

# **Nevada Learning Academy At CCSD**



## **2017-2018 Secondary Course Catalog & Registration Guide**

## Welcome

Greetings and Welcome to Nevada Learning Academy. Our Mission is to provide innovative education for all students to pursue personal and academic goals. The academic program at Nevada Learning Academy has been designed with your interests in mind. You will be joining an excellent teaching and support staff, whose primary purpose is helping you to become successful as students and as life-long learners.

This curriculum overview has been developed to help parents/guardians understand what is expected of students at each grade level in the core academic areas. This is also available on the NVLA website at <http://NVLA.me>. These expectations take into account Nevada State Content and Performance Standards as students progress through standards-based curriculum. Student progress is assessed on an annual basis for each specific course, with Nevada proficiency examinations in writing, mathematics, reading, and science being administered beginning in the spring of the student's sophomore year in school. The catalog provides a general description of the concepts and skills to be taught in each specific course. Additionally, information has been included outlining Nevada's State Content standards, which have been developed to ensure all of Nevada's students are provided a quality education. Parents/guardians may use this information to assess their student's progress from course to course and year to year.

Our school recognizes that parental/guardian guidance and encouragement in the development of the student's skills and knowledge are critical to the educational process. Understanding what will be required of your child as he/she progresses through the high school years toward earning a high school diploma, will enable you to help your child reach this goal. It is my hope that the information contained in this catalog will be useful to parents/guardians as they continue to guide their children during these important high school years.

I encourage you to contact your child's counselor, should you have any questions regarding the contents of this booklet. You are commended for your hard work and unceasing efforts to ensure that your son and/or daughter is afforded the best educational experience possible.

*Andrea M. Connolly*

Principal

### ***NON-DISCRIMINATION LANGUAGE***

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities.

- Welcome..... 2**
  - Non-Discrimination Language..... 2
- NVLA Enrollment Pathways ..... 8**
  - Full-Time Students ..... 8
  - Part-Time Students ..... 8
  - Credit-By-Exam ..... 8
- NVLA Course Options..... 8**
  - NVLA Teacher-Led Courses ..... 8
  - NVLA Independent Study Courses ..... 8
  - Credit-By-Exam (CBE)..... 9
    - Courses Available for CBE ..... 9
    - Scheduling for CBE ..... 10
    - Costs for CBE ..... 10
- Students Expectations ..... 10**
- Tips for Success in Online Courses..... 11**
- NVLA POLICIES & PROCEDURES..... 12**
- SCHEDULING POLICIES ..... 12**
  - Required High School Student Caseload..... 12
    - Full-Time Students ..... 12
    - Part-Time Students ..... 12
  - Prerequisites ..... 13
  - Course Challenges..... 13
  - Duplicate Courses – Repeating Courses..... 13
  - Schedule Change Policy ..... 13
  - Dropping A Course After the 18<sup>th</sup> Day of the Semester..... 13
- TESTING PROGRAM ..... 14**
- ATTENDANCE ..... 14**
  - Absences - Defined ..... 14
    - Independent Study:..... 14
      - Teacher Led..... 14
  - Notes for Absences ..... 14
  - Criteria for Approved Absences ..... 15
  - Prearranged Absences ..... 15
  - Excused and Unexcused Absences..... 15
  - Responsibility for Work Missed During Absences ..... 15
  - Attendance Progressive Discipline Policy for All Students ..... 16
  - Athletics and Extra-Curricular Activities ..... 16
- Nevada Department of Education Code of Honor ..... 17**
- MIDDLE SCHOOL COURSE CATALOG..... 18**
  - Course Requirements..... 18
  - Individualized Academic Education Plan (IAEP)..... 18
  - Diversity Awareness..... 18
  - Technology..... 18
  - Abbreviations ..... 18
- MS CORE CURRICULUM ..... 19**
  - English ..... 19

English Language Arts 6 – Block.....	19
English Language Arts 6 Accelerated – Block.....	19
English Language Arts 7 – Block.....	19
English Language Arts 7 Accelerated – Block.....	19
English Language Arts 8 – Block.....	19
English Language Arts 8 Accelerated – Block.....	19
<b>Mathematics .....</b>	<b>20</b>
Mathematics 6 .....	20
Mathematics 6 – Accelerated .....	20
Mathematics 7 .....	20
Mathematics 7 – Accelerated .....	20
Pre-Algebra .....	21
Algebra High School Credit.....	21
Geometry Honors High School Credit.....	21
<b>Science .....</b>	<b>21</b>
Science 6 .....	21
Science 7 .....	21
Science 8 .....	21
<b>Social Studies .....</b>	<b>22</b>
US/Nevada History 7.....	22
US/Nevada History 7 Accelerated.....	22
World Geography 8.....	22
<b>Health and Physical Education.....</b>	<b>22</b>
Physical Education 6.....	22
Physical Education 7.....	22
Physical Education 8.....	22
Health 8.....	23
<b>MS Electives .....</b>	<b>23</b>
Information Technology – Middle School Credit .....	23
Explorations – Coding (6-8).....	23
Information Technology – High School Credit .....	23
Computer Literacy High School Credit.....	23
Introduction to Computer Apps & Games High School Credit .....	23
Music.....	23
Music 6.....	23
Music Awareness 7 .....	23
General Music 8 .....	24
Piano 6-8 .....	24
World Languages – Middle School Credit.....	24
Exploring World Languages - French.....	24
Exploring World Languages - Spanish .....	24
World Languages – High School Credit .....	24
Chinese I High School Credit.....	24
Chinese II Honors High School Credit .....	24
French I High School Credit.....	24
French II Honors High School Credit .....	24
Spanish I High School Credit.....	25
Spanish II Honors High School Credit.....	25
<b>HIGH SCHOOL COURSE CATALOG .....</b>	<b>26</b>
Four Year Academic Plan .....	26
Individualized Academic Education Plan (IAEP).....	26

Matriculation .....	26
CCSD Guidance and Counseling Website.....	26
<b>GRADUATION REQUIREMENTS .....</b>	<b>27</b>
Early Graduation Policy.....	27
Testing Requirements .....	27
College Readiness Assessments.....	27
Diploma Types.....	27
21 <sup>st</sup> Century Course of Study .....	28
Standard Diploma .....	28
Advanced Diploma.....	29
Advanced Honors Diploma .....	29
Advantages of the Honors Course Offerings.....	30
Grade Point Average (GPA) Calculations .....	30
Valedictorian and Salutatorian .....	30
<b>Career and Technical Education (CTE) College Credit .....</b>	<b>31</b>
<b>Governor Guinn Millennium Scholarship Program.....</b>	<b>31</b>
<b>Athletics .....</b>	<b>31</b>
Clark County School District Athletic Eligibility.....	31
NCAA Initial Eligibility Requirements .....	32
<b>Alternative Credit Opportunities.....</b>	<b>33</b>
Physical Education II Waiver Credit .....	33
Concurrent Credit Options.....	33
External Credit Options.....	34
Maximum Credit Options.....	34
<b>HIGH SCHOOL COURSE OFFERINGS .....</b>	<b>35</b>
Four Year Academic Plan .....	35
Honors Agreement.....	35
AP Agreement .....	35
Diversity Awareness.....	36
Technology.....	36
Abbreviations .....	36
<b>HS CORE CURRICULUM .....</b>	<b>37</b>
English .....	37
English 9 .....	37
English 9 Honors.....	37
English 10 .....	37
English 10 Honors.....	37
English 11 .....	38
English 11 Honors.....	38
English 12 .....	38
English 12 Honors.....	38
Advanced Placement English Courses .....	38
AP English Language & Composition .....	38
AP English Literature & Composition .....	38
Mathematics .....	39
Algebra I.....	39
Algebra II .....	39
Algebra II Honors.....	39
Geometry .....	39

Geometry Honors.....	39
Mathematics I Essentials.....	40
Mathematics II Essentials.....	40
Mathematics Of Personal Finance .....	40
Pre-Algebra .....	40
Pre-Calculus AB Honors.....	40
Topics of Modern Mathematics .....	40
Advanced Placement Mathematics Courses.....	41
AP Calculus AB.....	41
AP Statistics .....	41
Science .....	41
Biology.....	41
Biology Honors .....	41
Chemistry .....	41
Chemistry Honors.....	42
Geoscience .....	42
Physics.....	42
Physics Honors .....	42
Advanced Placement Science Courses.....	42
AP Biology .....	42
AP Chemistry .....	43
AP Physics I: Algebra-based .....	43
AP Physics II: Algebra-based .....	<b>Error! Bookmark not defined.</b>
Social Studies .....	43
World History .....	43
World History Honors .....	43
U.S. History.....	43
U.S. History Honors .....	43
U.S. Government.....	43
U.S. Government Honors .....	43
Advanced Placement .....	44
AP Human Geography.....	44
AP World History.....	44
AP U.S. History .....	44
AP U.S. Government & Politics .....	44
Physical Education & Health .....	45
Personal Fitness and Wellness I.....	45
Personal Fitness and Wellness II.....	45
Health.....	45
<b>Career and Technical Education Electives .....</b>	<b>45</b>
Health Science.....	45
Career Education – Business & Healthcare.....	46
Dental Assisting I.....	46
Dental Assisting II Honors .....	46
Health Science II.....	46
Medical Assisting I.....	46
Medical Assisting Advanced Studies .....	46
Nursing Assistant Honors.....	46
Nursing Assistant Lab.....	46
Pharmacy Practice.....	46
Principles of Anatomy & Physiology Honors.....	47
Information Technology.....	47

Career Education – IT and Manufacturing .....	47
Computer Science I .....	47
Computer Science II Honors.....	47
Computer Science III Honors.....	47
Digital Game Development I .....	48
Digital Game Development II .....	48
Graphic Design I .....	48
Graphic Design II .....	48
Graphic Design III .....	48
Business Management .....	48
Accounting and Finance I .....	48
Accounting and Finance II .....	49
Business Computer Applications.....	49
Business Software Applications .....	49
Career Education – Business and Healthcare .....	49
Principles of Business and Marketing .....	49
<b>HS Electives .....</b>	<b>49</b>
Computers / Information Technology .....	49
Introduction to Computer Science.....	49
Introduction to Computers .....	49
Driver Education .....	50
Driver Education.....	50
English Electives .....	50
Journalism Foundations .....	50
Fine Arts .....	50
Art I.....	50
Music Appreciation .....	50
Music Theory.....	50
AP Music Theory .....	50
Social Studies Electives .....	51
Psychology I.....	51
Introduction to Global Studies .....	51
AP Psychology .....	51
Student Support and Leadership .....	51
College Survival / Exams .....	51
Career Education.....	51
Principles of Leadership (Student Council) .....	51
Freshman Studies.....	51
Sophomore Studies.....	52
Junior Studies .....	52
World Languages.....	52
Chinese I.....	52
Chinese II Honors .....	52
French I.....	52
French II Honors.....	52
French III Honors.....	53
AP French .....	53
Spanish I .....	53
Spanish II Honors .....	53
Spanish III Honors .....	53
AP Spanish Language & Culture .....	54

# NVLA Enrollment Pathways

## ***FULL-TIME STUDENTS***

Full-time enrollment at Nevada Learning Academy at CCSD is free to students residing in Clark County. Students are offered teacher-led courses, independent study online courses, or a combination of both. Students choose the pathway that best fits their needs.

