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SCHOOL DISTRICT CALENDAR
This calendar is subject to change. Please review the current calendar online at: https://ccsd.net/district/calendar/

GRADUATION REQUIREMENTS
1. Complete coursework designed around individual goals and core enrollment expectations
2. Take the ACT with Writing in junior year, at no cost
3. Earn a diploma (see below)

DIPLOMAS

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>PE</th>
<th>Health</th>
<th>Computers</th>
<th>Arts/Hum/CTE</th>
<th>Flex Credit</th>
<th>Foreign Language</th>
<th>Electives</th>
<th>Total</th>
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<tr>
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<td>3*</td>
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<td>-</td>
<td>-</td>
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<td>Advanced Honors (Honors Units</td>
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<td>1</td>
<td>-</td>
<td>11</td>
<td>21.6</td>
<td>12</td>
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<tr>
<td>College and Career Ready ***</td>
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<td>4</td>
<td>3</td>
<td>3*</td>
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<td>0.5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>6</td>
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<td>Standard and Alternative** (2020-2021)</td>
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<td>0.5</td>
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<tr>
<td>Standard and Alternative*** (2022 and beyond)</td>
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<td>0.5</td>
<td>1*</td>
<td>2**</td>
<td>-</td>
<td>6</td>
<td>23</td>
<td>-</td>
</tr>
</tbody>
</table>

Please review the Grade Point Average (GPA) section of this guide for a description of GPA weighted and unweighted calculations.

^ The current GPA cap is 4.800. There will be no GPA cap beginning with the Cohort of 2021.

^^ Students earning an Alternative Diploma will take the NAA exam in lieu of the ACT with Writing.

* To satisfy either the Arts/Humanities/CTE state requirement for the standard diploma or the additional social studies requirement for the other diplomas, CCSD students must:
  ● Pass semesters 1 and 2 of World History, or
  ● Pass semesters 1 and 2 of Geography, or
  ● Pass semester 1 of World History and semester 2 of Geography, or
  ● Pass semester 1 of Geography and semester 2 of World History.

** Flex credits can be: a 2nd or 3rd year CTE concentrator course in one program of study, or a 4th year of math (including Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies.

*** For the College and Career Ready Diploma, students must:
1. Complete requirements in the table above, including Algebra II or higher, with a 3.25 weighted GPA, and
2. Demonstrate proficiency in two languages, or two (2) units in AP courses, IB courses, Dual Credit courses, CTE courses, Work Based Learning courses, or a world language course, and
3. Earn at least one of the following endorsements:
   College-Ready endorsement for students who successfully complete a college readiness assessment, and receive not less than remedial scores for initial (non-remedial) placement into college-level English and mathematics courses (use the Infinite Campus Student/Parent to view the Academic Plan Progress Report), or
   Career-Ready endorsement for students who successfully complete the ACT National Career Readiness Certificate (NCRC) –level Silver or above, or successfully complete the Armed Services Vocational Aptitude Battery (ASVAB) – score 50 or above, or obtain a Career and Technical Education Skills Attainment Certificate, or
   obtain a credential on Nevada’s Industry-Recognized Credentials List (OWINN).

SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents
CORE ENROLLMENT EXPECTATIONS

The Clark County School District (CCSD) strives to prepare students for success in postsecondary education and in the workforce by providing access to a rigorous curriculum. The Core Enrollment Expectations are consistent with Nevada Revised Statute and aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements. If the Core Enrollment Expectations do not align with a student’s academic plan, then a modified course of study must be agreed upon by the student’s parent/guardian and a school administrator or school counselor.

<table>
<thead>
<tr>
<th>Core Enrollment Expectations</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (including Algebra II or higher)</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies and History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

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

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

REQUIRED HIGH SCHOOL CLASS LOAD

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

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

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

SOURCES: NAC 387.345, AB 7

EARLY GRADUATION

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

SCHEDULE CHANGES

To ensure students receive enough instruction to earn a credit, schedule changes are not permitted after the first 18 school days of each semester for face-to-face courses. After the first 18 school days, schedules may only be changed with administrative approval. Exceptions to the above may only be made through administrative channels for unique and unusual circumstances. Distance learning and online coursework (e.g. Apex) allow students to earn credit through digital instruction and are excluded from these schedule change guidelines.

**Last Day for Credit in Face-to-Face Instruction for 20-21 School Year**

 Semester 1: September 2, 2020
 Semester 2: January 29, 2021
GRADE POINT AVERAGE (GPA)
The student’s Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0).

Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows, according to NAC 389.6625. This represents the student’s Weighted GPA.

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

*Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the examinations for each course. Parents or guardians may waive this testing requirement by informing the school administration in writing.

For the Cohort of 2020, 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. This creates a Weighted GPA cap of 4.800 as the highest possible GPA.

For the Cohorts of 2021 and beyond, there is no limit to the number of Honors, AP, or IB courses that will receive Bonus Points. This removes the Weighted GPA cap.

SOURCE: CCSD Regulation 5127, NAC 389.6625

VALEDICTORIAN AND SALUTATORIAN
Valedictorians, students with the highest Weighted GPA in the graduating cohort, and Salutatorians, students with the second highest Weighted GPA in the graduating cohort, will be identified as candidates at the end of the fall semester for each cohort year.

Final Valedictorians and Salutatorians will be determined upon completion of all high school graduation requirements by the last day of school.

SOURCE: CCSD Regulation 5127

MATRICULATION
Grade classification for high school students is determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student’s demonstrated ability rather than the student’s age or years in school.

SOURCE: CCSD Regulation 5123
ACADEMIC PLANNING

COLLEGE AND CAREER READINESS
Students benefit from comprehensive school counseling programs that include college and career readiness standards. In addition to classroom lessons and family night events, students also meet individually with a school counselor to complete academic plans. An academic plan is a four-year course plan that is built on a student’s individual strengths, weaknesses, and interests. The academic plan is built upon a student’s individual postsecondary goals.

CAREER AND TECHNICAL EDUCATION
Career and Technical Education in Nevada is organized into six (6) program areas and course sequences. Each high school in CCSD may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses. Additional information can be found online at: http://www.doe.nv.gov/CTE/

Nevada CTE Program Areas:
1. Agricultural and Natural Resources
2. Business and Marketing Education
3. Education, Hospitality, and Human Services
4. Health Science and Public Safety
5. Information and Media Technologies
6. Skilled and Technical Sciences

PROGRAMS AND PROGRESS
A graduation program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review graduation programs and progress online using Campus Student and Campus Parent. The graduation program Progress Report is an easy-to-use guide that shows a student’s progress towards specific credit requirements, testing requirements, and any additional requirements for the planned diploma type. To view this report in Campus Parent or Student, go to Academic Plan > Next > Progress Report.

A career tech program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review career tech programs and progress online using Campus Student and Campus Parent. The career tech program Progress area works in the same way as the graduation programs. Students can view their progress towards any number of career tech options, including a specific CTE program, the Seal of Biliteracy, and more.

FOUR-YEAR COURSE PLANS
All ninth-grade students must have an approved four-year academic plan. The academic plan must include 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 (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

The ninth-grade student and their parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary. Please contact your school directly for instructions on how to approve your child’s academic plan online.

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

The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student’s educational development and make determinations of the appropriate course of study. If a student does not satisfy all of the 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.

SOURCES: CCSD Regulation 5127, AB 117
TESTING

Required: College and Career Readiness Assessment

All juniors will take the ACT with Writing exam in the spring. The college and career readiness assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year at no cost. It is recommended that all students take ACT in the spring of the junior year, as most four-year colleges/universities require test scores for admission. In addition, some colleges/universities and NCAA Division I Initial Eligibility (for student-athletes) require a minimum score on the ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

Students attending college/university in Nevada can earn the Millennium Scholarship after successfully completing the core curriculum and earning at least a 21 composite score on the ACT. For more information, please see the Nevada Scholarships section of this guide.

It may be necessary to retake the ACT and/or SAT to increase scores. 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.

SOURCE: CCSD Regulation 5127, NRS 390.610

Optional: ACT National Career Readiness Certificate (NCRC)

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

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

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

Optional: SAT

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

Students attending college/university in Nevada can earn the Millennium Scholarship for completing the core curriculum and earning a combined reading, writing, and math score of 1070 or higher. For more information, please see the Nevada Scholarships section of this guide.

Optional: PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a great way to prepare for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can be useful in determining which Advanced Placement (AP) coursework may be appropriate during high school. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken in grades 8, 10, and 11. The examinations for students in grades 8 and 10 are at no cost. Please contact your school counselor with additional questions.
EARNING CREDIT
Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credits at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits in high school, and must be pre-approved by the school of full-time enrollment. When a student attends a CCSD school full-time and earns credit at another school at the same time, this is known as concurrent credit. Beginning with the 2018-2019 school year, Dual Credit coursework is no longer considered external credit.

SOURCE: NAC 389.040

Internal Credit

Credit by Exam (CBE)
Students can earn credit for courses in which they demonstrate mastery of course material. CBE is not a credit retrieval option. To be eligible to take a CBE, the student must not have previously been enrolled in the course and received a progress grade. Nevada Learning Academy (NVLA) offers a variety of options for CBE. For more details, please visit www.nvlearningacademy.net.

