

# Cimarron-Memorial High School



## Program of Studies and Registration Guide 2019-2020

# Cimarron-Memorial High School

Dear Cimarron-Memorial Students and Family Members,

Welcome to Cimarron-Memorial High School. This course guide will help you as you make decisions that will lead to a successful high school career and graduation. It will help you in a successful transition to Cimarron-Memorial, too.

We have developed a course of study to help all students fulfill graduation requirements and provide a foundation for the future. Each student needs to consider both his/her life goals and commitment to academics as they choose classes. Involvement in student activities and athletics are important, but future life goals and academic needs should take precedence when choosing classes.

We invite your entire family to become part of our school and part of the Cimarron- Memorial family. We believe a student's academic and social success is a team effort. If you have questions regarding course selections, please call our counseling department. Their input will be valuable.

Please remember, the courses you select, once scheduled, will remain your commitment for the 2019-2020 school year. Seniors should expect to continue their hard work in academics throughout their senior year despite achieving graduation credit requirements at earlier dates. Our goal for our students is to help them become lifelong learners who are working to prepare for future successes as contributing members of society. Therefore, commitment to learning and academic success cannot lapse during the senior year of high school.

The actions students take here and now to plan their life's strategy can create a winning future. Make today your moment of truth, your time to focus on a new era of opportunity. Welcome to your exciting future.

Sincerely,

Lori L. Sarabyn  
Principal

# Table of Contents

CODE OF HONOR.....	6
Course Selection Guidelines .....	7
Pre-Registration Information .....	8
Prerequisites .....	8
Challenges to Teacher Recommendation.....	8
Class Fees.....	8
Duplicate Course Work – Repeating Courses .....	8
English Language Learner (ELL) .....	8
Non-Discrimination Language.....	8
Required High School Student Class Load.....	10
Schedule Change Policy.....	10
CMHS Course Catalog Sequencing 2019-2020.....	11
High School Graduation Requirements.....	12
STANDARD DIPLOMA .....	12
ADVANCED DIPLOMA .....	13
ADVANCED HONORS DIPLOMA .....	14
Honors Courses with Bonus Points.....	14
Advantages of the Honors Course Offerings.....	15
COLLEGE AND CAREER READY DIPLOMA .....	15
21 <sup>st</sup> CENTURY COURSE OF STUDY EXPECTATIONS .....	16
High School Graduation Requirements/Information .....	17
Attendance Requirement.....	17
Matriculation of Students .....	17
Concurrent Credit Options.....	17
Physical Education II Waiver Credit.....	17
External Credit Options .....	18
Honors Program, Awards and Advanced Placement .....	19
Advantages of the Honors Course Offerings.....	19
Weighted Honors Courses .....	19
Advanced Placement Program.....	19
Honors Award .....	20
Honors Medallion Award .....	20
High Honors Award .....	20

Advanced Diploma Graduate Awards .....	21
Advanced Honors Diploma Graduate Awards .....	21
College and Career Ready Diploma Graduate Awards .....	21
Academic Letter .....	21
Valedictorian/Salutatorian .....	21
The Spartan Scholar .....	21
CTE College Credit .....	22
College Readiness Assessments.....	23
Four Year Academic Plan.....	23
Planning for College.....	24
Financial Aid .....	24
CCSD Guidance & Counseling Website .....	24
2+2 Tech Prep .....	25
CLARK COUNTY SCHOOL DISTRICT/COLLEGE OF SOUTHERN NEVADA.....	25
Clark County School District Athletic Eligibility .....	28
Initial Eligibility – General Requirements .....	28
Maintenance of Eligibility .....	28
NCAA Eligibility.....	28
Course Descriptions .....	29
ENGLISH/LANGUAGE ARTS .....	29
English/Language Arts – Core Subjects .....	29
English/Language Arts – Electives .....	31
MATHEMATICS .....	33
Mathematics – Core Subjects.....	33
Mathematics – Electives .....	36
SCIENCE .....	37
Science – Core Subjects .....	37
Science – Electives .....	39
SOCIAL STUDIES.....	41
Social Studies – Core Subjects .....	41
Social Studies - Electives .....	43
PHYSICAL EDUCATION .....	45
PE II Waiver.....	45
Health .....	45