## ***PART-TIME STUDENTS***

Enroll part-time with NVLA to complete courses outside of the traditional school day to accelerate learning, replace credits, take courses not offered at your home school, or just enjoy the flexibility of online learning. Part-time student enrollment in courses may be subject to enrollment fees.

## ***CREDIT-BY-EXAM***

A method provided by NVLA for high school students to demonstrate mastery-level learning competencies equivalent to high school course work. Students may earn credit for a course by passing an examination rather than taking the course.

## NVLA Course Options

### ***NVLA TEACHER-LED COURSES***

NVLA's teacher-led courses follow a traditional academic semester-based calendar and are led by highly-qualified instructors. Students access the course materials online, submit all assignments electronically, and attend weekly teacher-led online activities. Students are supported by teachers and counselors in a variety of ways including: phone, email, live chat, text, or onsite at the [NVLA campus](#).

**Teacher-led online courses are best for students who:**

- Want to take their entire course online
- Desire a structured environment with assignment due dates and lesson pacing schedule
- Want interactive mentoring and instruction
- Benefit from increased instruction, monitoring, and motivation
- Like the traditional schedule of a semester-based calendar

### **Time Expectations**

- Teacher-Led courses are semester-based and are paced to be completed at the end of the semester.
- Students must work a minimum of five (5) hours a week in each course to stay on track with the course pacing guide.
- Students have until the end of the semester to complete all courses.
- Students are expected to attend and participate in the required weekly online synchronous sessions.

### ***NVLA INDEPENDENT STUDY COURSES***

NVLA's independent study courses offer flexibility within a mastery-based system. NVLA's independent study courses offer flexibility within a mastery-based system. Students can access their online courses when and where they choose. They progress through the courses at their own pace and must achieve mastery-level on a unit to progress onto the next. The mastery of course materials is achieved by completing course work and passing the end-of-unit assessments. These assessments are proctored weekly at [NVLA Partner Sites](#) by highly qualified teachers. These teachers monitor student progress and provide guidance and support as needed. Independent study courses are expected to be completed within 9 weeks.



### **Independent study online courses are best for students who:**

- Want to take their entire course online (excluding exams)
- Prefer learning in a self-regulated system without assignment due dates
- Can travel to a NVLA Partner Site weekly
- Want the flexibility to set their own pace and course completion date, within the allotted time-frame
- Do not need to meet NCAA requirement. While Independent Study courses fulfill credit requirements for high school graduation, they do 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.

### **Time Expectations**

- Independent-Study courses are quarter-based and are paced to be completed at the end of the quarter.
- Students must work a minimum of ten (10) hours a week in each course to stay on track with the course pacing guide.
- Schedule one (1) testing days per week for each course taken.
- Students have until the end of the quarter to complete all courses.
- Students who enroll after the quarter begins must plan to add five (5) hours (minimum) per week to maintain progress.

### ***CREDIT-BY-EXAM (CBE)***

NVLA's credit by exam (CBE) is a method in which students take an assessment to demonstrate mastery-level learning competencies. These competencies are equivalent to high school course work. Students may earn credit for a course by passing an examination rather than taking the course. CBEs are only available based on the criteria (a) Student has not received a mark for progress or grade in the class and (b) there is an exam available for the requested course. Please note that CBE is available in only a few select high school courses.

### **Credit by Exam is best for students who:**

- Can demonstrate mastery in a course that they have not previously taken
- Need credit in an area which they have mastered
- Transferred to CCSD with non-high school credited courses, which may have covered the same curriculum standards

### **Courses Available for CBE**

**English/Language Arts:** English 9, English 10, English 11, and English 12

**Mathematics:** Pre-Algebra, Algebra I, Algebra II, Geometry

**Social Studies:** US Government, US History, World History

**Foreign Language (CCSD):** Spanish I, Spanish II

**Computers:** Introduction to Computers

**Foreign Language (ACTFL):** Arabic, Chinese, French, German, Italian, Japanese, Korean, Russian, etc. For a complete list of available languages, please visit <http://www.actfl.org/>

- CBE credits are considered internal credit
- Students must earn a 70% to earn credit
- English courses may require reading for the exam
- All exams are computer-based and taken online
- Credits are posted as a P for passing
- Failed tests are not posted to the student's transcript

## Scheduling for CBE

Students must see their home school counselor to schedule a CBE. Students must take the CBE test at the NVLA at CCSD campus, 3050 E. Flamingo Rd. Saturday testing windows will be available during the 2017-2018 school year:

October 7, 2017	9:00 a.m.	March 3, 2018	9:00 a.m.
November 4, 2017	9:00 a.m.	April 7, 2018	9:00 a.m.
December 2, 2017	9:00 a.m.	May 5, 2018	9:00 a.m.
January 27, 2018	9:00 a.m.	June 21, 2018	9:00 a.m.

The Spanish I & Spanish II CBEs are CCSD-developed exams that include teacher-scored speaking and writing components in addition to an online exam that will be computer-graded.

In conjunction with the CCSD Foreign Language Department, Foreign Language exams are offered through the American Council on the Teaching of Foreign Languages (ACTFL). These exams allow students to earn up to five (5) years of foreign language credit based upon their reading, writing, speaking, and listening fluency in that language. It consists of a speaking/listening phone interview with a certified tester and a computer-scored, proctored, online exam. Please allow for a two-week turnaround for the ACTFL exam to allow for scheduling with the vendor. Students must test at the NVLA at CCSD campus, 3050 E. Flamingo Rd. for the ACTFL test. The ACTFL exams are not currently available for honors credit.

## Costs for CBE

Please note: students must pay for the exam online prior to arriving at the exam site. The costs associated with the CBEs are as follows:

- Spanish I & Spanish II: ..... \$ 10
- ACTFL..... \$210
- All other CBE exams: ..... \$ 50

## Students Expectations

- All coursework is to be completed or accessed through the Canvas LMS (<https://ccsd.instructure.com/login>).
- Courses must be completed by the deadlines. No extensions will be granted.
- Students are expected to complete one assignment in each course to be considered present for the week.
- Student grades will be posted to their transcript by an NVLA registrar upon completion of the course.
- Final exams cannot be given earlier than the established NVLA final exam dates.
- Students will not be permitted to extend the course into the next term and quarter credits will not be issued.
- Students are responsible for reading all weekly announcements in their Canvas LMS courses.
- Students are responsible for checking their personal email account on a daily basis for teacher communications.
- Students are responsible for reading and abiding by all course expectations.

# Tips for Success in Online Courses

## What to do in Your First Week of an Online Class

1. **Determine if you're in over your head.** Don't blemish your record with an "F". It is always better to drop a course within the first three weeks of the semester if you are a full-time student.
2. **Buy any required materials early.** If you're online course requires novels or other materials, buy them BEFORE class starts so you won't fall behind on your assignments.
3. **Check your Internet Browser.** Mozilla Firefox is the recommended browser for Canvas LMS. You may also use Google Chrome or Safari. Internet Explorer is not a recommended browser.
4. **Introduce yourself to the instructor.** Your instructor may never get to know you unless you take the initiative. Most ask you to introduce yourself to the class through the discussion board. If not, then you might consider introducing yourself to the instructor in an email.
5. **Participate.** Sometimes it's difficult to jump in and participate in online class discussions. But, don't hesitate - you'll end up with a better grasp of the material.
6. **Look for study partners.** Other students can help you study, answer your questions, and remind you of any upcoming deadlines. And sometimes, it's nice to just chat with someone who knows exactly what you're going through.
7. **Acquaint yourself with the class structure.** Though similar, each online course has its own structure. Click around – make sure you can access all of the necessary online class components.
8. **Record tests and assignments on your calendar.** Your online instructor will give you regular reminders through the course announcement page. A pacing guide is also available. As soon as you log into the course, record all of the assignments, tests, essays, and projects on your personal calendar.
9. **Establish a regular study time.** Set a regular time to study, and stick to it! For more hints, visit: <http://distancelearn.about.com/od/distancelearning101/a/FirstWeek.htm>.
10. **Get a head start on the assigned work.** Don't expect the instructor to be available 24/7. Sending an 11:57 PM e-mail about an exam that closes at midnight is not a successful strategy. You can prevent this by jumpstarting your online course - begin upcoming assignments and papers during your first week.

\*Credit: Adapted from the College of Southern Maryland,

[http://www.csmd.edu/OnlineLearning/pdf/TipsForSuccessOnline\\_1.pdf](http://www.csmd.edu/OnlineLearning/pdf/TipsForSuccessOnline_1.pdf)

## NVLA POLICIES & PROCEDURES

The information in this guide has been compiled to assist you in planning your three years of middle school and four years of high school course work. The information in this catalog will assist you in making the best educational choices.

Courses that you select are with guidance from your parents and your counselor when creating your Individualized Academic Education Plan (IAEP). Choose courses that will challenge you and give you the best preparation for your future education and employment.

Understand that you will be expected to remain in year-long courses for the entire school year. Exceptions (e.g., graduation requirement fulfillment, misplacement) will be handled through the regular schedule change procedure. Seniors must apply for a reduced class load (shortened day) during preregistration. A reduced class load may not be approved after the school year begins.

Review graduation requirements for the type of diploma you are pursuing. Discuss your career options with your parents and your school counselor. The Nevada Career Information System (NCIS) provides computer data information on careers, colleges, and other post-secondary programs. This information is available online at [www.nvcis.infocareers.org](http://www.nvcis.infocareers.org). Set educational goals to prepare for post-high school plans and interests.

**NOTE:** Not all courses listed in this course catalog/registration guide will necessarily be offered during the 2017-2018 school year.

## SCHEDULING POLICIES

### ***REQUIRED HIGH SCHOOL STUDENT CASELOAD***

The state of Nevada, NAC 387.345, requires that all high school students be enrolled as follows:

Ninth, tenth, and eleventh grade students must be enrolled in six classes or the equivalent of four classes per day. Twelfth grade students must be enrolled in four classes per day.

Seniors must apply for a reduced class load (shortened day) during registration and all applications must be approved by a counselor and a school administrator. Reduced class loads may not be approved after the school year begins. Any credit deficient twelfth-grade student must maintain enrollment in six classes the entire school year. Prior to the selection of any electives, you must enroll in required course work that you have previously failed.