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

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

Dual Credit
A dual credit course is either taken at a local college/university or at a CCSD school where both high school and college credit are earned.

Dual Credit: Students take coursework outside of the normal school day from an accredited college/university. There is typically a cost. Students must complete a CCF-856, Dual Credit Application, before enrolling in any dual credit coursework.

Cooperative Agreement Dual Credit (e.g. Jumpstart): Students take a college-level course at the school of full-time enrollment that is taught by an approved instructor. There is typically a cost. The CCF-856, Dual Credit Application, is not needed for programs with a formal cooperative agreement with CCSD.

CTE College Credit: Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit, the high school coursework aligns to postsecondary courses, and the teacher of record is a high school CTE teacher. The CCF-856, Dual Credit Application, is not needed. Instead, students
complete a separate application through the college of their choice (e.g. CSN).

To qualify for the CTE College Credit, students must:

- Earn a 3.0 GPA in the CTE course sequence,
- pass the state end-of-program technical content assessment, and
- pass the state Workplace Readiness assessment for employability skills.

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

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

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course.

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

SOURCE: CCSD Regulation 5127

High School Credit Taken in Middle School
Certain coursework taken in middle school (grades 6-8) may be counted as credit required to graduate from high school. Common courses include, but are not limited to:

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

External Credit
External credits may be granted for coursework completed outside of the Clark County School District (CCSD) while a student is enrolled in CCSD during the school year and over the summer. A maximum of six (6) external credits can be applied toward graduation from high school. A maximum of three (3) external credits can be earned in the combined core areas of English, mathematics, science, and social studies.

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

Community Service
0.5 elective credit will be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved community agency (1 credit max).

Online/Correspondence Course
High school credit will be granted for high school coursework completed at accredited institutions.

Educational Travel Credit
0.5 elective credit will be granted for a 21-day educational trip/tour (1.0 credit for 42 days). Students are required to submit a log with general descriptions of sites visited detailing items of interest, the student’s reactions, and photographs of the student at the sites. A parent or guardian may sign logs for educational travel credit supporting documentation.
Enrichment Program
Elective credit will be granted for successful completion of academically accelerated coursework at accredited institutions.

Physical Education II Waiver
1.0 Physical Education credit (required for graduation) will be waived for 120 hours of activity completed under the direct supervision of a qualified instructor/coach who is a credentialed or licensed professional in that activity. The Physical Education II Waiver may only be issued if credit for Physical Education II has not been granted. To be approved, this activity must be geared toward competition. Students cannot earn a PE II Waiver if they failed the PE II course.

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

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

Duplicate Coursework – Repeating Courses
A student may repeat a course but 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 (RP) notation. A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of “F” will only be removed once. If applicable, all other “F’s” will remain on a transcript.
STUDENT-ATHLETES

Physical Education II Waiver Credit

A waiver for Physical Education II shall be granted if a student has not earned Physical Education II credit and actively participates in a school-sponsored activity for 120 hours in interscholastic athletics, on a drill team, in a marching band, in a dance group, or on a cheerleading squad. Students cannot earn a PE II Waiver if they already took the PE II course (pass or fail).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
<th>Team</th>
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</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Varsity</td>
<td>Junior Varsity</td>
</tr>
<tr>
<td>Basketball</td>
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<td>Junior Varsity, B-Team</td>
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<td>Bowling</td>
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<td>Cheerleading</td>
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<td>Wrestling</td>
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</table>

SOURCE: NAC 389.488

CCSD Athletic Eligibility Requirements

Transfer Rules

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

Age Limitations

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

Physical Examinations

● All students must pass a physical examination by a licensed physician. Physical examinations must be completed on the appropriate NIAA forms.

Residency Rules

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

Academic Requirements

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

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

Students that plan to compete in NCAA sports at a Division I college/university need to register with the NCAA Eligibility Center to meet initial eligibility standards. Students and families may contact NCAA directly with questions about eligibility or the registration process: 1-877-262-1492.

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

1. Complete 16 core courses:
   a. Four years of English
   b. Three years of math (Algebra 1 or higher)
   c. Two years of natural/physical science (including one year of lab science if the high school offers it)
   d. One additional year of English, math or natural/physical science
   e. Two years of social science
   f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.

3. Earn at least a 2.300 GPA in core courses.

4. Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale, which balances test score and core-course GPA. Students that have a low test score will need a higher core-course GPA to be eligible. Students that have a low core-course GPA will need a higher test score to be eligible.

SOURCE: http://www.ncaa.org/student-athletes/play-division-i-sports
POSTSECONDARY OPTIONS

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

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

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

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

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

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

LIFE SKILLS TRAINING PROGRAMS
- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

APPRENTICESHIPS
- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere
CAREER, VOCATIONAL, OR TECHNICAL EDUCATION
- Minimal admissions requirement (high school graduation may or may not be required)
- All classes relate to skills needed for jobs in a particular occupational area
- Learn marketable skills

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

CITY YEAR AND AMERICORPS
- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience
- http://www.cityyear.org/
- http://www.americorps.gov/

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

SOURCE: https://www.heath.gwu.edu/awareness-postsecondary-options
NEVADA SCHOLARSHIPS

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

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

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

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

NEVADA PROMISE SCHOLARSHIP
The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last-dollar financial aid to Nevada students attending one of the state’s four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps eligible students pay for up to three years of tuition and mandatory fees. Please contact your school counselor with additional questions, or visit www.csn.edu/promise.
NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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

What is cheating?

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

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

What is plagiarism?

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

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

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

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

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

## EHS 20-21 Electives

<table>
<thead>
<tr>
<th>Grade Electives</th>
<th>9th Grade Electives</th>
<th>10th Grade Electives</th>
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<td>Dance I / II</td>
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APPENDIX II: COURSES

Academic Services Department

Applied Office Practice – 8005 Prerequisites: Administrator/counselor/teacher approval, application required, 2.50 or better GPA, behavior and attendance standard.

Course Scope:

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

School Related Work Experience (Cafeteria) – 8150

Course Scope:

This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

Freshman Studies – 8050 Grade 9 Paired with Health Education.

Course Scope:

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

Student Aide – 8160 Prerequisites: Administrator/counselor/teacher approval, application required, 2.50 or better GPA, behavior and attendance standard.

Course Scope:

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.
Art Department

AP Studio Art Drawing – 70302 Prerequisite: Teacher approval

Course Scope:
This one-year course facilitates highly motivated students in creating a college level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. By AP guidelines, digital images of twelve works demonstrating an in-depth exploration are submitted for the Concentration section and twelve works demonstrating a broad understanding of drawing issues are submitted for the Breadth section. Five works of the highest quality are physically mailed for the Quality section of the portfolio. Students should expect to work an additional four to six hours outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.com/studiodrawing. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. It is expected students will take the AP exam in May. See your counselor if you have a financial hardship.

AP 2D Art and Design – 70202 Prerequisite: Teacher Approval

Course Scope:
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.org/courses. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation.

AP 3D Art and Design – 70252 Prerequisite: Teacher Approval

Course Scope:
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Studio Art: 3-D Design examination. Highly motivated students will create a college level portfolio demonstrating mastery of 3-D design. Through additive, subtractive and/or fabricated processes, students create works that demonstrate a range of understanding and fundamental mastery of 3-D visual concerns and methods. By AP guidelines, twelve digital images of works demonstrating an in-depth exploration are submitted for the Concentration section. Sixteen images of eight works, shown in two views each, demonstrating a broad understanding of 3-D design are submitted for the Breadth section. Ten digital images of five works, shown in two views each, are submitted for the Quality section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.com/studio3D. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. It is expected students will take the AP exam in May. See your counselor if you have a financial hardship.
Art I – 7035

Course Scope:
This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. This course fulfills one arts/humanities credit required for graduation.

Design Crafts – 7080 Prerequisite: Teacher Approval

Course Scope:
This one-year course is designed to provide a wide variety of both two-dimensional and three-dimensional craft designs. A broad range of materials and techniques for design crafts are experienced through production. Students participate in art appreciation and critique, identify, analyze, and evaluate craft design. The historical influence and reflection of craft design with its regional variation are integrated into learning. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

Drawing I – 7085 Prerequisite: Successful completion of Art I with a ‘C’ or better.

Course Scope:
This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. The connection of drawing to other visual arts disciplines and to disciplines outside of the arts will be investigated. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.

Drawing II – 7090 Prerequisite: Successful completion of Drawing I with a ‘C’ or better.

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

Film Studies I – 7535

Course Scope:
In this one-year course, students study the development of the American film as an art from and a social phenomenon. The course surveys century genres, eras, trends, directors, studios and moguls. Students focus on the techniques of acting as they apply to the electronic and film media. Class work focuses on class discussion and criticism of various films. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills
either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation.

**Film Studies II – 7540 Prerequisite: Successful completion of Film Studies I**

**Course Scope:**
This one-year course is designed as a continuation of Film Studies I – 7535, allowing students to engage in more in-depth study of the development of the American film as an art form and a social phenomenon. This course further surveys the genres, eras, directors, studios, and influential people in the industry while also delving into journalistic evaluation and screenplay analysis. Students focus on the techniques of acting as they apply to the electronic and film media. Class work focuses on class discussion and criticism of films. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

**Painting I – 7105 Prerequisite: Successful completion of Art I with a ‘C’ or better.**

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

**Painting II – 7110 Prerequisite: Successful completion of Painting I with a ‘C’ or better.**

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

**Studio Art – 7130 Prerequisite: Teacher Approval**

This one-year course is designed to provide an opportunity for advanced students to develop proficiency levels in particular areas of art. Students develop an area of exploration, creating, evaluating, and critiquing their body of work. Students study related historical background and regional variations. Students assemble a portfolio to demonstrate growth and exhibit their work. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.
Career & Technical Education Department

AP Computer Science Principles – 53102 Grade 9-12

Course Scope:
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course Goals: Course goals are identified in the AP Computer Science Principles Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.com. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.

