conceptually about America's past, present, and future, as well as the ethnic and cultural diversity of the American experience.

ENGLISH 12*

The Grade 12 course, Post-Secondary Composition and Universal Themes in Text, focuses on refining the literacy skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation related to the workplace, being a member of a diverse society, and real-world situations.

*Regular, Honors, AP, and Dual Enrollment courses are available. Students in Grades 11 and 12 have the opportunity to participate in Language and Composition AP courses, Literature and Composition AP courses, and/or Dual Enrollment courses.



For more information on NVACS for ELA, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts>.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Encourage your student to read all assigned material and engage your student in conversation about these materials.
- Create a quiet, comfortable space in which your student can read. Consider reading one or more of the assigned books along with your student.
- Engage your student in discussions of the text and materials they are reading and how the cultural and ethical perspectives expressed in the materials are different or similar to your family's culture and perspective.
- Have your student present opinions to you. Ask questions and be a good listener.
- Ask your student about current writing assignments and encourage your student to talk about ideas before beginning to write.
- Encourage your student to write often and, whenever possible, share your own writing as an example.
- Encourage your student to write notes that are grammatically correct.

MATHEMATICS

As part of the Core Enrollment Expectations, students are expected to complete four units of mathematics in high school. Mathematics instruction is based on NVACS for Mathematics. Below is the mathematics course sequence for Grades 9–12.

ALGEBRA I

The 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 numbers, algebra, functions, and statistics. This course is based on NVACS for Mathematics.

GEOMETRY*

The course provides students with a rigorous study of transformational geometry. It incorporates problem-solving, reasoning, modeling, and effective communication in the study of transformational geometry, right triangle trigonometry, measurement, and probability. This course is based on NVACS for Mathematics.

ALGEBRA II*

The course provides students the opportunity to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Also, sequences and series, modeling, and statistics are incorporated into this course. Connections to other areas of mathematics and applications to other disciplines are also integrated into this course.

FOURTH YEAR MATHEMATICS

The fourth year of mathematics could include courses, such as AP Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, Data Science, or College Preparatory Mathematics.

*Regular, Honors, and/or Dual Enrollment courses are available for students in Grade 9–12. Middle school students may participate in accelerated coursework as appropriate.

For more information on NVACS for Mathematics, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics>.



SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Write ten effective strategies for taking a mathematics test. Discuss the answers. Work problems backward, review notes beforehand, study vocabulary, and check on and discuss the course assignments.
- Identify ways in which algebra and geometry are used in everyday life. Algebra is very useful in describing fees involving memberships or contracts that include a flat fee plus additional costs for extra services. Applications of geometry can be found in such areas as the construction trades, packing and shipping situations, and logical arguments found in the field of law.
- Find a newspaper article that provides the results of a statistical study and discuss the results.
- Look up car pricing in the newspaper or online. Work with your student to determine the actual cost of the car, including the monthly payment, insurance, gasoline, and maintenance.
- Begin working on a project for the Nevada Kindergarten–Grade 12 Statistics Poster Competition.
- Investigate architecture and geometry. Ask your students what shapes they see and how.
- Create a family budget. Look at patterns of saving, spending, and growth.

SCIENCE

NVACS for Science identifies eight practices of science and engineering and seven crosscutting concepts that are essential for every student to use. Their purpose is to help students deepen understanding of science content and develop a coherent, scientifically-based view of the world.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Pattern
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

As part of the Core Enrollment Expectation, students are expected to complete three units of science, one of which must be Biology or Biology Honors. Science instruction is based on NVACS for Science. Below are the science courses offered in high school.

BIOLOGY*

There are five life science topics in biology: Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, and Natural Selection and Evolution. This course is designed as a survey of the biological sciences.

GEOSCIENCE*

There are five topics in geoscience: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. This course is designed as a survey of geological sciences.

CHEMISTRY*

There are three broad topics in chemistry: Structure and Properties of Matter, Chemical Reactions, and Energy.

PHYSICS*

There are three broad topics in physics: Forces and Interactions, Energy, Waves, and Electromagnetic Radiation.

*Regular, Honors, and/or Dual Enrollment courses are available. AP opportunities are available for many science courses.