Physical Education (PE) .....	46
Physical Education (PE) - Electives.....	47
Air Force Junior ROTC .....	47
THE MERIT ACADEMY AT CIMARRON-MEMORIAL HIGH SCHOOL.....	49
Academy of Information Technology - Cybersecurity .....	49
Academy of Manufacturing Technology .....	50
Academy of Health Information Management .....	51
Academy of Automation Technology (Robotics).....	52
VISUAL ARTS.....	54
FOREIGN LANGUAGE.....	57
PERFORMING ARTS.....	60
Band .....	60
Guitar and Mariachi .....	61
Orchestra.....	63
Choir .....	63
Theater .....	64
General Courses .....	65
CAREER AND TECHNICAL EDUCATION.....	66
Information Technology.....	66
Video Production .....	68
Photography .....	69
CULINARY .....	70
ACADEMIC SERVICES.....	72
STUDENT SUPPORT SERVICES & CLASS OFFERINGS.....	73
Resource .....	74
Specialized (Self-Contained) Programs.....	74

# **CODE OF HONOR**

## **Nevada Department of Education**

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

### **What is cheating?**

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

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

### **What is plagiarism?**

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

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

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

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

# Course Selection Guidelines

The information in this publication has been compiled to assist students in planning their four years of high school course work. Courses that will be offered next fall are courses that you select during spring registration. If, during final registration, too few students select a course, it will be canceled and those students will be rescheduled into alternate courses. Generally, the courses listed in this registration guide will only be offered if 25 or more students pre-register for a course. If fewer than 17 students enroll in the course, it usually will be canceled, and students will be rescheduled into their alternate elective courses. With this information in mind, students are encouraged to select alternate courses that are appropriate for their ability level and area of interest.

Students and parents should review the following important information before selecting classes:

1. Review graduation requirements for the type of diploma you are seeking.
2. Complete the four-year academic plan form online at [eduplan.ccsd.net/index.php](http://eduplan.ccsd.net/index.php) and keep it for reference in selecting your courses in the years ahead.
3. Set educational goals to prepare for your post-high school plans and career interests.

Read the course descriptions carefully before you register. Discuss course selections with your parents, teachers, and counselors before registration. Choose courses that will challenge you and prepare you for college and/or a career. Students are discouraged from enrolling in classes that are below their achievement level.

Alternative options to repeat courses are listed in this booklet. Students will be allowed to repeat a course at Cimarron-Memorial High School on a seat availability basis only. Availability cannot be determined until the start of the school year. Some courses, such as band or chorus, may be repeated for credit. Students should see their counselor for details on repeating classes.

Teachers for Cimarron-Memorial High School are hired and staffed to teach courses based upon student requests during registration. Therefore, schedule changes will not be made after registration. Students will be expected to remain in courses for the entire term of the class. Class changes will not be granted to accommodate a change in a student's lunch period or to request a specific instructor. Due to the State of Nevada, Department of Education's minimum hour of instruction requirement for granting credit, no student may change a class and receive credit after the third week of the semester. Requests for schedule changes are considered only during the first three weeks of the semester and are only granted for the following reasons:

- Graduation requirement fulfillment
- Misplacement in an academic area according to teacher
- Successful completion of summer school course work

To substantiate any schedule change requests, a Schedule Change Request form must be completed by the student and parent, and a parent conference may be required.

The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class and/or teacher to another section. This is not an uncommon activity for high schools, and every effort will be made to ensure a smooth transition for students.

# Pre-Registration Information

Your class schedule for the 2019-2020 school year will be determined by the registration process this spring. Choose your classes carefully. You will be scheduled by the computer program based upon the courses you select. Read the course descriptions carefully. Discuss your selections with your teachers, your parents, and your counselor before pre-registration. **All registration forms are to be viewed as full year commitment contracts. The following information will assist you in making the best educational decisions possible.**

## Prerequisites

Prerequisites are listed in the Course Catalog to help students and parents make the best educational decision possible. Students must meet these prerequisites to enroll in a course. Both semesters of the prerequisite course must be successfully completed. **Successful completion of a previous course is defined as a grade of "C" or better.** Pre-registration schedule adjustments will be made automatically should prerequisites not be met during the second semester.