Computer Science I - 5340

Course Scope:
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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Computer Science II H – 53444 Prerequisite: Successful completion of Computer Science I with a C or better.

Course Scope:
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 algorithms, programming, data structures and analysis and networks. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Computer Science III H -53524 Prerequisite: Successful completion of Computer Science II with a C or better.

Course Scope:
This one-year course is designed for students who have successfully completed Computer Science II Honors. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include algorithms, programming, computing, data structures and analysis and networks. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Principles of Business and Marketing – 6762

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

Marketing I – 6684 Prerequisite: Successful completion of Principles of Business and Marketing with a C or better.

Course Scope:
This one-year course is designed for students who have completed Principles of Business and Marketing. Areas of emphasis include selling, advertising, pricing, promotion, and product planning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Marketing II – 6687 Prerequisite: Successful completion of Marketing I with a C or better.

Course Scope:
This one-year course is designed for students who have successfully completed Marketing I. Areas of emphasis include: marketing, economics, management, merchandising, and business ownership. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Marketing Advanced Studies – 6678 Prerequisite: Successful completion of Marketing II with a C or better.

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

Graphic Design I - 6583

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

Graphic Design II – 6586 Prerequisite: Successful completion of Graphic Design with a C or better

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

Graphic Design III – 6592 Prerequisite: Successful completion of Graphic Design II with a C or better

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

**Health Science I – 6601**

**Course Scope:**

This one-year course introduces students to health occupations with a clinical perspective. This course includes medical terminology, health care careers and systems, safety, legal responsibilities, wellness, and disease prevention. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Health Science II – 6604 Prerequisite: Successful completion of Health Science I with a C or better.**

**Course Scope:**

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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Photography I – 6741**

**Course Scope:**

This one-year course provides students with the fundamentals of commercial photography. Topics include photographic vision, operating cameras, image processing, output, and quality control. Instructional practices incorporate integration of diversity awareness including appreciation 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.

**Photography II – 6744 Prerequisite: Successful completion of Photography I with a C or better**

**Course Scope:**

This one-year course includes advanced principles of black and white photography as well as digital photography. Digital photography, black and white quality control, perfection of black and white negative processing and printing techniques will be emphasized. Students will be required to exhibit their projects. It is suggested that students successfully complete Photography I before taking this course. This course will fulfill one arts/humanities credit required for high school graduation.

**Photography III – 6747 Prerequisite: Successful completion of Photography II with a C or better.**

**Course Scope:**

This one-year, project-based course builds on the skills and knowledge acquired in Photography II. Students gain experience with the advanced principles of commercial photography. Instructional practices incorporate integration of diversity awareness including appreciation 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.

**Photography Advanced Studies – 6738 Prerequisite: Successful completion of Photography III with a C or better.**

**Course Scope:**

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

**STEM Robotics I - 6010**

**Course Scope:**

This one-year course is designed to focus on Science, Technology, Engineering, and Mathematics (STEM) concepts which include engineering and robotic technologies as influenced by manufacturing and society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**STEM Robotics II – 6018 Prerequisites:** Successful completion of STEM Robotics I with a C or better.

**Course Scope:**

This one-year course is designed for students who have successfully completed Science, Technology, Engineering, and Mathematics (STEM) Robotics I. Areas of emphasis include engineering and robotic technologies as influenced by manufacturing and society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation, and may be repeated.

**Video Production I – 6845**

**Course Scope:**

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

**Video Production II – 6848 Prerequisite:** Successful completion of Video Production I with a C or better.

**Course Scope:**

This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Video Production III – 6854 Successful completion of Video Production II with a C or better.**

**Course Scope:**

This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Areas of emphasis include the development of various media and video productions for a variety of audiences. Project-based learning, collaboration, and project management are essential elements of this course. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Video Production Advanced Studies – 6842 Successful completion of Video Production III with a C or better.**

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

English 09 – 1010

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

English 09 Honors– 10104

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

English 10 – 1030

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

English 10 Honors– 10304

Course Scope:
This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on traditional (e.g., argument/persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers’ historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.
English 11 – 1060

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

English 11 Honors – 10604

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

AP English Language & Composition – 11402 Prerequisite: Successful completion of English 10 Honors or English 11 Honors with a C or better.

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

English 12 – 1080

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

**NSC/CSN Jumpstart – English 101 H – 11904**

**Course Scope:**

NSHE Dual Credit Course: ENG 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose, and rhetorical situation focusing on the writing process and introducing research. The use of these courses requires participation in CCSD dual/concurrent programs.

**NSC/CSN Jumpstart – English 102 H – 12004**

**Course Scope:**

NSHE Dual Credit Course: ENG 102 is a continuation and extension of ENG 101 and equivalents with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument. The use of these courses requires participation in CCSD dual/concurrent programs.

**AP English Literature and Composition – 11502 Prerequisite: Successful English 11 Honors or AP English Language and Composition with a C or better.**

**Course Scope:**

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

English Language Learner I – 1515

Course Scope:
This one-year course emphasizes the development of reading, writing, and listening and speaking skills of students with limited English proficiency. This course provides opportunities for practice in correct usage of standard English. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of the English credits required for high school graduation.

English Language Learner II – 1520

Course Scope:
This one-year course is a continuation of English Language Learner I and provides students with limited English proficiency the opportunity to speak, read, and write English. More complex reading and writing skills are introduced. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.

English Language Learner III – 1525

Course Scope:
This one-year course is a continuation of the basic communication concepts presented in English Language Learner I and English Language Learner II with an emphasis on preparing the student with limited English proficiency for successful participation in the general-education program. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of the English credits required for high school graduation.

English Language Learner IV – 1530

Course Scope:
This one-year course is a continuation of the basic communication concepts presented in English Language Learner II and English Language Learner III with emphasis on preparing the student with limited English proficiency for successful participation in the general-education program. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of the English credits required for high school graduation.

Imaginative Writing – 1425

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

Journalism Foundations – 1430

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

**Journalism II – 1435 Prerequisite – Successful completion of Journalism I with a C or better and Instructor approval.**

**Course Scope:**

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

**Publications I – 1455**

**Course Scope:**

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

**Publications II – 1460 Prerequisite – Successful completion of Publications I with a C or better and Instructor approval.**

**Course Scope:**

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

**Speech and Debate I – 1475**

**Course Scope:**

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

German I - 7777

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

German II H – 77794 Prerequisite – Successful completion of German I with a ‘C’ or better.

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

German III H – 77814 Prerequisite – Successful completion of German II with a ‘C’ or better.

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

German IV H – 77854H Prerequisite – Successful completion of German III with a ‘C’ or better.

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

AP Spanish Language and Culture – 78502 Prerequisite: Successful completion of Spanish Literacy Honors or Spanish III Honors with B or better.

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

Spanish I – 7852 For non-native speakers, only. Native Spanish speakers to take Beginning Spanish Literacy.

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

Spanish II Honors – 78534 Prerequisite: Successful completion of Spanish I with a C or better.

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

**Spanish III Honors – 78544 Prerequisite: Successful completion of Spanish II Honors with a C or better.**

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

**Beginning Spanish Literacy – 7860 Prerequisite: Native speaker, teacher recommendation, and entrance examination.**

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

**Intermediate Spanish Literacy Honors – 78614 Prerequisite: Native speaker, teacher recommendation, and entrance examination or successful completion of Beginning Spanish Literacy with a C or better.**

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

**Advanced Spanish Literacy III Honors – 78624 Prerequisite: Native speaker, teacher recommendation, and entrance examination, or successful completion of Intermediate Spanish Literacy Honors with a C or better.**

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

Fundamental Math Concepts – 2480 Grade 9 - 10

Course Scope:
This one-year, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student's course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).