For more information on NVACS for Science, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/science>.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Discuss news headlines or magazine articles related to science.
- Visit local science sites, including [*Red Rock Canyon*](#), [*Lake Mead National Recreation Area*](#), [*Mount Charleston*](#), the [*Springs Preserve*](#), or the [*National Atomic Testing Museum*](#).
- Challenge stereotypes about scientists and understand that anyone can have a career in science.
- Check out NASA's Astronomy Picture of the Day at: <https://apod.nasa.gov/apod/astropix.html>.
- Ask questions to link material learned in science class to real-world scenarios: Why is Las Vegas a desert? How has human activity affected the environment? How are traits inherited? How do environments change? What impact do humans have on the environment? Why does your voice sound differently when you are under water in the pool? How will converting light bulbs in your home affect your electric bill?
- Incorporate cultural relevance into at-home science activities with your student. Explore traditional food preparation methods, investigate local plant life used in medicine or cuisine, study weather patterns related to your region, build models based on local landmarks, or research scientific contributions from people of diverse backgrounds; always ensuring to connect the science concepts to your family's cultural heritage and stories.

SOCIAL STUDIES

NVACS for Social Studies identifies six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. Their purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to the challenges of the future.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

As part of the Core Enrollment Expectation, students are expected to complete three units of social studies. Social studies instruction is based on NVACS for Social Studies. The social studies course sequence for Grades 9–12 can be found on the next page.



WORLD HISTORY*

The Grade 10 course examines world history from approximately the 1300s to modern day. Students study geography, history, culture, and ethnicity in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, and developments across the world within this time frame. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Students analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.

GEOGRAPHY*

The Grade 10 course examines societal development from the Renaissance to the present with an emphasis on exploring Earth's human and physical systems in both global and regional contexts. Students develop an understanding of current world issues and relate them to geographical, historical, political, economic, social, and cultural contexts. Depending on school resources, this course may replace World History in Grade 10. Students interpret the contributions of racially and ethnically diverse leaders to the advancement of our world, as well as analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.

UNITED STATES HISTORY*

The Grade 11 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 their consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Students examine how American culture is influenced and shaped by diverse groups and individuals. Students investigate and apply the successful principles used by groups in United States (U.S.) history in order to create communities of respect, equity, and diversity at the school and local level. Students discuss the contributions of racially and ethnically diverse leaders to the advancement of the U.S.

AMERICAN GOVERNMENT*

The one-semester Grade 12 course is a study of the U.S. Federal, State, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the U.S. government and political system. Students investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.

Senate Bill (SB) 322 requires students enrolled in the American Government course to take the civics exam. The civics exam contains a portion of the questions found on the U.S. Naturalization Test. This exam is needed for the successful completion of the American Government course, as well as graduation requirements.



ECONOMICS AND FINANCIAL LITERACY*

This one-semester Grade 12 course is a study of economics and financial literacy. Students will evaluate financial decision-making, investigate how market systems work, and examine globalization.

*Regular, Honors, and/or Dual Enrollment courses are available. AP opportunities are available for many social studies courses.

For more information on NVACS for Social Studies, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies>.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Read primary source documents, which are first-hand accounts written or created at the time an event took place, such as the following:
 - George Washington's Farewell Address – refer to avalon.law.yale.edu/18th_century/washing.asp, or
 - Dr. Martin Luther King, Jr's Letter from Birmingham Jail – refer to https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html.
- Discuss family cultures and histories related to important historical events, such as World War II and the Civil Rights Movement.
- Discuss the importance of participating in society through voting, civic discourse, and joining organizations.

- Write or call legislators to demonstrate ways to become involved in society.
- Participate in a family/group service project, such as volunteering for a political campaign or working for a non-profit organization.
- Discuss current news events and connect them to a historical perspective.
- When learning about financial literacy, discuss effective methods of saving and spending, and discuss college and career.
- Use maps when traveling. Allow your student to guide the trip by using a map.
- Analyze your cultural identity and connect it to world and U.S. history, as well as current world events.



INFORMATION LITERACY

Students access information to solve an information problem or question using a variety of digital and print resources. They judge the accuracy, relevance, and completeness of sources and information in relation to a range of topics. They develop a plan to use a variety of sources and can explain the kinds of information found in each, distinguishing between fact, point of view, and opinion.

INDEPENDENT LEARNING

Students explore a range of sources to find information of personal interest or wellbeing and apply the information to real-life purposes. Various genres of literature are read, including mythology, short stories, drama, poetry, fiction, and nonfiction. Students evaluate the information-seeking process at each stage as it occurs and make adjustments, as necessary, to improve the process and the product, revising, improving, and updating work as needed.