**PLEASE NOTE:** Although Concurrent Courses, Distance Education, Dual Credit, External Courses, and Work Experience are considered equivalent coursework, a student must acquire *prior* approval of the counselor and of the administration before beginning such course work.

### **Full-Time Students**

- Full-time students will be scheduled into a minimum number of courses per semester.
  - Six classes for students in grades 9-11.
  - Four classes for students in grade 12.
- If a student chooses the Independent Study Program, three (3) Apex courses will be scheduled each quarter. Students must work on all assigned classes simultaneously. Each course is half (.5) of a semester credit.
- Full-time Students may exceed the minimum number of classes for credit enrichment or credit retrieval.

### **Part-Time Students**

- Part-time students are allowed to be enrolled in a maximum of two classes per semester.

## ***PREREQUISITES***

Prerequisites are listed in the course catalog to help you and your parent/guardian make the best educational decisions possible. You must have completed all prerequisites in order to enroll in a course. If you have not met the prerequisite, the student must request permission from his/her counselor and teacher to challenge the course. Both semesters of a prerequisite course must be successfully completed. Successful completion of a previous course is defined as a grade of "C" or better.

Registration schedule adjustments will be made automatically should prerequisites not be met during the second semester.

Course fees are charged for courses where you will complete special projects to be taken home or for reasons specific to the course. Course fees cover the actual cost of projects, the Advanced Placement Examination, or other course specific items. A family's difficulty in purchasing the required items for the student and/or paying the course fees will not prevent a student's enrollment in any course. Should alternatives to the immediate payment of course fees become necessary, the counselor or the respective course instructor should be notified to assist the school and the family in working together to resolve the situation.

## ***COURSE CHALLENGES***

Teachers may recommend a student to a specific level of curriculum based on courses taken, grades earned, and prior testing results. If a parent wishes to deviate from the course recommended, the parent must sign the course challenge statement on the registration form. Students may **not** drop a course enrolled by challenge during the academic school year.

## ***DUPLICATE COURSES – REPEATING COURSES***

1. A student may repeat a course. A student shall not receive additional credit for the repeated course. The higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course notation.
2. A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an "F" will only be removed once. If applicable, all other "F's" will remain on a transcript.

## ***SCHEDULE CHANGE POLICY***

Advanced planning and guidance are provided for each student prior to registration. Schedule changes will not be made after registration. You will be expected to remain in year-long courses for the entire school year. Schedule changes will **not** be granted to request a specific instructor or counselor. In keeping with the State of Nevada Department of Education Guidelines, you cannot change a course and receive credit after the third week of the semester. Requests for schedule changes are considered only during the first (3) weeks of the semester and may require a parent conference. Schedule changes are granted for the following reasons only:

- *Preparation for the Nevada End of Course Exams.*
- *Graduation requirement fulfillment.*
- *Misplacement in an academic course according to ability.*
- *Successful completion of summer school course work.*

The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class and/or teacher to another section. This process is called ***leveling***. Every effort will be made to ensure a smooth transition for students who are leveled.

## ***DROPPING A COURSE AFTER THE 18<sup>TH</sup> DAY OF THE SEMESTER***

Students will remain in a course after the 18<sup>th</sup> day of the semester. Administrator discretion may be used in unique circumstances.

## TESTING PROGRAM

All students at Nevada Learning Academy participate in the required district-wide testing program. Freshmen, sophomores, juniors, and seniors take the Nevada End of Course examinations (EOC), in Math I, Math II, ELA I, and ELA II. Students must take (Classes of 2017 & 2018) or pass (Class of 2019) the Nevada End of Course examinations in math and ELA, meet all course requirements, as well as participate in taking the ACT.

In addition, all juniors must participate in taking the ACT with writing. ACT results indicate a student's readiness for college and career and the scores can be sent to a student's college of choice for admissions purposes. Only students that receive a diploma will be allowed to walk at graduation. Information outlining testing for college is found in the Preparing for College section of this catalog.

## ATTENDANCE

### ***ABSENCES - DEFINED***

#### **Independent Study:**

- Nevada Learning Academy recommends that students log into each of their assigned classes every day.
- Students must physically sign-in twice a week at their assigned testing site and complete a minimum of one (1) test per visit.
- Students that do not take a minimum of one (1) test per course, per week will be considered absent in that course for the week.
- Being marked absent for the week will result in five (5) unexcused absences. Exceeding ten (10) unexcused absences will result in
- Failure to obtain a signed DMV approval.

#### **Teacher Led**

- Nevada Learning Academy recommends that students log into and work on each of their assigned classes every day.
- To be considered in attendance, or present, in a teacher-led class, students are required to complete and submit a minimum of one (1) course assignment to be graded per week in each course.
- Students that do not complete and submit a minimum of one assignment to be graded per week will be considered absent in that course for the week.
- Being marked absent for the week will result in five (5) unexcused absences.
- Exceeding ten (10) unexcused absences will result in failure to obtain a signed DMV approval.

### ***NOTES FOR ABSENCES***

In accordance with Nevada Law and CCSD Regulation 5113, if a student is absent from school, then a note explaining the reason for the absence with a parent/guardian signature, must be submitted to the Attendance Clerk. Notes may be hand-delivered to the NVLA attendance office or faxed to 702-855-8435, marked "Attention: Attendance Office". Students have until Monday of the following week that they are absent to submit their note. *Telephone calls will not be accepted.* Student absences will be considered excused if the absence is for student illness, medical or legal appointments, or family emergencies. If an acceptable explanation of the absence is not provided, the absence is unapproved and will be deemed truancy. Students who are found to be truant will be issued a truancy notice. If questions arise regarding attendance procedures, the student is to contact the Attendance Clerk between the hours 8:00 a.m. and 3:30 p.m. at 702-855-8435 ext.4038.

## **CRITERIA FOR APPROVED ABSENCES**

Required components of an absence note include:

1. Date(s) of the absence(s)
2. Print the student's first and last name and student number
3. List the approved reason (NRS 5113):
  - a. The student is physically or mentally unable to attend school or the absence is related to the student's disability.
  - b. The approval of the teacher or principal has been given for an unavoidable absence due to an emergency.
  - c. The student is absent due to a required court appearance or a religious holiday.
  - d. The absence has been prearranged upon the written request of the legal guardian (up to a 10 day yearly maximum).
4. Parent/guardian's printed name / telephone number
5. Parent/guardian's signature

## **PREARRANGED ABSENCES**

If a student knows in advance that he/she may miss school, then a Prearranged Absence Request Form must be completed to approve the absence. The Clark County School District attendance regulation 5113 excuses 10 prearranged absence days during the semester. A written note explaining the reason for the prearranged absence must be submitted with the request. The student is still responsible to make arrangements for any missed work prior to the first day he/she is to be absent, and the work is due immediately upon return. Prearranged Absence Request forms may be picked up in the attendance office.

## **EXCUSED AND UNEXCUSED ABSENCES**

To ensure uniformity in practice, the following classifications of absences shall be used:

1. **Excused:** Absences for causes over which the student and parent/guardian had no control and absences for causes which are acceptable to the principal. An excused absence, as defined by this regulation, shall include those of the following nature: caused by illness, court appearances, religious holidays, and an emergency outside the control of the student or students' family, or a prearranged absence (which will be limited to 10 days of the semester). Students have until Monday of the following week to submit a **User Support Help Desk** ticket available on the NVLA website at [nvlearningacademy.net/support](http://nvlearningacademy.net/support), hand delivering the note to attendance clerk at the NVLA campus, or faxing the note to 702-855-8435, "Attention: Attendance Office". *Telephone calls will not be accepted.*
2. **Unexcused/Truant:** Absences for educationally unacceptable causes, absences for which the reason has not been determined, or absences for reasons other than those of the type listed above, will be classified as unexcused and may be identified as truancy. Truancy shall be defined as an absence resulting from the parent's/guardian's failure or refusal to require a student's attendance for educationally unacceptable reasons; the student's failure or refusal to attend school when so directed by the parent/guardian or school official; or the student's absence without official permission from school. The Nevada Revised Statutes does not distinguish between truancy resulting from an action of the student and that of the parent/guardian.

## **RESPONSIBILITY FOR WORK MISSED DURING ABSENCES**

Teachers may provide an opportunity for students to make up work missed because of an absence, and students shall be held accountable for the work. Teachers may use their discretion in allowing students to submit make-up work who have an unexcused absence or who are truant. The make-up work must be completed within a reasonable length of time. It should be communicated to students that classroom attendance/participation is an integral part of the student's total evaluation and will have a direct bearing on academic grades. After an absence, a student shall be required to initiate contact with their teacher(s) immediately following the absence. Once contact has been made with the

teacher(s), specific make-up work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian.

### ***ATTENDANCE PROGRESSIVE DISCIPLINE POLICY FOR ALL STUDENTS***

**Absence #1** – 1st truancy letter mailed to student/parent with contact from teacher regarding absence.

**Absence #2** – 2nd truancy letter mailed to student/parent with contact from teacher regarding absence. RPC with counselor to Review signed attendance contract.

**Absence #3** – 3rd truancy letter mailed to student/parent with contact from teacher regarding absence. RPC with Assistant Principal. Student placed on probation.

**Continued Truancy** – 4th truancy letter mailed to student/parent with contact from the teacher. Required parent Conference with the Assistant Principal to discuss a change of placement where the student can be more successful.

NVLA recommends that students log into their classroom every day. Our Learning Management System tracks daily attendance and progress. The teacher will attempt to call home for each absence. The student's parent/guardian will receive by mail, a truancy notification, attendance printout, CCSD attendance regulations, and if applicable, RPC notice, and/or attendance contract. Exceeding ten (10) unexcused absences will result in failure to obtain a signed DMV approval.

### ***ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES***

NVLA does not have an athletics program or a performing arts program, such as Choir or Band. However, students are eligible to participate in athletics or extra-curricular activities in the school that is located in the attendance zone of the residence of the parent or legal guardian



## Nevada Department of Education Code of Honor

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

### What is cheating?

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

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

### What is plagiarism?

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

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

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

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

# MIDDLE SCHOOL COURSE CATALOG

## ***COURSE REQUIREMENTS***

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
English	English	English
Mathematics	Mathematics	Mathematics
Science	Science	Science
Physical Education / Computers	History	Geography
Elective	Physical Education	Physical Education / Health
	Elective	Elective

## ***INDIVIDUALIZED ACADEMIC EDUCATION PLAN (IAEP)***

An Individualized Academic Education Plan (IAEP) is implemented with all incoming students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before graduation. The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Signing the academic plan
- Reviewing the plan yearly and revising when necessary

The IAEP will be used as a guide to manage the student's educational development and course selection in alignment with an identified course of study.