Pre-Algebra – 2010 Grade 9

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

Algebra I – 2020 Grade 9 - 10

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

Geometry – 2060 Grades 10 – 12

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

Geometry Honors– 20604 Prerequisite: Successful completion of Algebra I with a B or better and teacher recommendation, Grades 9 – 12

Course Scope:
This one-year course provides a rigorous study of Euclidean Geometry for the more advanced mathematics student. Emphasis is on the development of logical reasoning, through techniques of proofs and constructions, geometric concepts, and algebraic applications. Students will extend their ability to make mathematical connections through problem solving methods, proofs, and applications.
solving. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

**Algebra II – 2090 Grade 10-12**

**Course Scope:**

This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

**Algebra II Honors – 20904 Grade 10-12 Prerequisite: Successful completion of Geometry Honors with a B or better and teacher recommendation**

**Course Scope:**

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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

**Advanced Algebra with Financial Applications – 2091 Grade 11-12**

**Course Scope:**

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

**College Preparatory Mathematics – 2287 Grade: 11 - 12**

**Course Scope:**

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

**College Readiness Math – 2001 Prerequisite: Successful completion of Algebra II or Advanced Algebra with Financial Applications.**

**Course Scope:**

This one-year course is targeted for seniors who have expressed an interest in postsecondary college/career studies but who, in 11th grade, scored at a level deemed not yet ready for college mathematics. It is designed to provide the constructs and experiences that will allow such students to re-certify by the end of 12th grade (or prior to entering college) that they are eligible to be placed in credit bearing gateway mathematics courses during their first semester of college. The course revisits and expands the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Mathematics concepts are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

**Math of Personal Finance – 2330 Grade 12**

**Course Scope:**

This one-year course is the study of personal finance for senior-level students. Students will 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 emphasis will be on refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computers, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

**Pre-calculus AB Honors – 21454 Prerequisite: Successful completion of Algebra II Honors with a C or better and teacher recommendation.**

**Course Scope:**

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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

**AP Calculus AB – 21802 Prerequisite: Successful completion of Pre-calculus Honors with C or better and teacher recommendation.**

**Course Scope:**

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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an
integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. It is expected students will take the AP exam in May. See your counselor if you have a financial hardship.

**AP Statistics – 22502 Prerequisite: Successful completion of Algebra II Honors with a C or better and teacher recommendation.**

**Course Scope:**
This one-year Advanced Placement course is intended for students who are preparing for further study in disciplines requiring statistical course work. This course includes describing patterns in data and departures from patterns, planning and conducting a statistical study, exploring random phenomena using probability and simulation, estimating population parameters, and testing statistical hypotheses. The use of technology, including calculators and computer software, is an integral part of this course. This course is intended to prepare students for taking the Advanced Placement Examination in Statistics. This course will fulfill one of the mathematics credits required for high school graduation.
Military Science Navy Junior ROTC

The NJROTC program provides an opportunity for high school students to learn about the basic elements and requirements for national security and the personal obligation we have as American citizens. The program promotes patriotism, develops responsible citizens, promotes habits of orderliness and precision and develops a high degree of personal honor, discipline, and leadership. All NJROTC students are required to meet specific grooming standards and wear a military uniform while at school at least one day per week. Field trips are taken to military commands and ships throughout the year. While students are under no obligation to join the military, specific advantages are available to those who choose to do so. Depending on grade point average, class standing, and college entrance examinations scores, NJROTC students may qualify for specific service academy appointments and university ROTC scholarships.

Military Science I: JROTC Navy 5498 Prerequisites: Must agree to abide by U.S. Navy Standards, rules and regulations. Must be physically capable of performing drill and physical fitness training.

Course Scope:
This one-year course advances students in the fundamentals of Military Science. Areas of emphasis include curriculum from the Navy Junior Reserve Officer Training Corps (JROTC). JROTC curriculum emphasizes: leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy officers and enlisted personal, utilizing curriculum provided by the Navy. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation. Fee: $25

Military Science II: JROTC Navy 5499 Prerequisites: Successful completion of Military Science I with a “C” or better and have instructor approval. Must agree to abide by U.S. Navy Standards, rules and regulations. Must be physically capable of performing drill and physical fitness training.

Course Scope:
This one-year course advances students who have successfully completed the fundamentals of Military Science I - Navy. Areas of emphasis: include curriculum from the Navy Junior Reserve Officer Training Corps (JROTC). JROTC curriculum emphasizes leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy officers and enlisted personal, utilizing curriculum provided by the Navy. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation. Fee: $25

Military Science II Honors: JROTC Navy 54994 Prerequisites: Successful completion of Military Science I with a “C” or better and have instructor approval. Must agree to abide by U.S. Navy Standards, rules and regulations. Must be physically capable of performing drill and physical fitness training.

Course Scope:
This one-year course advances students who have successfully completed the fundamentals of Military Science I - Navy. Students in this course are assigned areas of responsibility and are expected to perform their duties in addition to mentoring and leading other Junior Reserve Officer Training Corps (JROTC) Navy cadets. Areas of emphasis: include curriculum from the Navy JROTC. JROTC curriculum emphasizes leadership, citizenship, wellness, physical fitness, character development and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy officers and enlisted personal, utilizing curriculum provided by the Navy. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and
their important contributions to society. This course is designated as honors level by the accelerated instructional pacing and depth of content. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation. **Fee $25**

**Navy Junior ROTC III – 5285 Prerequisites:** Successful completion of NJROTC II with a “C” or better and have instructor approval. Must agree to abide by U.S. Navy Standards, rules and regulations. Must be physically capable of performing drill and physical fitness training.

**Course Scope:**
This one-year course is designed for third-year students in the Navy Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation. **Fee: $25**

**Navy Junior ROTC III Honors – 52854 Prerequisites:** Successful completion of NJROTC II with a “C” or better and have instructor approval. Must agree to abide by U.S. Navy Standards, rules and regulations. Must be physically capable of performing drill and physical fitness training.

**Course Scope:**
This one-year course is designed for third-year students in the Navy Junior Reserve Officer Training Corps (JROTC) who serve as members of the JROTC cadet senior staff. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. This course is designated as honors level in that students are expected to apply higher-level leadership, organizational, communication, and interpersonal skills in the performance of their duties. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation. **Fee: $25**

**Navy Junior ROTC IV – 5290 Prerequisites:** Successful completion of NJROTC III with a “C” or better and have instructor approval. Must agree to abide by U.S. Navy Standards, rules and regulations. Must be physically capable of performing drill and physical fitness training.

**Course Scope:**
This one-year course is designed for fourth-year students in the Navy Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation. **Fee: $25**

**Navy Junior ROTC IV Honors – 52904 Prerequisites:** Successful completion of NJROTC III with a “C” or better and have instructor approval. Must agree to abide by U.S. Navy Standards, rules and regulations. Must be physically capable of performing drill and physical fitness training.

**Course Scope:**
This one-year course is designed for fourth-year students in the Navy Junior Reserve Officer Training Corps (JROTC) who serve as members of the JROTC cadet senior staff. Students are assigned specific functional areas of responsibility.
and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. This course is designated as honors level in that students are expected to apply higher-level leadership, organizational, communication, and interpersonal skills in the performance of their duties. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation. Fee: NONE

ROTC Drill and Leadership – 5480 Prerequisites: Must be currently enrolled in either Military Science I or II or ROTC III or IV, and have instruction approval. Must be physically capable of performing drill and physical fitness training.

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

ROTC Drill and Leadership (Rifle) – Prerequisite: Must be currently enrolled in either NJROTC I, II, or III and have instructor approval. Students that have completed three years of NJROTC may enroll with instructor approval. Cadets must be physically capable of performing physical fitness training and have a current athletic physical on record.

Course Scope:
This one-semester course is focused on developing our competitive shooting team. Cadets are required to have grades of “C” or better in ALL classes for the previous grading period to remain in the class. This class focuses on basic and advanced marksmanship, teaching the students patience, muscle control, and analytical thinking. This course is repeatable for elective credits for Physical Education required for graduation. Fee: $100 (can be paid via fundraising efforts).

ROTC Drill and Leadership (Orienteering) – Prerequisites: Must be currently enrolled in either NJROTC I, II, or III and have instructor approval. Students that have completed three years of NJROTC may enroll with instructor approval. Cadets must be physically capable of performing physical fitness training and have a current athletic physical on record.

Course Scope:
This one-semester course is focused on developing our competitive orienteering team. Cadets are required to have grades of “C” or better in ALL classes for the previous grading period to remain in the class. This class focuses on basic and advanced orienteering, teaching the students map reading, physical fitness, route selection, and analytical thinking. This course is repeatable for elective credits for Physical Education required for graduation. Fee: $100 (can be paid via fundraising efforts).
Performing Arts Department

Eldorado High School prides itself in offering students a wide variety of performing arts courses. Creativity, originality, and skill development are all featured in a positive learning environment.

Band High School Beginning – 7220

Course Scope:
This one-year course is designed for students with no previous band experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

Band High School Intermediate – 7225 Prerequisite: Successful completion of Beginning Band.

Course Scope:
The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

Band High School Advanced – 7230 Prerequisite: Successful completion of Intermediate Band.

Course Scope:
The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

Band Marching High School – 7245

Course Scope:
This one semester course is designed for students already participating in the concert band program. Marching band emphasizes both musical skills and the awareness of movement within time and space. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one half of one elective credit or one half of one Arts/Humanities credit required for high school graduation and may be repeated.

Jazz Band – 5550

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

Choir HS Beginning (Women) – 7670
Course Scope:

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

Choir HS Beginning (Men) - 7670

Course Scope:

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

Choir HS Intermediate (Pop Choir) – 7690 Prerequisite: Audition only.

Course Scope: https://campus.ccsd.net/campus/

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

Choir HS Advanced (Men) – 7660 Prerequisite: Audition only.

Course Scope:

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

Choir HS Advanced (Women) – 7660 Prerequisite: Audition only.

Course Scope:

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

Choir HS Chamber – 7680 Prerequisite: Audition only.

Course Scope:

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

**Beginning Guitar – 7250**

**Course Scope:**

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

**Intermediate Guitar – 7255**

**Course Scope:**

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

**Advanced Guitar – 7265**

**Course Scope:**

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

**Percussion Ensemble I – 7358**

**Course Scope:**

This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for executing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.
Dance I – 5050
Course Scope:
This one-year course is designed to develop an appreciation of dance as an art form. Through movement experiences, students communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities credit or one of the elective credits required for graduation.