SOCIAL RESPONSIBILITY

Students organize information into formats for presentation, whether working individually or in groups. Students help to organize and integrate the contributions of all the members of a group into an informational product. Students use ethical behavior in regard to information and information technologies, plagiarism, citation of sources, and intellectual freedom.

HEALTH

This one semester course examines the intricate relationships between personal, community, environmental health, mental and emotional health, nutrition and physical activity, substance use and abuse, safety practices, injury prevention, cardiopulmonary resuscitation/Automated External Defibrillator (CPR/AED), personal safety, human reproductive system, human immunodeficiency virus, related communicable diseases, and sexual responsibility within established guidelines. Topics include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an essential part of this course. The course fulfills the one-half credit of health required for high school graduation.

PHYSICAL EDUCATION

Students will focus on developing a health and skill-enhancing level of physical fitness. Students execute motor skills, movement patterns, and safety while participating in a variety of physical activities. Health and skill-enhancing fitness concepts will be explored through personal goal-setting and self-evaluation.

Students will be moderately to vigorously physically active for fifty percent of the instructional time. Two physical education credits are required for high school graduation.

WORLD LANGUAGE

The goals of the secondary world language program are to develop students' communicative skills in the target language and to lead students to intermediate and/or advanced-level proficiency. 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. Students access and evaluate information and diverse perspectives that are available through the language and its cultures. It is recommended that at least ninety percent of the instructional time in class be conducted in the target language. Students use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied and their own.

Based on student requests and teacher availability, courses may be offered in the following languages:

- American Sign Language
- Arabic
- Chinese (Mandarin)
- Filipino (Tagalog)
- French
- German
- Italian
- Japanese
- Korean
- Latin
- Russian
- Spanish
- Spanish Literacy

Note: Many out of state colleges and universities require a minimum of two–three years of study in the same language to fulfill entrance requirements.

DUAL LANGUAGE IMMERSION

In the Dual Language Immersion program, students receive balanced instruction in both English and Spanish. This program enhances students' academic performance, fosters biliteracy and bilingualism, and develops cultural competence and awareness.

Students in Grades 9–12 receive Spanish instruction in one or more courses. The primary aim of these courses is to sustain and further refine students' Spanish language skills acquired during elementary and middle school Dual Language Immersion instruction. This strategic approach ensures students are biliterate and bilingual in English and Spanish and can proficiently perform to receive the Seal of Biliteracy upon graduation.

FINE ARTS EDUCATION

For students who elect to participate in fine arts courses, high school sites provide a variety of opportunities to develop individual and group skills to create, perform, respond, and connect in the disciplines of music, dance, theatre, and the visual arts. Standards-based, sequential instruction in the arts is offered to all students, at most school sites, as part of a balanced education in order to meet student interests, develop skills, and provide career opportunities. Programs of study may include:

- **Dance:** Beginning, Intermediate, and Advanced
- **Music:** Band, Orchestra, Choir, Guitar, Mariachi, Music Theory, Music Appreciation, and Jazz Band
- **Theatre:** Beginning, Intermediate, Advanced, and Technical
- **Visual Arts:** Art I, Drawing, Painting, Ceramics, Photography, AP Studio Art, AP Art History, Design Crafts, Fibers, and Printmaking

COMPUTER SCIENCE AND APPLICATIONS

All Nevada public high schools are required to offer a computer science course. The Grades 9-12 Computer Science standards can be taught within courses such as the AP Computer Science Principles course. This is in addition to all high school students required to earn the half-credit Computer Science and Applications graduation requirement course credit. This one-semester course provides students with skills in computer science and applications. Areas of emphasis include computer science, computational thinking, productivity applications, digital citizenship, and integrated technology. Instructional practices incorporate integration of diversity awareness, including appreciation of diverse backgrounds, cultures and perspectives, and their important contributions to society. The Computer Science and Applications course is appropriate for Grades 8–12. This course fulfills the one-half computer science credit required for high school graduation.

For more information on NVACS for Computer Science and Integrated Technology, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/computer-science/>.