## ***DIVERSITY AWARENESS***

Instructional practices in all courses incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

## ***TECHNOLOGY***

The appropriate use of technology and digital media are integral parts of all NVLA courses.

## ***ABBREVIATIONS***

- Teacher-Led ..... TL
- Independent Study ..... IS

# MS CORE CURRICULUM

## ENGLISH

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### English Language Arts 6 – Block

TL

This one-year, two-period course 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 knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

Prerequisites: None

### English Language Arts 6 Accelerated – Block

TL

This one-year, two-period course 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 accelerated by the enhanced instructional pacing and depth of content. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. This course fulfills the sixth- grade English requirement and the sixth-grade reading requirement for promotion.

Prerequisites: None

### English Language Arts 7 – Block

TL

This one-year, two-period course 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 through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

Prerequisites: None

### English Language Arts 7 Accelerated – Block

TL

This one-year, two-period course 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 accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

Prerequisites: B or higher in previous year's ELA 6

### English Language Arts 8 – Block

TL

This one-year course 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 through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the eighth grade English requirement.

Prerequisites: None

### English Language Arts 8 Accelerated – Block

TL

This one-year course 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 accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the eighth grade English requirement.

Prerequisites: B or higher in previous year's ELA 7

	<b>Mathematics</b>
6 <sup>th</sup> Grade	Mathematics 6 / Mathematics 6 Accelerated
7 <sup>th</sup> Grade	Mathematics 7 / Mathematics 7 Accelerated Pre-Algebra Algebra (High School Credit)
8 <sup>th</sup> Grade	Pre-Algebra Algebra (High School Credit) Geometry Honors (High School Credit)

**Mathematics 6**

TL

This one-year course is designed to focus on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

Prerequisites: None

**Mathematics 6 – Accelerated**

TL

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes the grade six curriculum as well as a portion of the currently adopted CCSS grade seven curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students

Prerequisites: B or higher in 5<sup>th</sup> grade math

**Mathematics 7**

TL

This one-year course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students..

Prerequisites: Successful completion of Mathematics 6

**Mathematics 7 – Accelerated**

TL

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes grade seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

Prerequisites: B or higher in Mathematics 6

## Pre-Algebra

TL

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade students

Prerequisites 7<sup>th</sup> Grade: "B" or higher in Math Accelerated 6

Prerequisites 8<sup>th</sup> Grade: Successful completion of Mathematics 7 or Mathematics 7 Accelerated

## Algebra

High School Credit

TL

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. 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.

Prerequisites 7<sup>th</sup> Grade: "B" or higher in Math 6 Accelerated

Prerequisites 8<sup>th</sup> Grade: "B" or higher in Math 7 Accelerated

## Geometry Honors

High School Credit

TL

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. 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.

Prerequisites 8<sup>th</sup> Grade: "C" or higher in Algebra I (both semesters)

## SCIENCE

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### Science 6

TL

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 6 include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. This course fulfills the sixth-grade science requirement.

Prerequisites: None

### Science 7

TL

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 7 include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. This course fulfills the seventh-grade science requirement.

Prerequisites: Successful completion of Science 6

### Science 8

TL

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills will be emphasized as students refine their scientific literacy. This course is required for eighth-grade students.

Prerequisites: Successful completion of Science 7

## ***SOCIAL STUDIES***

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### **US/Nevada History 7**

TL

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This is a required course for all seventh grade students

Prerequisites: None

### **US/Nevada History 7 Accelerated**

TL

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course is distinguished from U.S./Nevada History 7 by instructional pacing and delivery of advanced content. This is a required course for all seventh grade students.

Prerequisites: B or higher in ELA 6 or ELA 6 Accelerated

### **World Geography 8**

TL

This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This is a required course for all eighth grade students.

Prerequisites: None

## ***HEALTH AND PHYSICAL EDUCATION***

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### **Physical Education 6**

TL

This one-semester course provides students the opportunity to develop a health-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 develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. This course fulfills the physical education requirement for sixth-grade students.

Prerequisites: None

### **Physical Education 7**

TL

This one-semester course provides students the opportunity to develop a health-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 develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. This course fulfills the physical education requirement for seventh-grade students.

Prerequisites: None

### **Physical Education 8**

TL

This one-semester course provides students the opportunity to develop a health-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 develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. This course fulfills the physical education requirement for eighth-grade students.

Prerequisites: None

## Health 8

TL

This one-semester course provides students an introduction to the mental, physical, social, emotional, and environmental aspects of human wellness. Goal setting and decision making processes are the foundation of this course. Topics include 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. This course fulfills the health requirement for eighth-grade students. ***There is a non-sex education health course available upon request.***

Prerequisites: None

## MS Electives

All electives are subject to approval of counselor and administration. Content and core classes are a priority in meeting your needs for promotion.

### ***INFORMATION TECHNOLOGY – MIDDLE SCHOOL CREDIT***

#### **Explorations – Coding (6-8)**

TL

Explorations courses are designed for students to focus on unique topics and concepts with real-world life applications. This one semester Exploration course focuses on coding providing students the opportunities to develop basic computer concepts and language. Course offerings for Explorations depend upon student enrollment and staff availability.

Prerequisites: None

### ***INFORMATION TECHNOLOGY – HIGH SCHOOL CREDIT***

#### **Computer Literacy**

High School Credit

TL

This one-semester course provides students with fundamental computing skills. Areas of emphasis include Internet use and safety, office productivity applications, and system fundamentals. This is an elective course appropriate for grades six through eight. This course fulfills the one-half computer credit required for high school graduation.

Prerequisites: None

#### **Introduction to Computer Apps & Games**

High School Credit

TL

This one-year course provides students with introductory skills and knowledge in designing and implementing software. Students explore the use of personas and user stories, wireframes, story boards, and charts. Areas of emphasis include the elements of programming languages, logic, algorithms, abstraction, and the use of resources. This is an elective course appropriate for grade eight. This course fulfills the computer requirement for high school graduation.

Prerequisites: None

## ***MUSIC***

### **General Music 6**

TL

This one-year course is designed as a study in music fundamentals, with each student given the opportunity to learn and participate through speaking/singing, listening, playing, reading/notating, and creating. Emphasis has been placed on providing a variety of experiences to make this course meaningful to each student. This is an elective course for sixth grade students.

Prerequisites: None

### **Music Awareness 7**

TL

This one-semester course is designed as an exploratory study in general music focusing on sound (acoustic and electronic instruments), musical styles, and music fundamentals through activities and experiences. The students will become aware of various ways in which historical, social, and political aspects of music affect their lives. Career and vocational possibilities will also be explored. This course is one of the explorations' optional components for seventh grade students.

Prerequisites: None

## General Music 8

TL

This one-semester course is designed as an exploratory study in general music focusing on sound (acoustic and electronic instruments), musical styles, and music fundamentals through activities and experiences. The students will become aware of various ways in which historical, social, and political aspects of music affect their lives. Career and vocational possibilities will also be explored. This is an elective course for eighth grade students.

Prerequisites: None

## Piano 6-8

TL

This one-year course is designed for students with no previous experience playing piano who wish to build their skills. The course will include sight-reading, basic fingering, scale techniques, exercises in building skills, repertoire for beginning students, and beginning harmonization. The importance of consistent practice techniques will be emphasized.

Prerequisites: None

## ***WORLD LANGUAGES – MIDDLE SCHOOL CREDIT***

### Exploring World Languages - French

TL

### Exploring World Languages - Spanish

TL

This one-semester introductory course is designed to acquaint students with selected world languages. The course gives students the opportunity to gain an understanding of a language they might want to study in the future. The course provides an overview of the cultures of the languages studied along with fundamental communication skills in the target languages. This is an elective course appropriate for students in grades six through eight.

Prerequisites: None

## ***WORLD LANGUAGES – HIGH SCHOOL CREDIT***

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 courses provide 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.

### Chinese I

High School Credit

TL

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). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

### Chinese II Honors

High School Credit

TL

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. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: Successful Completion of Chinese I

### French I

High School Credit

TL

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). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

### French II Honors

High School Credit

TL

This one-year course is designed for students who have successfully completed French I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching



of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: Successful Completion of French I

### **Spanish I**

High School Credit

TL

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). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

### **Spanish II Honors**

High School Credit

TL

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: Successful Completion of Spanish I

### **German I**

High School Credit

TL

This one-year 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.

Prerequisites: None

# HIGH SCHOOL COURSE CATALOG

## *FOUR YEAR ACADEMIC PLAN*

Class of 2020	Class of 2019	Class of 2018	Class of 2017
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Science
Freshman Studies/Health	History	History	Government
PE	PE	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

## *INDIVIDUALIZED ACADEMIC EDUCATION PLAN (IAEP)*

An Individualized Academic Education Plan (IAEP) is implemented with all incoming students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before graduation. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and Honors courses.

The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Signing the academic plan
- Reviewing the plan yearly and revising when necessary

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

## *MATRICULATION*

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

## *CCSD GUIDANCE AND COUNSELING WEBSITE*

The Guidance and Counseling website, which can be found at <http://ccsd.net/departments/guidance-counseling>, is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities and post-secondary opportunities are just a few examples of information available on the website.

# GRADUATION REQUIREMENTS

## ***EARLY GRADUATION POLICY***

Students who wish to apply for early graduation must complete an application. Applications may be obtained from your counselor. Students will not be matriculated into the 12<sup>th</sup> grade unless they have successfully passed all of the Nevada End of Course Examinations.

## ***TESTING REQUIREMENTS***

Cohorts 2017 and 2018 must **take** Nevada End-of-Course (EOC) Examinations and take the ACT. Cohorts 2019 and beyond must **pass** Nevada End-of-Course (EOC) Examinations and take the ACT.

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from assessment participation requirements for graduation (NRS 389.807).

## ***College Readiness Assessments***

All Clark County School District students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year supports the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the program exposes students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The PSAT taken as a junior (at the cost of the student) is used to identify National Merit Scholarship Semi-finalists.

All juniors will take the ACT with Writing exam in the spring. The College and Career Readiness Assessment (ACT) is a requirement for graduation. Juniors will take the ACT in spring of their junior year at no cost. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. It is recommended that all students take ACT and/or SAT in the spring of their junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the ACT and/or SAT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

**Note:** It may be necessary to retake the ACT and/or SAT to increase the student's score. This may enable a student to avoid placement in a remedial math and/or English college course. Remedial courses at Nevada System of Higher Education institutions provide no college credit and are not paid for by the Millennium Scholarship program.