Dance II – 5060
Course Scope:
This one-year course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced student. The student will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms. This course may be repeated for elective credit and will fulfill the Physical Education II credit required for graduation.

Dance HS Contemporary – 5065
Course Scope:
This one-year course is designed for high school students who have successfully completed a beginning dance course and want to explore the fundamentals of contemporary dance performance, composition, and choreography. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated.

Dance HS Advanced Techniques – 5075 Prerequisites: Students must audition.
Course Scope:
This one-year course is designed for high school students who have successfully completed an intermediate dance course and want to explore more advanced performance techniques. Major topics include the skills required for performance and creation in ballet, jazz, modern, tap, and theatrical dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated.

Musical Theater – 7565 Prerequisite: Instructor approval.
Course Scope:
This one-year course is designed for any student who is interested in pursuing musical theatre. The program is designed for students with a knowledge of basic abilities in acting, singing, and dancing. The course will further enhance and utilize skills through intensive and specialized course work. Students will Create, Perform, Respond, and Connect with artistic work by exploring different types of dance, singing, acting and choreography for various projects. Students are required to be involved in musical productions. The prerequisite for this course is permission of instructor. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Mariachi Harmony High School Beginning – 7295
Course Scope:
This one-year course is designed for students with no previous Mariachi guitar/vihuela/guittarron experience. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing, rhythmic patterns, chord study, finger melody construction, musical forms, tablature notation, improvisation, and performing experiences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

**Mariachi Melody High School Beginning – 7300**

**Course Scope:**

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

**Mariachi High School Intermediate – 7310 Prerequisite: At least 1 year of Mariachi, either middle school or high school.**

**Course Scope:**

This one-year course is designed to allow students to perform in an ensemble which has a selected membership and specializes in performing intermediate-level Mariachi ensemble literature. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

**Mariachi Chamber High School – 7320 Prerequisite: At least 1 year of Mariachi and instructor approval.**

**Course Scope:**

This one-year course is designed for students who have successfully completed the intermediate-level or advanced-level Mariachi performance course and are interested in performing in a chamber ensemble which has a select content-specific membership. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

**AP Music Theory – 74102 Prerequisite: Teacher approval.**

**Course Scope:**

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.

**Orchestra HS Beginning – 7325**

**Course Scope:**

This one-year course is designed for students with no previous orchestra experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.
Orchestra HS Intermediate – 7330 Prerequisite: Successful completion of Orchestra I.

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

Orchestra HS Advanced – 7335 Prerequisite: Successful completion of Orchestra II or teacher approval.

Course Scope:
This one-year course is designed for students who have successfully completed an intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

Orchestra HS Chamber – 7350 Prerequisite: Audition only

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

Orchestra HS Symphony – 7355 Prerequisite: Teacher approval

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

Theatre Technology I – 6827 Grade 9 and 10 only

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

Theatre Technology II – 6830 Prerequisites: Successful completion of Technical Theater I and teacher approval.

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

Theatre Technology III – 6833 Prerequisites: Successful completion of Technical Theater II with B or better and teacher approval.

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

Theatre Technology Advanced Studies (Technical Theater IV) – 6824 Prerequisites: Successful completion of Theatre Technology III with a B or better and teacher approval.

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

Theater I – 7615

Course Scope:
This first-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of the theatre, and to encourage social adjustment. This course will fulfill one of the elective credits required for graduation.

Theater II – 7620 Prerequisites: Successful completion of Theater I and teacher approval. Must participate in school productions.

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

Theater III – 7625 Prerequisites: Successful completion of Theater II and teacher approval. Must participate in school productions.

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

Theater IV – 7630 Prerequisites: Successful completion of Theater III and teacher approval. Must participate in
school productions.

Course Scope:

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

Health Education – 5100 Grade 9 Paired with Freshman Studies

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

Lifetime Sports and Recreations – 5440 Prerequisite: teacher approval required. Grades 11 – 12 (Girls and Boys)

Course Scope:
This one-year course is designed for students who have successfully completed two years of physical education. This course provides students with a comprehensive understanding of lifetime sports and recreational activities. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels while working at moderate to vigorous levels for a minimum of 50% of the instructional time. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Physical Conditioning with Weights – 5460 Prerequisite: teacher approval required. Grades 11 – 12 (Girls and Boys)

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

Physical Education I – 5010

Course Scope:
This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal-setting, and health-related fitness knowledge. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences, team sports, individual and dual sports, dance/rhythms, and lifetime recreational activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.

Physical Education II – 5020

Course Scope:
This one-year course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-
related fitness knowledge, skills, and values. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in activities that apply movement principles found in team sports, individual/dual sports, fitness and wellness activities, dance/rhythms, and lifetime recreational activities. 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 two physical education credits required for high school graduation. **Fees: $20 for uniform and locker.**
Science Department Core Classes

Biology – 3010 Grade 9

Course Scope:
This one-year course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem-solving techniques while developing an understanding of major biological concepts. The course also familiarizes students with the nature of science and technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

Biology Honors – 30104 Grade 9

Course Scope:
This one-year course is designed around introductory biological concepts designed for the academically-oriented student. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

AP Biology – 30602 Grade 11-12

Prerequisite: Successful completion of Geoscience Honors or Chemistry Honors (preferred) with a C or better.

Course Scope:
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.

Chemistry – 3100 Grade 10 – 11

Course Scope:
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. 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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.

Chemistry Honors – 31004 Grade 10 – 11

Course Scope:
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. 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 science credit towards high school graduation and qualifies as a laboratory science for college entrance.

**AP Chemistry – 317020 Grade 11 – 12**

**Prerequisite:** Successful completion of Geoscience Honors or Chemistry Honors (preferred) with a C or better.

**Course Scope:**

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Chemistry examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. It is expected students will take the AP exam in May. See your counselor if you have a financial hardship.

**Geoscience – 3080 Grade 10 – 11**

**Course Scope:**

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. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college admission.

**Geoscience Honors – 30804 Grade 10 – 11**

**Prerequisite:**

**Course Scope:**

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. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college admission.

**Physics – 3200 Grade 11 – 12**

**Course Scope:**
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. Demonstrations and/or lab experiences are an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.

Physics Honors – 32004 Grade 11 – 12

Prerequisite:

Course Scope:

This one-year course is designed for those students who have concurrently enrolled in or have completed Algebra II 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. Demonstrations and/or lab experiences are an integral part of this course. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. 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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.

Physical Science – 3082

Course Scope:

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

AP Physics 1: Algebra Based – 32302 Grades 11-12

Prerequisite:

Course Scope:

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Principles of Anatomy/Physiology Honors – 34504 Grades 11-12

Prerequisite: Successful completion of Biology/Biology Honors and Chemistry/Chemistry Honors.

Course Scope:
This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems, using Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas of the science standards. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Prerequisites are successful completion of Biology/Biology Honors and Chemistry/Chemistry Honors. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

**AP Environmental Science – 32702 Grades 11-12**

**Prerequisite:**

**Course Scope:**

This one-year advanced laboratory course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and human-made environmental problems, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving or preventing them, and to examine environmental law and global economic impacts. The appropriate use of technology is an integral part of this course. It is designed to meet the requirements of the College Board AP Environmental Science Examination. This course fulfills one of the science credits required for high school graduation and meets college entrance requirements for a laboratory science.
Science Department Elective Classes

Principles of Marine Science – 3515 Grade 11 – 12

Course Scope:

This one-year course is a survey of the physical and biological marine environment. Topics covered include the history of ocean exploration, properties of seawater, interactions between atmospheric and oceanic systems, a survey of oceanic life forms, and human interactions with the marine environment. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.
Social Studies Department Core Classes

World History – 4080 Grade 10

Course Scope:
This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the World History/Geography credits required for high school graduation.

World History Honors – 40804 Grade 10

Course Scope:
This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course fulfills the World History/Geography credits required for high school graduation.

AP Human Geography – 40602 Grade 9 or 10

Course Scope:
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This college-level curriculum 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 earth’s surface. It focuses on the methods and tools geographers use to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

U.S. History – 4160 Grade 11

Course Scope:
This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course fulfills the U.S. History credit required for high school graduation.

U.S. History Honors – 41604 Grade 11

Course Scope:
This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an
examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. This course 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.

AP U.S. History – 42202 Grade 11

Prerequisite: Successful completion of World History Honors or AP Human Geography with C or better.

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

U.S. Government and Economics – 4240 Grade 12

Course Scope:
This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the U.S. Government credit required for high school graduation.

U.S. Government and Economics Honors – 42404

Prerequisite: Successful completion of US History Honors with C or better.

Course Scope:
This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course 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.

AP U.S. Government & Politics – 43002

Prerequisite: Successful completion of US History Honors or AP US History with a C or better.

Course Scope:
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college- level curriculum provides students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructional practices incorporate integration
of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation.
Social Studies Elective Classes

AP Psychology – 44282 Grade 11 or 12

Course Scope:
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. This college-level curriculum introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. 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.