## Challenges to Teacher Recommendation

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

## Class Fees

Fees are charged for select elective courses. These class fees cover the actual cost for projects. With the uncertainty of our economy, there are families who may be unable to purchase all of the necessary items or pay fees for their students. This is understandable and will not prevent student enrollment in any class. If the circumstances are such that alternatives to immediate payment of fees must be considered, please contact the school banker so the school and parent can work together to resolve this situation.

## Duplicate Course Work – Repeating Courses

Students may repeat courses, but additional credit will not be granted; the higher grade will be recorded in the course history, and the lower grade replaced with a repeated course notation. **Students will be allowed to repeat a course (or make-up credit for a failed course) at Cimarron-Memorial High School on a seat-available basis only. Availability cannot be determined until after the start of the school year when all students who are not repeating a course have had the opportunity to enroll.**

## English Language Learner (ELL)

The goal of the English Language Learners (ELL) classes at Cimarron-Memorial High School is to provide students who are learning English, an educational experience designed to enable them to develop academic skills and concepts at their ability level while acquiring English language proficiency as rapidly as possible. Students who are coded Non-English Proficient and Limited English Proficient are eligible for ELL services. Students will be evaluated annually to determine appropriate services.

## Non-Discrimination Language

**CCSD is committed to providing a learning and work environment free from discrimination 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 in, or participation in its programs and activities, and provided 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, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Improvement Act, and the Boys Scouts of America Equal Access Act.**



If you have questions or concerns, contact your teacher, counselor, or school administrator. In addition, you may contact the Student Services Division Chief Compliance Officer (for student disability related issues under Section 504 or IDEA), who is located at 4170 McLeod, Las Vegas, NV 89121, (702) 799-1020, email address: [msharley@interact.ccsd.net](mailto:msharley@interact.ccsd.net). You may also contact the Interim Chief Instructional Services Officer (for discrimination issues, not related to disability, including Title VI), and the Title IX Coordinator or Interim Chief Instructional Services Officer (for discrimination issues, not related to disability, including Title IX) who are located at 5100 W. Sahara Ave., Las Vegas, NV 89146, (702) 799-2668, email address: [titleIXcoordinator@ccsd.net](mailto:titleIXcoordinator@ccsd.net). For employment-related issues, you may contact CCSD's Executive Manager, Diversity, Affirmative Action and ADA Programs/Title IX Coordinator, located at 5100 W. Sahara Ave., Las Vegas, NV 89146, (702) 799-5087, email address: [cedric@interact.ccsd.net](mailto:cedric@interact.ccsd.net).)

Revised 7/3/2017

## Required High School Student Class Load

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

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

Please Note: Although Concurrent Courses, Distance Education, Dual Credit, External Courses, and Work Experience are considered equivalent course-work, students must receive prior approval of the counselor and administration. Only twelfth grade students with a 3.0 or above GPA that are on track with credits to graduate and meet the state requirements will be considered for a reduced class load.

## Schedule Change Policy

Advanced planning and guidance are provided for each student prior to registration, and teachers are hired and staffed to teach courses based upon student requests during registration. **Schedule changes will not be made after registration.** Students will be expected to remain in courses for the entire term of the class. Class changes will not be granted to accommodate a change in a student's lunch period or to request a specific instructor. Due to the State of Nevada, Department of Education minimum hour of instruction requirement for granting credit, no student may change a class and receive credit after the third week 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:

- **Graduation requirement fulfillment**
- **Misplacement in an academic area according to index scores**
- **Successful completion of summer school course work**

To substantiate any schedule change requests, a Schedule Change Request form must be completed by the student and parent, and a parent conference may be required.

The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class and/or teacher to another section. This is not an uncommon activity for high schools, and every effort will be made to ensure a smooth transition for students.