HIGH SCHOOL CAREER AND TECHNICAL EDUCATION

CTE is essential for preparing students for both college and career opportunities. By participating in CTE programs, students acquire critical knowledge and skills in over 60 diverse career pathways, ensuring they are well-equipped for future success. Each program adheres to rigorous content standards and follows a structured progression of study, culminating in an end-of-program (EOP) assessment. Students who complete their program-of-study with a minimum GPA of 3.0 and pass their EOP and Workplace Readiness Skills assessments earn the Skill of Attainment Certificate. This certificate is not only a testament to their expertise but also provides statewide CTE College Credit, giving them

a significant advantage in both higher education and the job market. For those interested in maximizing their CCR, engaging with a school counselor and exploring the wide array of CTE offerings available at their high school is a crucial step. Embracing CTE paves the way to a promising and rewarding future.

Standards-based, sequential instruction in the arts is offered to all students, at most school sites, as part of a balanced education in order to meet student interests, develop skills, and provide career opportunities.



TOGETHER - PREPARING OUR STUDENTS

LEARNING EXPECTATIONS

This document presents learning expectations for students based on NVACS for ELA, mathematics, science, and social studies. Also included are learning expectations in the areas of health, library, music, physical education, world language, and fine arts education. The learning expectations presented in this document can help you know how your student is doing in high school. Tips and activities are provided to help your student learn at home. Contact your student's teacher to learn more and discuss how you can help your student meet these learning expectations.

NEVADA STATE SYSTEM OF ASSESSMENT - HIGH SCHOOL

All Grade 11 students must participate in Nevada's CCR Assessment, ACT with Writing, during the spring state testing window provided, per state and federal requirements. In addition, participation in the CCR is a graduation requirement. Grade 11 students eligible to participate in the Nevada Alternate Assessment are tested in the spring in the content areas of ELA, mathematics, and science to fulfill this graduation requirement. Families may access the ACT practice tests to prepare their student for an optimal assessment experience at <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>.

All Grade 9 students must participate in the Nevada Science assessment, which is administered in an online format.

For additional information on Nevada state assessments, please visit <https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/office-of-assessments>.



CAREER AND TECHNICAL EDUCATION

CTE is an educational pathway that focuses on providing students with the skills and knowledge needed for specific careers. CTE programs are designed to prepare students for a career by combining academic instruction with practical, hands-on learning experiences. The goal is to equip students with the skills and competencies required for success in various professions and industries.

MAGNET SCHOOLS

CCSD magnet programs are designed to develop students' talents, interests, and abilities by offering specialized learning opportunities related to various themes. Students from across CCSD may apply to a magnet program regardless of the region in which they reside, however, transportation will only be provided to students living within the designated transportation boundary for the magnet program. The purpose of magnet programs is to improve student achievement, promote diversity, and create an awareness of career opportunities relative to the fields of study in which students may be interested, while also fostering their unique skills and passions. Families can explore these opportunities through a variety of events beginning in the fall of each year, such as magnet fairs, parent/guardian workshops, school tours, and shadowing opportunities. The application for magnet schools opens in the early fall and closes the second Tuesday of each January. For additional information, please visit magnet.ccsd.net.

NEVADA LEARNING ACADEMY AT CCSD

Nevada Learning Academy at CCSD (NVLA) offers a comprehensive, full-time, online middle school and high school program open to residents of Clark County, Nevada. NVLA is tuition-free for full-time students. In addition to the full-time programs, all students in Nevada can take NVLA online courses part-time for a fee while enrolled at their current schools. Information on NVLA full-time programs can be found at NVLearningAcademy.net. NVLA offers all core courses for Grades 6–12 and a range of advanced courses and electives, including dual enrollment and CTE programs. Students should work with their school counselors to enroll or visit the NVLA website for additional information.



WORK-BASED LEARNING

Select schools and programs offer an immersive educational experience that bridges classroom knowledge with real-world application. Through strategic partnerships with local businesses and organizations, students gain invaluable insights, practical skills, and professional connections in chosen fields. Tailored to individual career interests, this program integrates hands-on training, mentorship opportunities, and project-based learning, empowering students to explore their passions and develop a competitive edge in today's dynamic job market. Students have the opportunity to earn elective credits towards graduation, with up to 1.0 credit available for CTE Work Experience, Exploratory Work Experience, Internship, and School-Based Enterprise, as well as unlimited credits for participating in internships. For additional information, please contact your school counselor.

COLLEGE AND CAREER READY

Listed below is some information to keep in mind as your student moves through high school.