Psychology I – 4540

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

Contemporary Problems – 4456 Grade 10 – 12

Course Scope:
This one-year course examines the political, social, and economic issues and implications developed during the current year. Students evaluate current events from a variety of perspectives and analyze effects on society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.
Magnet School

ACADEMY OF CYBERSECURITY, VIDEO GAME TECHNOLOGY AND WEB DESIGN

The following standards have been developed by Eldorado High School to provide the best possible academic environment for student learning. These standards will be used as retention guidelines for all academy students. **Failure to meet standards will result in probationary status for the second semester.** If the deficiency persists after the second semester, the student will need to return to his/her zoned high school. Every effort will be made by the Eldorado staff to assist students in achieving and maintaining these standards.

Each semester students must:

- Maintain a minimum 2.0 GPA.
- Earn at least a “C” grade in their Academy class.
- Pass ALL classes.
- Have satisfactory discipline & attendance records.

Magnet Graduation Certificate Requirements

- Meet all CCSD high school graduation requirements
- Earn 24 high school credits
- Earn four (4) credits in math
- Earn four (4) credits in science
- Successfully complete four-year sequence of academy coursework in their area of study.

The Eldorado High School Academies further recommend students take Physical Education and Health classes during Summer School or online as doing so will open more opportunities to take more Academy and other electives.

Special education students participating in the magnet program will enroll in Eldorado courses in accordance with their Individual Education Plan and the approval of the Special Education Facilitator.
Animation I – 6074 Grade 9 or 10

Course Scope:
This one-year course provides students with the basic principles of traditional and digital animation. Animation, storyboarding, character creation, and storytelling through animation are the focus of this course. Project-based learning provides students with career-based animation skills. Instructional practice incorporates 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.

Animation II – 6077 Grade 10 or 11 Prerequisite: Successful completion of Animation I with a C or better

Course Scope:
This one-year course provides students with the principles of traditional two-dimensional cell and computer animation, as well as, 3-D animation and graphics. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to 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.

Animation III Honors – 60834 Grade 11 or 12 Prerequisite: Successful completion of Animation II with a C or better

Course Scope:
This one-year course is designed for students who have successfully completed Animation II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include electronic game creation, entertainment, architectural visualization, and advertising. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Animation Advanced Studies – 6071 Grade 12 Prerequisite: Successful completion of Animation III with a C or better

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

Cybersecurity I – 5391 Grade 9 or 10

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

Cybersecurity II – 5393 Grade 10 or 11 Prerequisite: Successful completion of Cybersecurity I with a C or better.
Course Scope:

This one-year course is designed for students who have successfully completed Cybersecurity I. Areas of emphasis include: computer forensics, incident handling, and investigative objectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Cybersecurity III Honors – 53944 Grade 11 or 12 Prerequisite: Successful completion of Cybersecurity II with a C or better.

Course Scope:

This one-year course is designed for students who have successfully completed Cybersecurity II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include: the theory of switching and routing, Virtual Local Area Networks (VLAN), and network troubleshooting. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Digital Game Development I - 6341 Grade 9 or 10

Course Scope:

This one-year course is designed to introduce students to the elements and structure of game design and development. The areas of major emphasis are game methodology, game genres, game theory, interactive experiences, and immersive environments. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to 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.

Digital Game Development II – 6344 Grade 10 or 11 Prerequisite: Successful completion of Digital Game Development I with a C or better.

Course Scope:

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. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Digital Game Development III Honors – 63504 Grade 11 or 12 Prerequisite: Successful completion of Digital Game Development II with a C or better.

Course Scope:

This one-year course is designed for students who have successfully completed Digital Game Development II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include game design and development, implementation of immersive environments, and the production process. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Web Design and Development I - 5388 Grade 9 or 10

Course Scope:

This one-year course is designed to provide students with the basic principles of web-page development using industry accepted applications and coding techniques. Students design, execute, update, and modify websites. Instructional
practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

Web Design and Development II - 5392 Grade 10 or 11 Prerequisite: Successful completion of Web Design I with a C or better.

Course Scope:
This one-year course is designed for students who have successfully completed Web Design and Development I. Students incorporate automation, animation, and interactivity in websites. Portfolio development is an essential element of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

Web Design and Development III H - 53964 Grade 11 or 12 Prerequisite: Successful completion of Web Design II with a C or better.

Course Scope:
This one-year course is designed for students who have successfully completed Forensic Science II. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include criminal profiling, skeletal remains, pathology, courtroom proceedings, analysis of evidence, human body systems, entomological procedures, and crime scene investigations. Instructional practices incorporate integration 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.

Web Design and Development Advanced Studies – 5560 Grade 12 Prerequisite: Successful completion of Web Design III Honors with a C or better.

Course Scope:
This one-year course provides students who have achieved all content standards in Web Design and Development 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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.
Eldorado High School promotes the integration and placement of special education students in the least restrictive environment. An Individualized Educational Plan (IEP) committee, with parental involvement, work together to establish and maintain the most appropriate academic schedule for each special education student in accordance with goals and objectives identified in his or her IEP. Eldorado High School offers special programs in the following areas:

**CONSULTATIVE PROGRAM:** In accordance with state standards, the consultative model of instruction is designed to meet the needs of special programs students who are to receive an option one diploma, and who are mainstreamed into a general education class or classes. A special education teacher works indirectly with the regular education teacher to assist with techniques and adaptations necessary for student success in the regular education environment. A student’s placement in a consultative class is determined by the IEP team.

**COOPERATIVE PROGRAM:** In accordance with state standards, the cooperative model of instruction is designed to meet the needs of special programs’ students who are to receive an option one diploma, and who are mainstreamed into a general education class or classes. A special education teacher works cooperatively with the regular education teacher and provides direct assistance with techniques and adaptations necessary for student success in the regular education environment. A student's placement in a cooperative class is determined by the IEP team. This model is offered in several areas.

**RESOURCE ROOM:** The resource model of instruction is designed to meet the needs of special programs’ students who need small-group instruction in a structured environment, and who need more intense instruction in the following academic areas. A student's placement in a resource class is determined by the IEP team.

**SPECIALIZED PROGRAMS:** Specialized programs are more highly structured programs which provide the support necessary for students to achieve success on a comprehensive site. These students have access to all General and Resource core and elective curriculum in addition to their program’s specific elective offerings which focus on each student’s successful transition from school to the community.

**Principles of Algebra – 2025**

**Course Scope:**

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation. Prerequisites: Placement based on IEP.

**Principles of Geometry – 2065**

**Course Scope:**

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation. Prerequisites: Placement based on IEP.

**English I Applied - 1310**

**Course Scope:**
This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more mature ways such as controlling the language and structure of text; completing more complex writing assignments; reading a range of literary and informational texts, both classic and contemporary; delivering more oral presentations; and participating in a variety of conversations and collaborations with peers and adults. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation. Prerequisites: Placement based on IEP.

**English 2 Applied - 1310**

**Course Scope:**

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers’ historical, philosophical, cultural, and ethical perspectives. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation. Prerequisites: Placement based on IEP.

**English 3 Applied - 1330**

**Course Scope:**

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation. Prerequisites: Placement based on IEP.

**English 4 Applied - 1340**

**Course Scope:**

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. The appropriate use of technology is an integral part of this course. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation. Prerequisites: Placement based on IEP.
APPENDIX III: COURSE SELECTION WORKSHEETS BY GRADE LEVEL

Eldorado High School Registration Planning Form 2020-2021 School Year

Name ______________________  ______________________  ______________________
Last  First  M.I.

Magnet  Non-Magnet

1) English:  English 9  English 9 H
2) Math:  Pre-Algebra  Algebra I  Geometry H
3) Science:  Biology  Biology H
4) Health:  Health/Freshman Studies
5) Physical Ed:  PE I  Dance I  Military Science I

6-10) Elective:  Choice 1  Choice 4
Choice 2
Choice 3
Choice 5
Choice 6

Please be aware that courses are for a full year, unless otherwise noted in the course catalog. You will be scheduled into the above classes unless they are filled, cancelled, or completed in summer school. Pre-registration is only a request for classes. Counselors will analyze transcripts to ensure that students’ coursework is in line with graduation requirements.

Students and parents may access the course catalog online via the Eldorado High School website, http://www.eldoradohs.org

I have read the statements above and understand that courses are offered for a full year, and I am agreeing to stay in enrolled courses for the year. I understand that I may not get all the electives that I choose, and that I am academically responsible for any Honors or AP credits that I choose to take.