# CMHS Course Catalog Sequencing 2019-2020

<p><b>9<sup>th</sup> GRADE:</b></p> <ul style="list-style-type: none"> <li>• English <ul style="list-style-type: none"> <li>➢ English 9 or English 9 Honors</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>➢ Algebra I</li> <li>➢ Geometry or Geometry Honors</li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>➢ Biology or Biology Honors</li> </ul> </li> <li>• PE <ul style="list-style-type: none"> <li>➢ PE I</li> <li>➢ Jr. Air Force ROTC I</li> </ul> </li> <li>• Health/Life Strategies</li> <li>• Elective*</li> <li>• Elective*</li> <li>• Elective*</li> </ul>	<p><b>10<sup>th</sup> GRADE:</b></p> <ul style="list-style-type: none"> <li>• English <ul style="list-style-type: none"> <li>➢ English 10 or English 10 Honors</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>➢ Geometry or Geometry Honors</li> <li>➢ Algebra II or Algebra II Honors</li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>➢ Chemistry or Chemistry Honors</li> <li>➢ Geoscience or Geoscience Honors</li> </ul> </li> <li>• Social Studies <ul style="list-style-type: none"> <li>➢ World History</li> <li>➢ AP Human Geography</li> <li>➢ AP World History</li> </ul> </li> <li>• PE <ul style="list-style-type: none"> <li>➢ PE II</li> <li>➢ Jr. Air Force ROTC II</li> </ul> </li> <li>• Elective*</li> <li>• Elective*</li> <li>• Elective*</li> </ul>
<p><b>11<sup>th</sup> GRADE:</b></p> <ul style="list-style-type: none"> <li>• English <ul style="list-style-type: none"> <li>➢ English 11 or English 11 Honors</li> <li>➢ AP English Language Composition</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>➢ Algebra II</li> <li>➢ Pre-Calculus AB Honors</li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>➢ Chemistry or Chemistry Honors</li> <li>➢ Geoscience or Geoscience Honors</li> <li>➢ Physics or Physics Honors</li> <li>➢ Anatomy and Physiology Honors</li> <li>➢ AP Chemistry</li> <li>➢ AP Biology</li> </ul> </li> <li>• Social Studies <ul style="list-style-type: none"> <li>➢ US History</li> <li>➢ AP US History</li> </ul> </li> <li>• ACT Preparation</li> <li>• Elective*</li> <li>• Elective*</li> <li>• Elective*</li> </ul>	<p><b>12<sup>th</sup> GRADE:</b></p> <ul style="list-style-type: none"> <li>• English <ul style="list-style-type: none"> <li>➢ English 12</li> <li>➢ AP English Language Composition</li> <li>➢ AP English Literature Composition</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>➢ Pre-Calculus AB Honors</li> <li>➢ AP Calculus AB</li> <li>➢ AP Statistics</li> <li>➢ Topics of Modern Mathematics</li> <li>➢ College Preparatory Mathematics</li> <li>➢ Math of Personal Finance</li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>➢ Chemistry or Chemistry Honors</li> <li>➢ Geoscience or Geoscience Honors</li> <li>➢ Physics or Physics Honors</li> <li>➢ Anatomy and Physiology Honors</li> <li>➢ AP Chemistry</li> <li>➢ AP Biology</li> </ul> </li> <li>• Social Studies <ul style="list-style-type: none"> <li>➢ US Government or US Government Honors</li> <li>➢ AP US Government</li> </ul> </li> <li>• Elective*</li> <li>• Elective*</li> <li>• Elective*</li> <li>• Elective*</li> </ul>

\*Electives are full year courses in order to align to elective course sequencing, i.e. CTE endorsements.

# High School Graduation Requirements

## STANDARD DIPLOMA

The following subjects are needed to meet graduation requirements:

### Standard Diploma

REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS	3
SCIENCE	2
WORLD HISTORY or GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	$\frac{1}{2}$
***USE OF COMPUTERS	$\frac{1}{2}$
ELECTIVES	7 $\frac{1}{2}$ (class 2020-2021) or 8 (class 2022 and beyond)
<b>TOTAL</b>	<b>22 <math>\frac{1}{2}</math> (2020-2021) or 23 (2022 and beyond)</b>

\*\*A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

\*\*\*Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must take the college and career readiness assessment - the ACT, in addition to meeting course requirements.

AB288 in the 2013 Legislature eliminated the Certificate of Attendance. Students must meet all of the graduation requirements to receive a diploma and participate in graduation ceremonies. Students receiving an adjusted diploma as prescribed by IEP requirements can also participate in graduation ceremonies.