## ***DIPLOMA TYPES***

### Core Curriculum Requirements

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics (which will include Algebra II), and a third year of science. **Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.**

## 21<sup>st</sup> Century Course of Study

21 <sup>st</sup> CENTURY COURSE OF STUDY CORE CURRICULUM	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Including Algebra II or higher)	4
NATURAL SCIENCE	3
SOCIAL STUDIES AND HISTORY	3
<b>TOTAL</b>	<b>14</b>

The 21<sup>st</sup> Century Course of Study Core Curriculum requirements are aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements as outlined in both the Nevada Revised Statutes (NRS) Chapter 396 and Nevada System of Higher Education (NSHE) Board of Regents Handbook Title 4 Chapter 18 Section 9.

The 21<sup>st</sup> Century Course of Study provides the following for students:

- Opens doors to postsecondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions Expectations
- **3.00 GPA** (weighted or weighted with Bonus Points) *in the core curriculum*
- Approved NSHE Core Curriculum (4 English, 3 Math, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares students for the Governor Guinn Millennium Scholarship
- 3.25 cumulative GPA (weighted or weighted with Bonus Points) or 21 ACT composite score, or 1070 combined SAT (taken on or after March 2016) and the core curriculum below
- Approved NSHE Core Curriculum (4 English, 4 Math (including Algebra II or higher), 3 Natural Science, 3 Social Science & History = 14 units)
- Students may not take course work **after graduation** to meet Millennium Eligibility.

## Standard Diploma

STANDARD DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS	3
SCIENCE	2
WORLD HISTORY or GEOGRAPHY*	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH EDUCATION	½
21 <sup>st</sup> CENTURY LEARNING**	½
ELECTIVES	7½
<b>TOTAL</b>	<b>22½</b>

To receive a standard high school diploma, each student must complete twenty-two and one-half (22 ½) units of approved course work.

\* World History or Geography is required for all Clark County School District students. World History or Geography taken in CCSD fulfills the Arts/Humanities or Career and Technical Education state requirement.

\*\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21<sup>st</sup> Century Learning graduation requirement.

## Advanced Diploma

ADVANCED DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH EDUCATION	½
21 <sup>st</sup> CENTURY LEARNING*	½
ARTS/HUMANITIES or CTE ELECTIVE**	1
ELECTIVES	6
<b>TOTAL</b>	<b>24</b>

To receive an Advanced Diploma, each student must complete twenty-four (24) units of approved course work and pass or participate in the required state assessment based on cohort, and achieve a minimum of a 3.25 Weighted GPA (without bonus points).

\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21<sup>st</sup> Century Learning graduation requirement.

\*\* For students pursuing the Advanced Diploma, World History or Geography will satisfy either the student's third social studies credit or the student's Arts/Humanities or Career and Technical Education elective credit but not both.

## Advanced Honors Diploma

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years

ADVANCED HONORS DIPLOMA		
REQUIRED AREAS OF STUDY	ADVANCED DIPLOMA UNITS	HONORS COURSE UNITS
ENGLISH	4	3
MATHEMATICS	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography U.S. History U.S. Government	3	2
PHYSICAL EDUCATION	2	
HEALTH EDUCATION	½	
21 <sup>st</sup> CENTURY LEARNING*	½	
ARTS/HUMANITIES or CTE ELECTIVE**	1	
FOREIGN LANGUAGE		1***
ELECTIVES	6	2
<b>TOTAL</b>	<b>24</b>	<b>12</b>

of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 GPA Weighted and 3.85 GPA Weighted with Bonus Points. GPA calculations are exact and not rounded to meet diploma requirements.

\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21<sup>st</sup> Century Learning graduation requirement.

\*\* For students pursuing the Advanced Diploma, World History or Geography will satisfy either the student's third social studies credit or the student's Arts/Humanities or Career and Technical Education elective credit but not both.

\*\*\* First year foreign language courses will not receive Honors credit.

## ***ADVANTAGES OF THE HONORS COURSE OFFERINGS***

- Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT or ACT scores.
- Enrollment in the Advanced Honors Diploma course work will assist students in their preparation for college entrance exams.
- The GPA weighted with Bonus Points is used when determining ranking in class.

## ***GRADE POINT AVERAGE (GPA) CALCULATIONS***

- The GPA will be calculated on a 4-point scale (A=4, B=3, C=2, D=1, F=0)
- A maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive Bonus Points.
- Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

Honors .025

Advanced Placement (AP) .050

International Baccalaureate (IB) .050

- The Bonus Points for Advanced Placement (AP) and International Baccalaureate (IB) courses shall be incorporated only when a student participates in a cumulative examination.
- The exception for the aforementioned cumulative examination(s) requirement only exists if the course load for a student exceeds three courses per semester. A fourth or subsequent number of Advanced Placement (AP) or International Baccalaureate (IB) courses taken by a student in a semester does not require the participation in the cumulative examination. Students may choose which three Advanced Placement (AP) or International Baccalaureate (IB) tests to take related to that semester/year-long course.
- Parents or guardians may waive the testing requirement related to Advanced Placement (AP) and International Baccalaureate (IB) by contacting the school administration. This direct waiver request by a parent or guardian will result in the student receiving a weighted grade point factor of .025 for the completion of the Advanced Placement (AP) and International Baccalaureate (IB) courses successfully completed.
- The student who does not pursue the Advanced Honors diploma may still enroll in Honors or Advanced Placement (AP) courses and receive the Bonus Points previously described if the student participates in a cumulative examination in each semester which is successfully completed for a maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors classes.

## ***VALEDICTORIAN AND SALUTATORIAN***

Identification of Valedictorian(s) and Salutatorian(s)

1. Valedictorian(s), student(s) with the highest grade point average (GPA weighted with Bonus Points) in the graduating cohort, and Salutatorian(s), students with the second highest grade point average (GPA weighted with Bonus Points) in the graduating cohort, will be identified as candidates at the end of the fall semester of their graduating year.
2. Final Valedictorian(s) and Salutatorian(s) will be determined based on the completion of all high school credit course work.
3. The Valedictorian(s) and Salutatorian(s) must be part of the current graduating cohort class.

## Career and Technical Education (CTE) College Credit

CTE College Credit provides an opportunity for secondary students who 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 course work aligns to postsecondary courses, and the teacher of record is a high school CTE teacher.

To qualify for the CTE College Credit, students must:

1. Earn a 3.0 GPA in the CTE course sequence.
2. Pass the state end-of-program technical content assessment.
3. Pass the state Workplace Readiness assessment for employability skills.

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 the postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align to the college courses for a certificate or degree in a related career pathway.

## Governor Guinn Millennium Scholarship Program

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or at [www.nevadatreasurer.gov](http://www.nevadatreasurer.gov). 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.

## Athletics

NVLA does not have any athletic teams. However, students may participate in the athletic program of the student's zoned school. Please see requirement #8 below.

### ***CLARK COUNTY SCHOOL DISTRICT ATHLETIC ELIGIBILITY***

Initial Eligibility General Requirements:

1. Must be enrolled in grades 9-12.
2. Must reside in the school of enrollment's attendance zone.
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.785 – 386.799).
6. **Secondary Magnet School** students who enroll for less than a three (3) year program or enroll in individual classes are ineligible for athletics at the Magnet School for 180 school days. Students who drop from the Magnet program will become automatically ineligible for athletics at the Magnet School for 180 school days. If a student chooses to return to his/her school of residence, he/she would be ineligible for the remainder of that school year and for 180 school days in any sport in which his/her name appeared on a NIAA roster during his/her attendance at the Magnet School.

7. **Secondary Open Enrollment/Select Minority to Majority** students who are selected to attend this type of school are eligible to participate in athletics. Students who change schools will become automatically ineligible for the remainder of the current school year and for 180 school days in any sport his/her name appeared on an NIAA roster during his/her attendance at the Open Enrollment school.
8. **Career Technical Academy/Charter School/Home-Schooled** students are eligible to participate in athletics in the school that is located in the attendance zone of the residence of the parent or legal guardian.

Maintenance of Eligibility:

1. Must maintain passing grades in all subjects during the current athletic season.
2. Must regularly attend school. Must be in school in order to participate in practice or games on any given day.
3. Must maintain positive citizenship. Students on RPC or suspension are not eligible to participate. Serious and/or chronic behavior infractions may result in suspension of athletic participation for up to one year, at the discretion of the principal. Additional specific eligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.

**NCAA INITIAL ELIGIBILITY REQUIREMENTS**

To participate in collegiate athletics, students must register with the NCAA at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). NCAA Division I and Division II require 16 core courses. See the charts below.

NCAA Division I will require 10 core courses to be completed prior to the seventh semester according to the distribution requirements below. Seven of the 10 must be a combination of English, math or natural or physical science. These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for initial eligibility.

**Beginning August 1, 2016, Division I core GPA to be eligible for competition is 2.300.** Student-athletes that do not meet the 2.300 core GPA may still be eligible for practice and athletic aid, but not competition, as an Academic Redshirt. The Division I ACT/SAT minimum score is determined by the core GPA on the Division I sliding scale. Division II requires a minimum SAT score of 820 or ACT sum score of 68 and a core GPA of 2.0. **Beginning August 1, 2018, Division II core GPA to be eligible for competition is 2.200.** Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's list of NCAA Courses will be used in the calculation of the core GPA.

*Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

REQUIRED COURSES*	DIVISION I	DIVISION II
English	4	3
Mathematics (Alg I or higher)	3	2
Science (minimum 1 lab science)	2	2
Additional In Above	1	3
Social Studies	2	2
Additional Core Courses**	4	4

\* Required courses must be taught at or above grade level, be academic and college preparatory in nature, and be taught by a qualified instructor **OR** required courses must appear on the Approved Courses list for your high school ([www.eligibilitycenter.org](http://www.eligibilitycenter.org))

\*\* From any core area, foreign language, comparative religion or philosophy.



## Alternative Credit Opportunities

### PHYSICAL EDUCATION II WAIVER CREDIT

A maximum of one (1) credit of Physical Education II (PE II) Waiver credit may be earned toward graduation if a student actively participates in and completes an authorized school activity of one hundred-twenty (120) hours of participation. Students may earn PE II Waiver credit by two methods:

- **Option I:** Students may earn a PE II Waiver if they participate in and complete one of the school-sponsored activities/athletics listed below:

Baseball – Varsity, Junior Varsity	Golf – Varsity
Basketball – Varsity, Junior Varsity, B-Team	Marching Band/Flags/Mascots
Bowling – Varsity, B-Team	Soccer – Varsity, Junior Varsity, B-Team
Cheerleading – Varsity, Junior Varsity, B-Team	Softball – Varsity, Junior
Cross Country – Varsity	Swimming – Varsity
Dance Group	Tennis – Varsity
Drill Team	Track – Varsity
Flag Football – Varsity, Junior Varsity, B-Team	Volleyball – Varsity, Junior Varsity, B-Team
Football – Varsity, Junior Varsity, B-Team	Wrestling – Varsity, Junior Varsity

*Team Managers are not eligible for the PE II Waiver. However, they may be eligible for Community Service credit.*

- Transfer students may qualify if the sport can be verified.
- **Option II:** Students may also earn PE II Waiver credit by completing 120 hours of external course work under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional outside the school district. Use of external credit for the PE II Waiver credit requires completion of the CCF-850: External Credit Application. The activity must be geared toward competition or performance-based and it is expected that the student will compete/perform in the activity. Membership in a gym does not meet this criterion.