Minimum Credit Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Science</td>
<td>2.0</td>
</tr>
<tr>
<td>World History</td>
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<tr>
<td>U.S. History</td>
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</tr>
<tr>
<td>U.S. Govt</td>
<td>1.0</td>
</tr>
<tr>
<td>P.E. ROT DANCE</td>
<td>2.0</td>
</tr>
<tr>
<td>Health</td>
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</tr>
<tr>
<td>Computers</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>7.5</td>
</tr>
</tbody>
</table>

CCR Diploma

1. Course Requirements:
   - English 4.0
   - Math (inc. Alg. II or higher) 4.0
   - Science 3.0
   - Social Studies 1.0
   - U.S. History 1.0
   - U.S. Government 1.0
   - P.E. 2.0
   - Arts/Hum./CTE 1.0
   - Health 0.5
   - Computers 0.5
   - Electives 6.0
   - TOTAL 24.0

2. 3.25 GPA (unweighted or weighted)
3. Proficiency in two languages, or two AP, Dual Credit, CTE Work-Based Learning, or a world language course.
4. One or both of the following endorsements:
   - College-Ready—ACT score of 18 English
   - Career-Ready—ASVAB of 50 or higher; CTE Certification; Nevada Industry-Recognized Credential
Eldorado High School Registration Planning Form
2020-2021 School Year

Name _______________________________ Student# __________________

Last First MI

Magnet Non-Magnet

1) English: English 10 English 10 H

2) Math: Algebra Geometry Algebra II Geometry H Algebra II H

3) Science: Gecscience Chemistry Gecscience H Chemistry H

4) Soc Studies: World History World History H AP Human Geography

5) Physical Ed: PE II Dance II Military Science II

6-10) Elective: Choice 1 __________________________ Choice 4 __________________________

Choice 2 __________________________ Choice 5 __________________________

Choice 3 __________________________

Please be aware that courses are for a full year, unless otherwise noted in the course catalog. You will be scheduled into the above classes unless they are filled, cancelled, or completed in summer school. Pre-registration is only a request for classes. Counselors will analyze transcripts to ensure that students' coursework is in line with graduation requirements.

Students and parents may access the course catalog online via the Eldorado High School website: http://www.eldoradahs.org

I have read the statements above and understand that courses are offered for a full year, and I am agreeing to stay in enrolled courses for the year. I understand that I may not get all of the electives that I choose, and that I am academically responsible for any Honors or AP credits that I choose to take.

Student Signature __________________________ Date __________

Minimum Credit Graduation Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credit</th>
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<tr>
<td>Math</td>
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</tr>
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<td>World History</td>
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</tr>
<tr>
<td>U.S. History</td>
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</tr>
<tr>
<td>U.S. Gov't</td>
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</tr>
<tr>
<td>P.E.</td>
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<tr>
<td>Arts/Hum/CTE</td>
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</tr>
<tr>
<td>Health</td>
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<tr>
<td>Computers</td>
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<tr>
<td>Electives</td>
<td>6.0</td>
</tr>
<tr>
<td>TOTAL</td>
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</tbody>
</table>

CCD Diplomas

1. Course Requirements:
   - 3.25 GPA (unweighted or weighted)
   - Proficiency in two languages, or two AP
   - Dual Credit CTE, Work-Based Learning, or a world language course.
   - One or both of the following endorsements:
     - Career Ready—ACT score of 18 English
     - Career Ready—ASVAB of 50 or higher
     - CTE Certification
     - Nevada Industry Recognized Credential

CCSD CLARK COUNTY SCHOOL DISTRICT
Eldorado High School Course Catalog Contents 2020-2021

Eldorado High School Registration Planning Form
2020-2021 School Year

Name ___________________________ ___________________________ Student# ___________________________

Last  First  M.I.

Magnet  Non-Magnet

1) English:  English 11  English 11 H  English 11 Jumpstart  AP English Lang/Comp

2) Math:  Geometry  Algebra II  Pre-calculus AB  AP Statistics  College Prep Math

Algebra II H  AP Calculus  Adv. Alg with Financial App


3) Science:  Physical Sci  Geoscience H  Chemistry H  Physics H  AP Biology  AP Chemistry


5-10) Elective:  Choice 1 ___________________________  Choice 4 ___________________________

Choice 2 ___________________________  Choice 5 ___________________________

Choice 3 ___________________________  Choice 6 ___________________________

Please be aware that courses are for a full year, unless otherwise noted in the course catalog. You will be scheduled into the above classes unless they are filled, cancelled, or completed in summer school. Pre-registration is only a request for classes. Counselors will analyze transcripts to ensure that students' coursework is in line with graduation requirements.

Students and parents may access the course catalog online via the Eldorado High School website. http://www.eldoradohs.org

I have read the statements above and understand that courses are offered for a full year, and I am agreeing to stay in enrolled courses for the year. I understand that I may not get all the electives that I choose, and that I am academically responsible for any Honors or AP credits that I choose to take.

Minimum Credit Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
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<td>Math</td>
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<td>Science</td>
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<tr>
<td>U.S. Gov't</td>
<td>1.0</td>
</tr>
<tr>
<td>P.E.</td>
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</tr>
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<td>Health</td>
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<td>Computers</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24.0</td>
</tr>
</tbody>
</table>

CCR Diploma

1. Course requirements:  2. 2.5 GPA (unweighted or weighted)
  English  4.0  3. Proficiency in two languages, or two AP,
  Math (alg, alg II
or higher)  4.0  4. One or both of the following endorsement:
  Science  3.0  College-Ready—ACT score of 18 English
  Social Studies  1.0  Career-Ready—ASVAB of 50 or higher.
  U.S. History  1.0  ---CTE Certification.
  U.S. Gov't  1.0  ---Nevada Industry-Recognized
  P.E.  2.0  Credential
  Arts/Hum/CTE  1.0  Health  0.5
  Computers  0.5  Electives  6.0
  TOTAL  24.0

CCSDD CLARK COUNTY SCHOOL DISTRICT
# Eldorado High School Registration Planning Form 2020-2021 School Year

<table>
<thead>
<tr>
<th>Class of 2021</th>
</tr>
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<tbody>
<tr>
<td>12th grade</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
<th>Student#</th>
<th>Magnet</th>
<th>Non-Magnet</th>
</tr>
</thead>
</table>

1) **English:**
- English 12
- Jumpstart English
- AP English Lang/Comp
- AP English Lit/Comp

2) **Math:**
- Algebra II
- Math Pers. Finance
- Pre-calculus H
- College Readiness Math
- AP Calculus
- AP Statistics

3) **Science:**
- Geoscience
- Chemistry
- Physics
- AP Physics 1
- AP Env. Science

4) **Soc Studies:**
- US Gov/Econ
- AP US Gov

5-10) **Electives:**
- Choice 1
- Choice 2
- Choice 3
- Choice 4
- Choice 5
- Choice 6

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Students and parents may access the course catalog online via the Eldorado High School website. [http://www.eldoradoshs.org](http://www.eldoradoshs.org)

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I have read the statements above and understand that courses are offered for a full year, and I am agreeing to stay in enrolled courses for the year. I understand that I may not get all of the electives that I choose, and that I am academically responsible for any Honors or AP credits that I choose to take.

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<tr>
<td>Computers</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

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CCR Diploma

1. Course Requirements:
   - 3.25 GPA (unweighted or weighted)
   - 3.50 GPA in four subjects
   - Mathematics: 4.0
   - Science: 3.0
   - Social Studies: 1.0
   - English: 4.0
   - Math (Algebra II or higher)
   - Art/Hum./CTE: 1.0
   - Career-Ready—ACT score of 18 English
   - Career-Ready—22 Math
   - Career-Ready—ASVAB of 50 or higher
   - CTE Certification
   - Nevada Industry Recognized Credential

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Student Signature | Date
|------------------|-----|

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APPENDIX IV: COURSE SELECTION PROCESS AND ONLINE REGISTRATION

Course Selection Process

Courses that you select this spring (later approved by your counselor) are the courses you will be required to attend during the 2020-2021 school year. Choose your classes carefully. **No schedule change requests will be approved** other than those governed by the following Schedule Change Policy statement. Your schedule will be automatically generated using Infinite Campus and will be based upon your teachers’ recommendations, the courses that you choose, and the classes offered by EHS. Generally, the courses listed in this registration guide will only be offered in the curriculum for the next school year if twenty-five or more students pre-register for a course. If fewer than twenty-five students request the course, the course may be canceled and those students will be rescheduled into their alternative course(s).

**READ THE ENTIRE COURSE REGISTRATION GUIDE AND THE COURSE DESCRIPTIONS BEFORE YOU REGISTER.**

Use your academic plan created with your counselor as a guide for selecting classes. You will not be allowed to take classes below your achievement level in required areas (Math, English, etc.). All students are encouraged to take Honors and Advanced Placement courses.

**DISCUSS** your course selection with your parent/guardians, teachers, and your counselor before registration. Teachers will make recommendations based on student performance, interests, and career/postsecondary plans.

**CHOOSE** courses that will challenge you and give you the best possible preparation for your future in terms of employment and further education.

**COMPLETE** your pre-registration form with your Counselor and choose your electives, making alternate choices. **In the event elective choices are filled and/or cancelled, you will be assigned your alternate choice(s).** If no choices are listed, you will be placed in whatever elective is available.

**UNDERSTAND** you will be expected to remain in year-long classes for the entire year. Exceptions (graduation requirements, misplacement) will be handled through the regular schedule change procedure with your counselor within the first two weeks of school. Seniors who qualify for a reduced class load (shortened day) must apply during pre-registration. See your counselor for the Reduced Course Load Agreement.

Online Registration

The CCSD Online Registration System is available in English and Spanish and is required to be completed online annually. Parents can complete registration at home or at the zoned school. (Parent will need an active personal email account and an activation code from the school prior to registering.)

**Families with Currently Enrolled Students:** Parents who have children currently enrolled in a CCSD school and finished the 2019-2020 school year with CCSD, will use their Campus Portal account to re-register their children as a returning student at campusportal.ccsd.net.