# ADVANCED DIPLOMA

The following subjects are needed to meet the Advanced Diploma requirements:

## Advanced Diploma

REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	½
***USE OF COMPUTERS	½
ARTS / HUMANITIES or CAREER AND TECH ED ELECTIVE	1
<b>ELECTIVES</b>	6
<b>TOTAL (unweighted GPA 3.25)</b>	<b>24</b>

\*Mathematics course units must include at least Algebra I or Algebra I H, or above.

\*\* A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

\*\*\* Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must take the college and career readiness assessment - the ACT, in addition to meeting course requirements.

AB288 in the 2013 Legislature eliminated the Certificate of Attendance. Students must meet all of the graduation requirements to receive a diploma and participate in graduation ceremonies. Students receiving an adjusted diploma as prescribed by IEP requirements can also participate in graduation ceremonies.

# ADVANCED HONORS DIPLOMA

The following subjects are required to meet the Advanced Honors Diploma requirements:

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and a minimum of 3.85 GPA with Bonus Points.

## ADVANCED HONORS DIPLOMA

Required/Elective Areas of Study	Advanced Diploma Units	Honors Course Program Units
ENGLISH	4	3
MATHEMATICS	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography (2011) U.S. History U.S. Government	3	2
PHYSICAL EDUCATION	2	
HEALTH	½	
USE OF COMPUTERS	½	
ARTS/HUMANITIES or CAREER TECH ED ELECTIVE	1	
ELECTIVES	6	3
<b>TOTAL</b>	<b>24</b>	<b>1</b>
* Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.		

To receive a diploma from a Nevada high school, students must take the college and career readiness assessment - the ACT, in addition to meeting course requirements.

### Honors Courses with Bonus Points

Students will earn Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

Honors	.025
Advanced Placement (AP)	.050
International Baccalaureate (IB)	.050

**The GPA Cap with Bonus Points for the class of 2020 and 2021 Honors Program for students will be added as follows: (no GPA Cap for class of 2022 and beyond)**

- The GPA with Bonus Points for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses. The highest possible GPA under this system is 4.80.
- Students will receive Bonus Points of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive bonus Points of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive Bonus Points of .025 for twenty-eight semesters (14 classes) of Honors courses.

### **Advantages of the Honors Course Offerings**

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

**Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors Diploma.**

## **COLLEGE AND CAREER READY DIPLOMA**

The following subjects are required to meet the College and Career Ready Diploma requirements:

Students planning to apply to universities with competitive admission requirements may pursue the States College and Career Ready Diploma. The College and Career Diploma is considered the highest state recognized diploma. In addition to the 24 required credits (18 credits areas of study and 6 credits electives) students must:

1. Have a 3.25 GPA or higher (unweighted or weighted),
2. Have proficiency in two languages, OR 2 units in AP courses, IB courses, Dual Credit courses, CTE courses, Work Based Learning courses, OR a world language course,
3. Have One or both of the following endorsements:
  - a) **College-Ready** endorsement for students who successfully complete a college readiness assessment, and receive not less than remedial scores. This can be done by scoring ACT English 18 and ACT Math 22, OR SAT Reading 480 and Math 480, OR Smarter Balanced Level 3 English and Math, OR PARCC level 4 in English and Math.
  - b) **Career Ready** endorsement for students who complete the ACT NCRC level silver or above, OR ASVAB score 50 or above, OR obtain a CTE Skills Attainment Certificate, OR obtain a Nevada Industry-Recognized Credential.

# 21<sup>st</sup> CENTURY COURSE OF STUDY EXPECTATIONS

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

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

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

## 21ST CENTURY COURSE OF STUDY EXPECTATIONS

Areas of Study	Units
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	$\frac{1}{2}$
USE OF COMPUTERS	$\frac{1}{2}$
ELECTIVES (Includes one Arts/Humanities or Career & Technical Education Course)	$5\frac{1}{2}$
TOTAL	$22\frac{1}{2}$

The 21st Century Course of Study provides the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions

Grade Point Average (GPA) and Core Curriculum Requirements are:

- 3.00 GPA (weighted or unweighted) **in the core curriculum**
- Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship

GPA and Core Curriculum Requirements are:

- 3.25 **cumulative** GPA (weighted or unweighted) **and the core curriculum**
- Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)



# High School Graduation Requirements/Information

## Attendance Requirement

With state-mandated accountability comes greater responsibility to young people. Students are required to attend all classes to which they are assigned. Students with more than ten (10) unverified absences in any class may lose credit for that class.