### CONCURRENT CREDIT OPTIONS

Concurrent credits are credits a student earns from another CCSD-sponsored school while still attending his/her home school. The student may earn credit within the scope of the day at the home school, and/or earn credits by enrolling in another school or program within the District. **A student may not be enrolled in two or more instances of the same course concurrently.** All concurrent course enrollments require prior approval from school counselors/administrators. There is no limit on earning concurrent credits. See your counselor for more information on the following concurrent programs:

- **Nevada Learning Academy** – For specific information, including fees, call (702) 855-8435 or visit <http://nvlearningacademy.net/>.
- **Adult Education** – For specific information on this program, call (702) 799-8650, extension 317 or visit <http://schools.ccsd.net/aded/>
- **Horizon/Sunset High Schools/Programs** – For specific information, call (702) 855-9775 or visit <http://ccsd.net/divisions/education-services-division/adult-education-horizon-sunset-high-schools>
- **Summer School** – Students may earn credit during the summer. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>.

## EXTERNAL CREDIT OPTIONS

External credits are credits earned beyond the regular school day. Students currently enrolled in a Clark County high school may earn a maximum of six (6) external credits toward graduation. If a student completes a recognized Advanced Placement (AP) curriculum from an accredited institution, AP credit will be awarded. Honors designation will be awarded for approved dual credit courses.

**All external credit options require prior approval from the student's school of full-time enrollment using the CCF-850 External Credit Application.**

### Maximum Credit Options

Students enrolled in the Clark County School District may earn a total of six (6) external credits. **Not more than three (3)** external credits in English, mathematics, science, and social studies may be applied toward graduation.

External credits from the following programs are accepted when successfully completed in accordance with Clark County School District guidelines:

<b>Community Service Credit</b>	A maximum of one (1) credit may be earned for students who complete 120 hours of volunteer service with an approved community agency. One-half credit may be earned for 60 hours of service; court mandated hours do not count for Community Service credit.
<b>Correspondence Credit</b>	Credits may be earned for courses completed online from approved institutions. The costs of courses vary. Students must conform to the procedures set by the credit granting institution.
<b>Credit By Exam</b>	Students may earn credit by obtaining a score of 70% or better on an examination for a course they have not taken previously or are not enrolled in currently. For a complete list of credit by exam course offerings and fees, see the NVLA website at <a href="http://nvlearningacademy.net/">http://nvlearningacademy.net/</a> . Credit by Exam cannot count toward Honors credit.
<b>Dual Credit</b>	High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three-credit college/university course equals one-half unit of high school credit.
<b>Educational Travel Credit</b>	A maximum of one (1) credit may be granted to students who keep a journal while traveling for 42 consecutive days or one-half credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit.
<b>Enrichment Program Credit</b>	Students may receive credit for academically accelerated courses taken at accredited institutions.
<b>Music Equivalent Credit</b>	A maximum of one (1) credit may be granted to students participating in a music program not offered by the Clark County School District. Credit granting is monitored by the CCSD Department of Fine Arts. Specific application forms must be submitted along with time logs. Call (702) 799-8531 for more information.
<b>Physical Education II Waiver</b>	Earning a Physical Education II Waiver requires 120 hours of external course work completed under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional outside the school district. The activity must be geared toward competition or performance-based, and it is expected that the student will compete/perform in the activity.

# HIGH SCHOOL COURSE OFFERINGS

## ***FOUR YEAR ACADEMIC PLAN***

<b>Class of 2020</b>	<b>Class of 2019</b>	<b>Class of 2018</b>	<b>Class of 2017</b>
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Science
Freshman Studies/Health	History	History	Government
PE	PE	Elective	Elective
Elective	Elective	Elective	Elective

## ***HONORS AGREEMENT***

The Honors Program is designed to help students prepare for the academic challenges of college. Honors courses require a great deal of self-discipline, research, and writing skills. They also require analytical and higher order thinking skills. An Honors student must demonstrate a high-level of motivation and possess the maturity necessary to demonstrate success in such courses. The demands associated with honors courses will challenge a student's academic and intellectual ability. Honors students should be prepared for the possibility of spending many evenings completing one to two hours of homework per Honors course. Students who enroll in more than one Honors course should expect two to six hours of homework on any given night. Honors courses are particularly rigorous when students participate in extra-curricular activities such as athletics, forensics, band, theater, etc.

Faculty allocations are determined by how many students enroll for each course. Allocations are based on a ratio of approximately 32 students per class. Movement of students can result in a disproportionate student/teacher ratio among the faculty. The shift in class sizes creates an unfair burden on the students and teachers in larger classes. For this reason, students who enroll in Honors courses are expected to remain in those courses throughout the duration of the year.

The purpose of this form is to help students and parents understand the expectations of Honors courses. A student's commitment to participate in an Honors course is taken very seriously. Before a student is allowed to enroll in an Honors course, a number of academic and motivational indicators are reviewed.

Once a student has committed to take an Honors course. He/she is required to remain in the course for the duration of the year. Class changes will not be granted to students requesting to drop Honors courses after the school year has begun.

### **Upon signing your registration form with your counselor you are agreeing to the following:**

*I have read this agreement and understand the expectations associated with an Honors course. I understand enrollment is for the entire year and that I cannot ask for a schedule change or ask to drop this class after the class has started.*

## ***AP AGREEMENT***

Advanced Placement (AP) courses have the same rigor as many college level courses. Honors and AP courses differ in the fact that Honors courses help a student prepare for the academic challenges of college whereas AP courses allow students to pursue college-level studies while in high school. A student may receive college credit for an AP course if he or she scores a three or higher on the national AP exam given in May. AP STUDENTS ARE EXPECTED TO TAKE THE AP EXAM.

AP courses require a great deal of self-discipline, research, and writing skills. They also require analytical and higher order thinking skills. AP students must demonstrate a high level of motivation and possess the maturity necessary to demonstrate success in such courses. The demands associated with AP courses will challenge a student's academic and intellectual ability. AP students should prepare for the possibility of spending many evenings completing one to three hours of homework per AP course. AP courses are particularly rigorous when students participate in extra-curricular activities such as athletics, forensics, band, theater, etc.

Faculty allocations are determined by how many students enroll for each course. Allocations are based on a ratio of approximately 32 students per class. Movement of students can result in a disproportionate student/teacher ratio among the faculty. The shift in class sizes creates an unfair burden on the students and teachers in larger classes. For this reason, students who enroll in AP courses are expected to remain in those courses throughout the duration of the year.

The purpose of this form is to help students and parents understand the expectations of AP courses. A student's commitment to participate in an AP course is taken very seriously. Before a student is allowed to enroll in an AP course, a number of academic and motivational indicators are reviewed.

Once a student has committed to take an AP course, he /she are required to remain in the course for the duration of the year. Class changes will not be granted to students requesting to drop AP courses after the school year has begun.

**Upon signing your registration form with your counselor, you are agreeing to the following:**

*I have read this agreement and understand the expectations associated with an AP course. I understand enrollment is for the entire year and that I cannot ask for a schedule change or ask to drop this class after the class has started.*

***DIVERSITY AWARENESS***

Instructional practices in all courses incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

***TECHNOLOGY***

The appropriate use of technology and digital media are integral parts of all NVLA courses.

***ABBREVIATIONS***

- Teacher-Led (Canvas) ..... TL
- Independent Study (Apex)..... IS

# HS CORE CURRICULUM

## ENGLISH

The state of Nevada requires that English be taught at all grade levels. Students at Nevada Learning Academy will be placed in courses based on course requirements for graduation, classroom performance, and/or teacher recommendation. Each course has a recommended achievement range. Counselors will assist students in making appropriate course selections. Honors and Advanced Placement course are more rigorous and, as a result, earn bonus points on the students GPA.

	English	Honors
9 <sup>th</sup>	English 9	English 9 Honors
10 <sup>th</sup>	English 10	English 10 Honors
11 <sup>th</sup>	English 11	English 11 Honors AP English Language & Composition
12 <sup>th</sup>	English 12	English 12 Honors AP English Literature & Composition

### English 9

IS TL

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. This course fulfills one of the English credits required for high school graduation.

Prerequisite: None

### English 9 Honors

IS TL

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. This course fulfills one of the English credits required for high school graduation.

Prerequisite: None

### English 10

IS TL

This one-year course (*Composition and Themes in Global Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives. This course fulfills one of the English credits required for high school graduation.

Prerequisite: Successful completion of English 9

### English 10 Honors

IS TL

This one-year course (*Composition and Themes in Global Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers' historical, philosophical, cultural, and ethical perspectives. This course fulfills one of the English credits required for high school graduation.

Prerequisite: Successful completion of English 9 Honors or earned a B or higher in English 9

## English 11

IS TL

This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. This course fulfills one of the English credits required for high school graduation.

Prerequisite: Successful completion of English 10

## English 11 Honors

IS TL

This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. This course fulfills one of the English credits required for high school graduation.

Prerequisite: Successful completion of English 10 Honors or earned a B or higher in English 10

## English 12

IS TL

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

Prerequisite: Successful completion of English 11

## English 12 Honors

IS TL

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

Prerequisite: Successful completion of English 11 Honors or earned a B or higher in English 11

## ADVANCED PLACEMENT ENGLISH COURSES

### AP English Language & Composition

TL

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. This course fulfills one of the English credits required for high school graduation.

Prerequisite: Successful completion of English 10 Honors or earned a B or higher in English 10

### AP English Literature & Composition

TL

This one-year course (*Post-Secondary Composition and Universal Themes in Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. The writing focus in this

course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. This course fulfills one of the English credits required for high school graduation.

Prerequisite: Successful completion of English 11 Honors or earned a B or higher in English 11

## MATHEMATICS

The state of Nevada requires three credits of mathematics for high school graduation which must include an algebra level or higher for CCSD schools. However, students at NVLA will be required to take four math courses in preparation for college. Students will be placed in courses based on course requirements for graduation, classroom performance, and/or teacher recommendation. Counselors will assist students in making appropriate course selections. Honors and Advanced Placement course are more rigorous and, as a result, earn bonus points

	Mathematics	Honors	Advanced
9 <sup>th</sup>	Pre-Algebra Algebra	Algebra	Geometry Honors
10 <sup>th</sup>	Algebra Geometry	Geometry Honors	Algebra II Honors Pre-Calculus AB Honors
11 <sup>th</sup>	Geometry Algebra II	Algebra II Honors	Pre-Calculus AB Honors AP Calculus AB
12 <sup>th</sup>	Math of Personal Finance Topics of Modern Math Algebra II	Pre-Calculus AB Honors	AP Calculus AB AP Statistics

The use of mathematical tools and technology, including calculators and computer software, is an integral part of all Mathematics courses.