**Families New to the Clark County School District:** Parents of children new to CCSD can use the register.CCSD.net link to register their student. If your student left CCSD prior to the end of the 2019-2020 school year, parent will register the student as new to the district. After completing the online registration application, all required documents need to be brought to your child’s zoned school and given to the Registrar. (Please see the list of required documents listed on the CCSD website).
**Schedule Change Policy/Course Challenge**

Since advanced planning and guidance are provided for each student prior to registration, schedule changes will not be made after registration. Class changes will not be granted to accommodate a change in a student’s lunch period or to request a specific instructor. After 15 days into the semester, due to the State of Nevada Department of Education’s requirement for the number of hours needed to earn credit, no student may change or withdraw from a class. Students who drop a class after the first 15 days will receive an “F” on the semester transcript. No student may change a class and receive credit after the 15th day of the semester. Requests for schedule changes are considered only during the first three weeks of the semester and are granted only for the following reasons:

1. Graduation requirement fulfillment, if class has not been taken previously.
2. Misplacement in an academic area according to standardized scores and/or ability.
3. Successful completion of summer school course work.

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

No change requests will be honored for electives once school begins in August. Changes due to extenuating circumstances will only be addressed and must be approved by an administrator.

**Students will be expected to remain in year-long courses for the entire school year.** Exceptions (graduation requirements, misplacement) will be handled through the regular schedule change procedure.

Students who are not recommended for a course may enroll in the class by completing and signing the Course Challenge form and requesting the course in Campus Portal during pre-registration. Please be aware that by doing so, your student WILL remain in the class for the entire year. This is not a decision to be made lightly, please consider the implications fully.
APPENDIX V: COURSE FEES

Many courses have fees which are necessary to conduct the course appropriately. Fees may be in place for course materials, exams, competitions, travel, performances, and other reasons relating to the integrity of the course. A family’s difficulty purchasing all of the desired/necessary items for the student and/or paying necessary fees will not prevent a student’s enrollment in any class. If alternatives to immediate payment of fees must be considered, the counselor or the respective teacher(s) should be contacted. Payment plans are available for most fees. Please see the banker if a payment plan is necessary. **Governing Policy Regulations: 3232 states** – Monies Collected for the Course Fees and Supplies and 3231.1 Sale of Physical Education Uniforms. (When paying a fee for a course, please specifically indicate to the Banker course the fee covers.)

**Art Courses**: Fee covers the purchase of consumable art supplies such as sketchbook, rulers, paper, poster board, tape, paint brushes, paint, colored pencils, etc. as well as to replace lost/broken tools.

- Art $20
- Drawing $20
- Painting $20

**Military Science/ROTC Courses**: Fee covers uniform cleaning and equipment repair.

- Military Science /ROTC I/II/III $25
- ROTC Drill and Leadership $100

**Performing Art Courses**: Fee covers sheet music and performance materials and maintenance of instruments. (additional mandatory fees may occur that are associated with competitions, performances, instruments, etc.)

- Advanced Band $45
- Intermediate Band $45
- Chorus $75
- Glee Club $75
- Marching Band $100
- Madrigals $75
- Beginning Mariachi $45
- Intermediate Mariachi $75
- Advanced Mariachi $75

**Physical Education**: Fee covers uniform. Additional mandatory fees may occur that are associated with the cost of CPR certification may be charged. Student must buy a combination lock or purchase one from the school.

- Physical Education $20
- Weight training $20
- Lifetime Sports $20
Dance I/II  $20  
Dance III  $30

CTE: Fee covers the purchase of consumables.

Photography  $20  
Theater/Tech  $45  
Robotics  $25

Magnet/Honors Academy:

Technology Fee  $25
APPENDIX VI: EHS ACADEMIC HONESTY POLICY

Philosophy:

It is our expectation that all students at Eldorado High School will perform academic tasks with honor and integrity. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, a sense of responsibility, and ownership of the work they do. Creating a climate of ethical behavior is the responsibility of teachers, students, parents, and administrators. This philosophy and our expectations are guided by the following IB Learner Profile attributes:

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and in collaboration with others. We learn with enthusiasm and sustain our love of learning throughout our life.

It is the policy of Eldorado High School that:

- All students understand the meaning and significance of academic honesty, and that all teachers develop and maintain this understanding
- All work produced by students is their own
- All work that includes the ideas, words, or work of others will be fully acknowledged
- All students will understand the difference between collaboration and collusion
- All students will understand and obey rules relating to proper conduct during examinations

The aim of this policy is to:

- Promote and support ethical practice
- Clarify what constitutes academic honesty and dishonesty
- Promote collaboration between students and their teachers in creating authentic work that demonstrates understanding
- Illustrate the importance of acknowledging the ideas of others
- Clearly define the penalties associated with academic dishonesty

**Academic Honesty:**

Before we talk about academic dishonesty, it may be useful to make sure we all agree on what ethical practice looks like in our school. It would be easy to say that academic honesty simply means not cheating, but it will probably be more helpful to you if we focus on the values and practices that support academic integrity. These practices and values include:

- **Organization:** if you keep track of due dates, and honor them, you will be much less likely to find yourself scrambling to get work done at the last minute. That scramble often leads to bad choices and shortcuts.
- **Acknowledging Sources:** understand that the greatest scholars in the world use the ideas and thoughts of others to support their own. This practice is the most important aspect of scholarship, and the evolution of ideas. Just remember, those great scholars also *never* fail to credit the source.
- **Authenticity:** every assignment is an opportunity for you to show what you know, and for your teacher to gauge your learning. That process suffers if your work isn’t an authentic representation of what you can do.
What constitutes academic dishonesty?

Academic dishonesty can take many forms, but usually involves the use of uncited information in student work (plagiarism), or the improper sharing of information with another student. Examples of academic dishonesty can include, but are not limited to:

- Taking or copying answers from another student on an exam or any other assignment
- Giving answers to another student on an exam or any other assignment
- Copying an assignment that is then turned as original work
- Collaborating on exams, classwork, projects or papers without specific teacher permission
- Using unauthorized electronic devices
- Falsifying data or lab results

What constitutes plagiarism?

Plagiarism is defined as the representation of the ideas or work of another person as your own. Examples include, but are not limited to:

- Submitting someone else’s work, such as published sources in part or whole, as your own, without crediting the source
- Paraphrasing the ideas of another without acknowledging the source
- Turning in purchased papers, or papers posted online
- Representing another person's artistic, or scholarly work as your own

How can you be sure you are not plagiarizing?

When in doubt, cite the source. There is no harm in over-acknowledgement, so if you have included information that you did not know prior to writing, your best bet is to cite where it came from. This includes pictures, videos, maps, data, graphs, and anything else that is not original material. Your teachers are responsible for teaching you the various citation styles for different subjects, but it is your responsibility to clarify what is expected of you. Even if you use the wrong style, you cannot be penalized if you acknowledge the source. Err on the side of caution.

What constitutes collusion, and how is it different from collaboration?

Collusion is defined as supporting malpractice by another student, as in allowing your work to be copied or submitted for assessment by one of your peers. Collaboration is when students work together to explore a new concept or skill, with the understanding that any work that is produced for final assessment is done so independently.

Other Forms of Academic Dishonesty:

Any behavior that gains an unfair advantage for a student or that affects the performance of another student.

- Causing a disturbance in an exam setting
- Copying the work of another student
- Unauthorized use of notes, electronic devices, or other materials during an exam
- Falsifying data
- Unauthorized possession of exam material
- Disclosing or discussing the contents of an exam to students who have not yet completed the exam

Students are responsible for:

- Ensuring that all work submitted for assessment is their authentic work
● Acknowledging the work or ideas of others when used in their work
● Maintaining possession of their work, and for not allowing it to be utilized by another student
● Clarifying teacher instructions and expectations for all assessed work

**Teachers are responsible for:**

● Clearly articulating their expectations on all assignments, especially with regard to collaboration
● Providing instruction and examples of all appropriate citation styles for a given subject
● Explicitly teaching Approaches to Learning skills that support academic integrity
● Developing a broad range of assessment tasks that promote individual inquiry and creativity
● Modeling good practice by appropriately acknowledging sources used in lessons, lecture material, and printed material
● Developing familiarity with the level of their students, so that variations in expression and the quality of ideas can be noted

**Parents are responsible for:**

● Creating the physical space and the time for students to do their best work
● Supporting access to resources in the home and community
● Monitoring grades, and assignment/project due dates
● Developing a partnership with teachers to support students

**Consequences of Academic Dishonesty:**

Consequences for academic dishonesty will be imposed by the school according to the following progressive discipline plan:

1st Offense: The assignment will receive an AD (Academic Dishonesty) in the teacher gradebook and a Parent / Teacher conference will be held.

2nd Offense: The assignment will receive an AD in the teacher gradebook and the student will be placed on RPC.

3rd Offense: The assignment will receive an AD in the teacher gradebook and the student will be suspended for 1 – 3 days.

*The assignment will show AD on IC, but in the background will receive 25% per our grading policy.*

**Acknowledgements:**

*Academic Honesty in the IB. Web Video. International Baccalaureate Organization, 2012*

*General Regulations: Middle Years Programme. Publication. United Kingdom: International Baccalaureate Organization, 2012*

*Academic Honesty. Publication. United Kingdom: International Baccalaureate Organization, 2011*

*Academic Honesty Policy. Publication. Discovery Canyon Campus, Colorado Springs, CO. 2016*