## Matriculation of Students

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

## Concurrent Credit Options

Students may earn credits beyond the regular school day by enrolling in any of the approved concurrent programs. There is no limit to the number of concurrent credits a student may earn. See your counselor for more information on the following concurrent programs:

- **Academy of Individualized Study (AIS)** - For specific information, including fees, call 702-799-8636 extension 325 or visit the website at: <http://schools.ccsd.net/ais/>.
- **Adult Education** - For specific information on this program, call (702) 799-8650 extension 317 or visit the website at: <http://schools.ccsd.net/adad/>.
- **Sunset High Schools/Programs** - Call (702) 855-9775 for more information or visit <http://ccsd.net/divisions/education-services-division/adult-education-horizon-sunset-high-schools/>.
- **Virtual High School Distance Education** - To preview courses available, visit the web site at: [www.ccsdde.net](http://www.ccsdde.net), call the office at 855-8435, or see your high school counselor.
- **Summer School** - Students may earn a maximum of two credits per summer. Classes are offered at various high schools during the summer. A fee is required, and students must provide their own transportation. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>.

## Physical Education II Waiver Credit

A maximum of ONE Physical Education II Waiver credit may be earned toward graduation. Students are required to participate in and complete one of the school-sponsored activities listed below.

Baseball - Varsity, Junior Varsity Basketball - Varsity, Junior Varsity, B-Team Bowling Cheerleaders - Varsity, Junior Varsity, B-Team Cross Country - Varsity Flag Football - Varsity, Junior Varsity, B-Team Football - Varsity, Junior Varsity, B-Team Golf - Varsity	Marching Band/Flag/Mascots Soccer - Varsity, Junior Varsity, B-Team Softball - Varsity, Junior Varsity, B-Team Swimming - Varsity Tennis - Varsity Track - Varsity Volleyball - Varsity, Junior Varsity, B-Team Wrestling - Varsity, Junior Varsity
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Team Managers are not eligible for the P.E. II Waiver; however, they may be eligible for Community Service credit.

# High School Graduation Requirements

## External Credit Options

Students currently enrolled in a Clark County high school may earn a maximum of six external credits toward graduation. External credits are credits earned beyond the regular school day. No external credit will be granted without prior approval and completion of the appropriate application.

See your counselor for prior approval and applications for the following External Credit options:

<b>Community Service Credit</b>	A maximum of one credit may be earned for students who complete 120 hours of volunteer service with an approved community agency. One-half credit may be earned for 60 hours of service; court mandated hours do not count for Community Service credit.
<b>Online Courses</b>	Credits may be earned for courses completed online from approved institutions. The cost of the courses vary. Students must conform to the procedures set by the credit granting institution.
<b>Credit By Exam</b>	Students may earn credit by earning a score of 70% or better on an examination for a course they have not taken previously or are not enrolled in currently. For a complete list of credit by exam course offerings and fees, see the NVLA website at <a href="http://nvlearningacademy.net/">http://nvlearningacademy.net/</a> . Credit by Exam cannot count towards Honors credit.
<b>Dual Credit</b>	High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three credit college/university course equals one-half unit of high school credit.
<b>Educational Travel Credit</b>	A maximum of one credit may be granted to students who keep a journal while traveling for 42 consecutive days or 1/2 credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit.
<b>Enrichment Program Credit</b>	Students may receive credit for academically accelerated courses taken at accredited institutions.
<b>Music Equivalent Credit</b>	A maximum of one credit may be granted to students participating in a music program not offered by the Clark County School District. Credit granting is monitored by the CCSD Department of Fine Arts. Specific application forms must be submitted along with a fee. Call 799-8531 for more information.

# Honors Program, Awards and Advanced Placement

## Advantages of the Honors Course Offerings

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

**Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors or Honors Diploma.**

## Weighted Honors Courses

Students will earn a weighted grade point factor for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. They will be added as follows:

Honors	.025
Advanced Placement (AP)	.050
International Baccalaureate (IB)	.050

### **The weighted GPA cap for the Honors Program for students will be added as follows:**

- The weighted GPA cap for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses.
- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 for twenty-eight semesters (14 classes) of Honors courses.
- The highest possible GPA under this system is 4.80.