### Algebra I

IS TL

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. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Prerequisite: C or higher in Pre-Algebra

### Algebra II

IS TL

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. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Prerequisite: Successful completion of Algebra and Geometry

### Algebra II Honors

TL

This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It 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. This course will fulfill one of the mathematics credits required for high school graduation.

Prerequisite: B or higher in both semesters of Geometry

### Geometry

IS TL

This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. This course fulfills one of the mathematics credits required for high school graduation.

Prerequisite: Successful completion of Algebra I (both semesters)

### Geometry Honors

TL

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. This course fulfills one of the mathematics credits required for high school graduation.

Prerequisite: B or higher in Algebra I (both semesters)

### Mathematics I Essentials

TL

This one-semester course is designed for students who have not achieved proficiency in the Math I End of Course (EOC) Exam. It provides remediation lessons to prepare students to pass the Math I EOC exam by building on the concepts of Algebra I while solidifying and extending mathematical modeling, problem solving skills, reasoning skills, and algebraic procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on applications. This course fulfills one half of one of the mathematics credits required for high school graduation and may be repeated once. *While this course meets the Governor Guinn Millennium Scholarship requirements, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).*

Prerequisite: Successfully completed Algebra I but did not receive a passing score on the EOC Math I exam

### Mathematics II Essentials

TL

This one-semester course is designed for students who have not achieved proficiency in the Math II End of Course (EOC) Exam. It provides remediation lessons to prepare students to pass the Math II EOC exam by building on the concepts of Geometry while solidifying and extending mathematical modeling, problem solving skills, reasoning skills, and algebraic procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on applications. This course fulfills one half of one of the mathematics credits required for high school graduation and may be repeated once. *While this course meets the Governor Guinn Millennium Scholarship requirements, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).*

Prerequisite: Successfully completed Geometry but did not receive a passing score on the EOC Math II exam

### Mathematics Of Personal Finance

IS

This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. *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).* **Note:** Math of Personal Finance is intended for students who plan to enter the work force immediately after high school. It does not serve as college-preparatory mathematics. Students who plan to pursue higher education may enroll, but should be concurrently enrolled in the appropriate college-prep course.

Prerequisite: Must be senior

### Pre-Algebra

IS

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. *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.*

Prerequisite: None

### Pre-Calculus AB Honors

TL

This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the introductory concepts of calculus. This course fulfills one of the mathematics credits required for high school graduation.1

Prerequisite: B or higher in Algebra II (both semesters)

### Topics of Modern Mathematics

TL

This one year course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. Emphasis will be on refining problem solving skills through modeling and project-based learning. This course will fulfill one of the mathematics credits required for high school graduation.

Prerequisite: Successful completion of Algebra II



## ADVANCED PLACEMENT MATHEMATICS COURSES

### AP Calculus AB

TL

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement *AP Calculus AB* examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. 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.

Prerequisite: C or higher in Pre-Calculus AB Honors

### AP Statistics

TL

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. 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.

Prerequisite: B or higher in Algebra II

## SCIENCE

The State of Nevada requires students to take two years of science. However, students at NVLA will be required to take three science courses in preparation for college. Students will be placed in courses based on course requirements for graduation, classroom performance, and/or teacher recommendation. Each course has a recommended achievement range. Counselors will assist students in making appropriate course selections. Honors and Advanced Placement course are more rigorous and, as a result, earn Bonus Points on the GPA.

Demonstrations and/or lab experiences are an integral part of all science courses.

	Science	Honors Track
9 <sup>th</sup> Grade	Biology	Biology Honors
10 <sup>th</sup> Grade	Geoscience	Chemistry Honors
11 <sup>th</sup> Grade	Chemistry	Physics Honors
12 <sup>th</sup> Grade	Physics	AP Biology AP Chemistry AP Physics I

### Biology

TL

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

Prerequisite: None

### Biology Honors

TL

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

Prerequisite: B or higher in ELA 8 Accelerated

### Chemistry

TL

This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics included are mathematics of chemistry, safety, laboratory procedures, properties of matter, atomic theory and structure, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, states of matter, acids-bases-salts, equilibrium, thermochemistry, polymer chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology and Society (STS) issues will be an integral part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. This course fulfills one science credit toward high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: Successful Completion of Algebra I

## Chemistry Honors

TL

This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics include: 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, thermochemistry, 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. This course is distinguished from Chemistry I by the instructional pacing and the delivery of advanced content. This course fulfills one science credit towards high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: B or higher in Algebra I

## Geoscience

IS TL

This one-year course is designed to integrate scientific principles related to the Earth and its environment. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth's composition and structure. The connections between Earth's systems and everyday life are evaluated throughout this course. Scientific methodology and the metric system are integrated and modeled. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college admission.

Prerequisite: Successful completion of Biology

## Physics

TL

This one-year course is designed for those students who have successfully completed Algebra I and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that informs students about the interconnectedness among different types of forces and energy transformations. This course fulfills one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: Successful Completion of Algebra I and Geometry

## Physics Honors

TL

This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II/Trigonometry and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward a greater conceptual understanding of physical concepts and processes. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. This course fulfills one science credit toward high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: Concurrent enrollment in Algebra II or higher

## ADVANCED PLACEMENT SCIENCE COURSES

### AP Biology

TL

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

Prerequisite: B or higher in Biology I and C or higher in Chemistry I (or concurrent enrollment in Chemistry I Honors)

## **AP Chemistry**

TL

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Chemistry examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

Prerequisite: B or higher in Chemistry I / Chemistry I Honors

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

TL

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

Prerequisite: B or higher in Algebra I and in 11<sup>th</sup> grade

## **SOCIAL STUDIES**

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### **World History**

IS TL

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 fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

Prerequisite: None

### **World History Honors**

TL

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. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

Prerequisite: B or higher in English 9 Honors

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

IS TL

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 fulfills the U.S. History credit required for high school graduation.

Prerequisite: 11<sup>th</sup> Grade

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

TL

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. This course fulfills the U.S. History credit required for high school graduation.

Prerequisite: B or higher in World History Honors

### **U.S. Government**

IS TL

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course fulfills the U.S. Government credit required for high school graduation.

Prerequisite: 12<sup>th</sup> Grade

### **U.S. Government Honors**

TL

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the U.S. Government credit required for high school graduation.

Prerequisite: B or higher in U.S. History or Successful completion of U.S. History Honors

## **ADVANCED PLACEMENT**

### **AP Human Geography**

TL

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. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

Prerequisite: A in ELA 8

### **AP World History**

TL

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. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

Prerequisite: Successful completion of AP Human Geography or B or higher in English 9 Honors

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

TL

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. This course fulfills one U.S. History credit required for high school graduation.

Prerequisite: Successful completion of AP World History or B or higher in English 10 Honors

### **AP U.S. Government & Politics**

TL

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. This course fulfills one U.S. Government credit required for high school graduation.

Prerequisite: Successful completion of AP US History or B or higher in English 11 Honors

## PHYSICAL EDUCATION & HEALTH

The state of Nevada requires two credits of physical education for high school graduation. All 9<sup>th</sup> graders must take P.E. I

### Personal Fitness and Wellness I

TL

This one-year course is designed to promote a positive approach toward personal health. Students are provided with experiences in health- and skill-related fitness that develop decision-making skills, positive self-esteem, and personal regard. This course develops knowledge pertaining to the principles of wellness, components of physical fitness, proper nutrition, personal decision-making skills, and career opportunities. Students participate in direct classroom instruction, computer-generated activities and application, and participation in moderate to vigorous activity for a minimum of 50% of the instructional time. This course fulfills one of the two physical education credits required for high school graduation.

Prerequisite: None

### Personal Fitness and Wellness II

TL

This one-year course is designed to promote a positive approach toward personal health. Students are provided with experiences in health- and skill-related fitness that develop decision-making skills, positive self-esteem, and personal regard. This course develops knowledge pertaining to the principles of wellness, components of physical fitness, proper nutrition, personal decision-making skills, and career opportunities. Students participate in direct classroom instruction, computer-generated activities and application, and participation in moderate to vigorous activity for a minimum of 50% of the instructional time. This course fulfills one of the two physical education credits required for high school graduation.

Prerequisite: None

### Health

IS TL

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. The course fulfills the one-half credit of health required for high school graduation.

Prerequisite: None

## Career and Technical Education Electives

The Career and Technical Education Pathways are for original credit only. These courses are not for credit retrieval of courses taken at a comprehensive high school.

### HEALTH SCIENCE

	Pharmacy Technician	Nursing Assistant	Dental Assistant	Medical Assistant
9 <sup>th</sup> Grade	Freshman Studies Career Education	Freshman Studies Career Education	Freshman Studies Career Education	Freshman Studies Career Education
10 <sup>th</sup> Grade	Health Science II	Health Science II	Health Science II	Health Science II
11 <sup>th</sup> Grade	Principles of Anatomy & Physiology Honors	Principles of Anatomy & Physiology Honors	Principles of Anatomy & Physiology Honors	Principles of Anatomy & Physiology Honors
12 <sup>th</sup> Grade	Pharmacy Practice (Pharmacy Technician Certification Preparation)	Nursing Assistant Honors	Dental Assisting I	Medical Assisting
Certification Course		Nursing Assistant Lab (Certified Nursing Assistant Certification Preparation)	Dental Assisting II	Medical Assisting Advanced Studies (Certified Medical Assistant Certification Preparation)

## **Career Education – Business & Healthcare**

TL

This one-semester course provides an introduction to career choices and promotes lifelong learning. Topics include exploring values, interests, aptitudes, and abilities that serve as a foundation for establishing a career path. This course fulfills one half of one of the elective credits required for high school graduation.