1. Support your student in exploring various subjects and extracurricular activities to discover their interests and passions.
2. Encourage resilience and perseverance in the face of academic or personal difficulties.
3. Be informed of the graduation requirements, including courses and credits. Encourage your student to work and hold them accountable for attending classes, actively participating in learning, and making good grades.

4. Schedule a meeting with the school counselor for you and your student to discuss an educational plan to make sure your student is on the right track to graduate and prepared for post-secondary opportunities. Ensure the school counselor knows the best way to communicate with you (phone, email, text, etc.).
5. Help your student organize information about college admissions, scholarship applications, and other post-secondary opportunities.
6. Research and explore different colleges, universities, and technical training programs with your student.
7. Attend college fairs, campus tours, and information sessions to learn about potential educational paths.
8. Additionally, career information, including occupations and employment, education and training, and self-assessments are resources available to students as they consider events after high school.

For more information, refer to <https://ccsd.nv.headed2.com>.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM OVERVIEW

A school counselor shall design and deliver a comprehensive program for school counseling that promotes the achievement of students. School counselors work to maximize success for each and every student. As vital members of the school leadership team, school counselors collaborate to create a school culture of success. School counselors help each and every student apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, workforce).

For more information, refer to cpd.ccsd.net/departments/1746-2/.

i-READY® ASSESSMENT SUITE

The i-Ready® assessments are designed to measure a student's achievement and growth over time in reading and mathematics. When used in combination with other formative assessments, as part of a balanced assessment system, i-Ready® provides valuable data to inform instructional decisions and identify next steps for learners. The assessments are required for all students in Grades 9–10. The assessments are administered three times per year in the fall, winter, and spring. Family resources are available in 15 languages at <https://i-readycentral.com/familycenter/>.



MULTI-TIERED SYSTEM OF SUPPORTS

The Multi-Tiered System of Supports (MTSS) is an educational framework designed to address the diverse academic and social-emotional-behavioral needs of students in Pre-Kindergarten through Grade 12. One of the foundational components of MTSS is the tiered continuum of supports. Students move fluidly through the tiers based on their individual needs as they gain or strengthen skills.

Tier I (Universal): All students receive high-quality, standards-based instruction that utilizes evidence-based teaching practices and engaging activities.

Tier II (Targeted): Recognizing that some students may require additional support, Tier II involves targeted strategies, such as small-group instruction or specialized support to address student-specific learning needs. Tier II is provided in addition to Tier I and includes additional instruction, structure, predictability, regular practice of the skills the student is learning, and increased opportunities for feedback.

Tier III (Intensive): This level of support assists students who need additional time and instruction to demonstrate adequate progress and develop the skills, concepts, and knowledge necessary for success. Tier III is provided in addition to Tier I and may involve smaller groups or individualized attention tailored to the student's needs, with close monitoring of instruction and student progress.

Embedded within MTSS, Positive Behavioral Interventions and Supports (PBIS) provides an evidence-based approach that facilitates the development of a supportive and inclusive school environment through key components that promote a positive school climate and support students' academic and social-emotional-behavioral well-being.

MTSS is a systematic framework that ensures every student receives the resources and support needed to thrive, and equitable access to opportunities that promote each student's academic achievement, social-emotional-behavioral growth, and overall development.

COMPUTER ACCESS

All CCSD students will be provided a computing device, a Chromebook. CCSD will provide home Internet connectivity solutions (or subsidies) to families who qualify. Parents/Guardians should inform their student's school if they are in need of these services.

ENGLISH LEARNERS (MULTILINGUAL LEARNERS)

Students who are identified as English learners are assessed yearly on English language proficiency. Educators integrate language support as supported with the *Nevada English Language Development Standards*. English learners are supported with developing the English language and learning grade-level content. The goal is for English learners to demonstrate adequate growth and reach proficiency on the yearly English Language Proficiency Assessment.

FAMILY ENGAGEMENT DEPARTMENT

The Family Engagement Department provides all CCSD families with valuable resources and learning opportunities. The mission of the Family Engagement Department is to empower and educate families to support their student's overall wellbeing and academic achievement.

University of Family Learning

The Family Engagement Department implements the University of Family Learning (UFL), which provides families of students of all ages with educational resources and support. There are over 100 UFL classes in four focus areas: parents/guardians as teaching partners, navigating the school system, involvement, leadership, and advocacy, and promoting wellness and development. Classes are offered at the 13 Family Support Centers, all CCSD school sites, throughout the community, and in digital/virtual formats. For times and locations, check the UFL calendar at engage.ccsd.net, call (702) 799-0072, (702) 799-0303, or contact your student's school.

Family Support Centers

Title I Family Support Centers are located in Title I elementary schools, one Title I middle school, and one Title I high school throughout CCSD. In collaboration with community and CCSD partners, these centers provide programs and resources to support student achievement and foster strong family-school partnerships. Families are invited to participate in early childhood classes for parents/guardians and 3–5-year-olds, English classes for adults, Rosetta Stone licenses are available for adult family members, workshops, and receive technology support at all the centers. The Family Support Centers are free and open to Title I families. Services are offered in English and Spanish. For the locations of these centers, visit engage.ccsd.net or call (702) 799-0072 or (702) 799-0303, Option 2.

CCSD Family Support Center

The CCSD Family Support Center assists CCSD students and their families, catering to various needs including family engagement activities, adult English classes, a pediatric health clinic, employment assistance, college counseling, and school registration procedures.

Additionally, the center aims to foster a welcoming environment for newcomer students and families adjusting to life in Nevada by providing CCSD orientations, refugee supportive services, and assistance navigating procedures as a new CCSD student and family.

For additional information about all the supportive services the CCSD Family Support Center provides, visit <http://familysc.ccsd.net/> or call (702) 799-0072. Information is also available on social media platforms including Facebook and Instagram. To make an appointment at the UNLV Health Pediatric Clinic located at the CCSD Family Support Center, call (702) 586-9943.

Super Saturdays

Super Saturday events are free family learning opportunities offered through the Family Engagement Department in collaboration with key stakeholders and community partners in Las Vegas. Open to all Title I families and students, each Super Saturday event is designed to provide families the opportunity to gain valuable strategies, engage in rich learning experiences, and connect with local resources to support students' academic success and wellbeing. Participants can choose between adult-only sessions (with childcare provided) or interactive sessions where families learn together. Super Saturday events offer a platform for communities to come together for the common goal of student achievement. Dates of upcoming Super Saturday events are posted on engage.ccsd.net or call (702) 799-0303.

VEGAS PBS

Support your student's learning with resources from Vegas PBS vegaspbs.org/education/grades-6-12/ and the PBS LearningMedia (vegas.pbslearningmedia.org/) platform offer extensive Tier III support to help and engage high school students needing additional time or multifaceted instruction to achieve academic growth. Through a broad collection of free, standards-aligned resources, including interactive videos, games, and hands-on activities in subjects like mathematics, science, ELA, history, and civics, PBS LearningMedia makes learning accessible and engaging. Critical skills like media literacy and responsible information evaluation are emphasized, and hundreds of resources are available in Spanish.



Students, parents/guardians, and faculty throughout Nevada have access to

SafeVoice, an anonymous reporting system used to report threats to the safety or wellbeing of students. SafeVoice was established by the Nevada Department of Education under Senate Bill (SB) 212 in 2017 to protect student wellness, prevent violence, and save lives. SafeVoice is found in Nevada Revised Statutes 388.1451 to 388.1459.

In partnership with the Nevada Department of Public Safety, the SafeVoice program provides students with a safe place to submit tips concerning their own safety or that of others. A fully trained professional team of experts responds in an appropriate manner 24/7/365. Tips always stay anonymous.

SafeVoice reports can be made through the hotline by calling (833) 216-SAFE (7233), electronically at safevoicenuv.org, or through a free mobile app available in the app store for either Android or iPhone.

YOUR INPUT IS IMPORTANT

Parents/Guardians of CCSD Students,

Please complete a short survey via the link or the QR code below to provide input on this CCSD Curriculum Overview. Thank you in advance for your feedback. Your input is very important to us as we continue to provide information on curriculum to parents/guardians.

<https://bit.ly/CCSDCurriculumOverviewFeedback>

SCAN QR CODE, OR CLICK
THE LINK ABOVE.



BOARD OF SCHOOL TRUSTEES

Emily Stevens, President
Irene Bustamante Adams, Vice President
Lydia Dominguez, Clerk
Isaac Barron, Member
Lorena Biassotti, Member
Linda P. Cavazos, Member
Ramona Esparza-Stoffregan, Member
Tameka Henry, Member
Adam Johnson, Member
Lisa Satory, Member
Brenda Zamora, Member
Jhone Ebert, Superintendent