Prerequisite: None

## **Dental Science I**

TL

This one-year course is designed for students interested in a career in the dental field. Areas of emphasis include dental anatomy, diseases, treatments, and dental office procedures. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Principles of Anatomy & Physiology Honors

## **Dental Science II Honors**

TL

This one-year course is designed for students who have successfully completed Dental Assisting I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of study include oral pathology, dental medications, legal and ethical issues, and research skills. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Dental Science I

## **Health Science II**

TL

This one-year course provides students who have successfully completed Health Science I with a clinical perspective of anatomy and physiology. Emphasis is placed on the organization, structure, and function of the human body, growth and development, wellness, and pathophysiology. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Career Education – Business & Healthcare or 10<sup>th</sup> grade

## **Medical Assisting I**

TL

This one-year course provides students who have successfully completed Health Science II with the skills required for entry into the health care field. Demonstrations and laboratory experiences are an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Principles of Anatomy & Physiology Honors

## **Medical Assisting Advanced Studies**

TL

This one-year course provides students who have achieved all content standards in Medical Assisting as an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Course work 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 portfolio development. The appropriate use of technology and industry standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

Prerequisite: Medical Assisting I

## **Nursing Assistant Honors**

TL

This one-year course is designed for students who have successfully completed Health Science II. Students completing this course and a clinical practicum are eligible to apply independently for the Nevada State Board of Nursing Certifying Exam for Nursing Assistants. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include, HIPPA laws, patients' rights, human body systems, medical terminology, prevention and nutritional concepts, and caring for patients with special needs. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Principles of Anatomy & Physiology Honors

## **Nursing Assistant Lab**

TL

This one-year course is designed for students who are concurrently enrolled in Nursing Assistant to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies to processes, concepts, and principles as described in the course goals. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Nursing Assistant Honors

## **Pharmacy Practice**

TL

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.

Prerequisite: Principles of Anatomy & Physiology Honors

**Principles of Anatomy & Physiology Honors**

TL

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. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Health Science II

**INFORMATION TECHNOLOGY**

	Computer Science / Programming	Graphic Design	Game Design
9 <sup>th</sup> Grade	Freshman Studies Career Education	Freshman Studies Career Education	Freshman Studies Career Education
10 <sup>th</sup> Grade	Computer Science I	Graphic Design I	Graphic Design I
11 <sup>th</sup> Grade	Computer Science II	Graphic Design II	Digital Game Development I
12 <sup>th</sup> Grade	Computer Science III	Graphic Design III	Digital Game Development II

**Career Education – IT and Manufacturing**

TL

This one-semester course provides an introduction to career choices and promotes lifelong learning. Topics include exploring values, interests, aptitudes, and abilities that serve as a foundation for establishing a career path. This course fulfills one half of one of the elective credits required for high school graduation.

Prerequisite: None

**Computer Science I**

TL

This one-year course is designed for students who have successfully completed or are concurrently enrolled in Algebra I. Areas of emphasis include computer programming, algorithms, and problem-solving. An introductory programming language is used as the vehicle for implementing computer-based solutions. This course fulfills the one-half required computer credit and one-half of the elective credit or one elective credit required for high school graduation.

Prerequisite: Algebra I or concurrent

**Computer Science II Honors**

TL

This one-year course is designed for students who have successfully completed Computer Science I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include object-oriented programming and algorithms, program design (Java), program implementation, and standard data structures. This course fulfills the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

S1: Java Programming / S2: Java Programming

Prerequisite: Computer Science I

**Computer Science III Honors**

TL

This one-year course is designed for students who have successfully completed Computer Science I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include object-oriented programming and algorithms, program design, program implementation, and standard data structures. This course fulfills the

one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.  
S1: C++ / S2: Python or HTML5/CSS3

Prerequisite: Computer Science II

**Digital Game Development I**

TL

This one-year course provides students an introduction to the elements and structure of game design and development. Areas of emphasis include game methodology, game genres, game theory, interactive experiences, and immersive environments. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Graphic Design I

**Digital Game Development II**

TL

This one-year course is designed for students who have completed Digital Game Development I. Areas of emphasis include skills in electronic game design and development, creation of assets, and game building. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Digital Game Development I

**Graphic Design I**

TL

This one-year course is designed to provide students with the skills and knowledge needed to create a variety of commercial art products. Students gain an understanding of the creative process, with an emphasis on the design principles, layout, and the creation and manipulation of graphics. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

Prerequisite: None

**Graphic Design II**

TL

This one-year course builds on the skills and knowledge acquired in Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. S1: Adobe Photoshop® with Certification preparation / S2: Adobe Illustrator® with Certification preparation

Prerequisite: Graphic Design I

**Graphic Design III**

TL

This one-year course builds on the skills and knowledge acquired in Graphics Design II. Students create projects simulating challenges found in the design industry. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

S1: Adobe InDesign® with Certification preparation / S2: Adobe Dreamweaver® with Certification preparation

Prerequisite: Graphic Design II

**BUSINESS MANAGEMENT**

	Accounting	Administrative Support
9 <sup>th</sup> Grade	Freshman Studies Career Education	Freshman Studies Career Education
10 <sup>th</sup> Grade	Principles of Business and Marketing	Principles of Business and Marketing
11 <sup>th</sup> Grade	Accounting and Finance I	Business Software Applications
12 <sup>th</sup> Grade	Accounting and Finance II	Business Computer Applications

**Accounting and Finance I**

TL

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. This course fulfills one of the elective credits required for high school graduation.



Prerequisite: Principles of Business and Marketing

## Accounting and Finance II

TL

This one-year course is designed for students who have successfully completed Accounting and Finance I. Students develop occupational skills related to standard accounting, banking, and finance practices including preparing financial statements and calculating financial ratios. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Accounting and Finance I

## Business Computer Applications

TL

This one-year 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. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Business Software Applications

## Business Software Applications

TL

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. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

Prerequisite: Principles of Business and Marketing

## Career Education – Business and Healthcare

TL

This one-semester course provides an introduction to career choices and promotes lifelong learning. Topics include exploring values, interests, aptitudes, and abilities that serve as a foundation for establishing a career path. This course fulfills one half of one of the elective credits required for high school graduation.

Prerequisite: None

## Principles of Business and Marketing

TL

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. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: None

## HS Electives

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### **COMPUTERS / INFORMATION TECHNOLOGY**

#### **Introduction to Computer Science**

TL

This one-year course provides students with introductory skills and knowledge in designing and implementing software. Students explore the use of personas and user stories, wireframes, storyboards, and charts. Areas of emphasis include the elements of programming languages, logic, algorithms, abstraction, and the use of resources. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

Prerequisite: None

#### **Introduction to Computers**

IS TL

This one-semester course provides students with fundamental computing skills. Areas of emphasis include safety and security during computer use, mastery of touch keyboarding with speed and accuracy, and office applications. This course fulfills the one-half computer credit required for high school graduation.

Prerequisite: None

## ***DRIVER EDUCATION***

### **Driver Education**

TL

This course is designed to develop an adequate understanding of motor vehicle operation, laws, risk awareness, and driver alertness which enables students to become safe and successful drivers. Emphasis is placed on linking visual skills, space management, and balanced vehicle movement to risk-reducing driving strategies. This course fulfills the NAC 389.568 state requirement to complete 30 hours or more of driver education classroom instruction and is restricted to pupils who are at least 15 years of age per NRS 389.090. This course fulfills one half of one of the elective credits required for high school graduation.

Prerequisites: 15 years old

## ***ENGLISH ELECTIVES***

### **Journalism Foundations**

TL

This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: None

## ***FINE ARTS***

### **Art I**

IS

This one-semester 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. This course fulfills one arts/humanities credit required for graduation.

Prerequisite: None

### **Music Appreciation**

IS

This one-semester 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. This course will fulfill either the one arts/humanities credit required for graduation or one elective credit.

Prerequisite: None

### **Music Appreciation (Full-time students only)**

TL

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. This course will fulfill either the one arts/humanities credit required for graduation or one elective credit.

Prerequisite: None

### **Music Theory**

TL

This one-year course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. The prerequisite for this course is prior instrumental experience or membership in a school vocal ensemble. This course will fulfill either the one Arts/Humanities credit or one elective credit required for graduation.

Prerequisite: Music Appreciation

### **AP Music Theory**

TL

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.

Prerequisite: Music Theory or Teacher Recommendation

## ***SOCIAL STUDIES ELECTIVES***

### **Psychology I**

IS TL

This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. This course fulfills one elective credit required for high school graduation.

Prerequisite: None

### **Introduction to Global Studies**

IS

This one-year, theme-based course is intended to provide students with an opportunity to explore globalization locally and internationally. Students are provided with a basic understanding of the interdependence of nations as well as the cultural and ethnic diversity of the world. Students examine the history, culture, geography, economics, and politics of each region and examine various international issues. Emphasis is placed on observation, description, and analysis. This course develops effective communication skills and promotes critical thinking through reading, reflective writing, public speaking, cooperative groups, simulations, and other modes of learning. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: None

### **AP Psychology**

TL

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. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: None

## ***STUDENT SUPPORT AND LEADERSHIP***

### **College Survival / Exams**

IS TL

This one-semester course is designed to help twelfth students to prepare for life after high school. Emphasis will be on planning for continued education in an apprenticeship, a two-year college, or four-year college or university. Students will examine challenges of a new and independent life setting. This course will fulfill one-half of one elective credit required for high school graduation.

Prerequisites: None

### **Career Education**

IS

This one-semester course provides an introduction to career choices and promotes lifelong learning. Topics include exploring values, interests, aptitudes, and abilities that serve as a foundation for establishing a career path. This course fulfills one half of one of the elective credits required for high school graduation.

Prerequisites: None

### **Principles of Leadership (Student Council)**

TL

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 performance of tasks associated with their leadership responsibilities. This course will count as one elective credit. It may be repeated for more than one credit.

Prerequisites: None

### **Freshman Studies**

TL

This one-year course is designed for first time online 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.

Prerequisites: None

### **Sophomore Studies**

TL

This one-year course will assist students with in-depth career exploration and examination of post-secondary options based upon assessment of interests and skills. Students will also examine personal leadership qualities as they relate to high school and the workplace. This course will fulfill one elective credit required for high school graduation.

Prerequisites: None

### **Junior Studies**

TL

This one-year course is designed for eleventh grade students to prepare them for the world of work and post-secondary education. Emphasis will be placed on the employment process and employability skills during the first semester. Preparing for college entrance exams, application processes, financial aid and a focused personal plan for post-secondary training or education will be emphasized during the second semester. This course will fulfill one elective credit required for high school graduation.

Prerequisites: None

## **WORLD LANGUAGES**

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 courses provide 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.

### **Chinese I**

TL

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). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

### **Chinese II Honors**

TL

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. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: Successful Completion of Chinese I

### **French I**

TL

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). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

### **French II Honors**

TL

This one-year course is designed for students who have successfully completed French I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: Successful Completion of French I

### French III Honors

TL

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

Prerequisites: Successful Completion of French II Honors

### AP French

TL

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.

Prerequisites: Successful Completion of French III Honors

### German I

TL

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). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

### German II Honors

TL

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

Prerequisites: Successful Completion of German I

### Spanish I

TL

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). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

### Spanish II Honors

TL

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: Successful Completion of Spanish I

### Spanish III Honors

TL

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

Prerequisites: Successful Completion of Spanish II Honors

## AP Spanish Language & Culture

TL

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement *AP Spanish Language and Culture* examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K–12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.

Prerequisites: Successful Completion of Spanish III Honors