## Advanced Placement Program

The Advanced Placement (AP) Program is a cooperative educational endeavor with the College Board in Princeton, New Jersey for academically talented sophomores, juniors, and seniors. Through this program, sophomores, juniors, and seniors in high school may take courses that have been developed with college-level material and expectations. Since the curriculum is more rigorous than the regular courses, there is a greater opportunity for individual progress and achievement. The Advanced Placement examinations are given each May. All examinations consist of an essay or problem-solving section and a series of multiple-choice questions. At the completion of the course, each student is expected to take this examination at an approximate cost of \$89.00 per exam. The College Board grades exams, and scores are given on the following basis:

Five:	Extremely well qualified
Four:	Well qualified
Three:	Qualified
Two:	Possibly qualified
One:	No recommendation

In many cases, universities will award three college credits for a score of THREE, six credits for a score of FOUR, and nine credits for a score of FIVE. Students and parents should check college catalogs for the policy of the college the student plans to attend. Awarding of college credits is at the discretion of each university. Students who enroll in AP classes are expected to take the AP exam. Students who enroll in AP classes will receive a .050 weighted factor. A maximum of 2 courses or 4 semesters of AP classes will be considered for the GPA cap for the weighted GPA.

Advanced Placement (AP) courses are college level courses. The difference between Honors and AP courses is that the Honors courses help students prepare for the academic challenges of college, while the AP courses allow students to pursue college level studies while still in high school. A student may receive college credit for an AP course, if the student scores a three or higher on the national AP exam at the end of the year. ALL AP STUDENTS ARE STRONGLY ENCOURAGED TO TAKE THE AP EXAM.

AP courses require a great deal of self-discipline, research, and independent study skills, the ability to work in self-motivated learning groups, group study hours beyond the classroom, and, in some cases, hours of homework a night. The demands of an AP course stretch a student's academic and intellectual ability. An AP student must also demonstrate a high motivational level and possess the maturity necessary to successfully complete an AP course and pass the exam. Students who enroll in more than one AP course should expect the possibility of several hours of homework to address the demands of all their classes. A combination of AP and Honors courses can prove to be rigorous, and students enrolling in these courses should consider all activities they are involved in and the amount of time expected for each course and/or activity.

Faculty course assignments are determined by how many students enroll for each course during the pre-registration period. Movement of students after school begins in the fall can result in some teachers having a lower student/teacher ratio and other faculty members having larger class sizes. The shift in class sizes creates an unfair burden on the students and teachers in larger classes. For this reason, students who enroll in an Advanced Placement course are expected to remain in the course for the entire school year.

A student's commitment to enroll in an AP course is taken very seriously. Many AP students experience not getting an "A" for the first time and request a transfer out of the course. A student may not transfer out of an AP course just because of a low grade or the effects of a low grade. Students who are truly misplaced in a AP course must go through the following process in order to request a transfer, and these transfers will take place only after the first semester.

1. Student/counselor- or conference;
2. Parent/teacher/student/counselor conference;
3. Documented attempts at strategies for success determined at parent/teacher/student /counselor conference;
4. Parent/curriculum administrator conference;
5. Feedback and input from teacher, counselor, parent, and student.

The Cimarron-Memorial High School Honors Program is designed to challenge students to their maximum potential and prepare them to pursue higher education. **Students and parents are advised that a year-long commitment is required when a student enrolls in an Honors or AP course.**

## **Honors Award**

Students who achieve a cumulative weighted grade point average between 3.5 and 3.79 will receive the silver cord for graduation.

## **Honors Medallion Award**

Cimarron-Memorial Honors Medallions and recognition at graduation will be awarded to seniors who complete the required number of credits in Advanced Placement or Honors courses. Criteria for receiving the medallions are 11 credits of AP or Honors course work completed with a "B" grade or above.

## **High Honors Award**

Graduating seniors whose cumulative weighted grade point average after eight semesters is 3.800 or higher will be recognized as High Honors graduates. They will receive a gold cord to wear at graduation. Algebra I, Spanish I, and French I taken in eighth grade are also computed in the cumulative GPA.

### **Advanced Diploma Graduate Awards**

Graduating seniors who earn the advanced diploma will wear a white gown, receive a maroon and silver cord, and a specialized diploma.

### **Advanced Honors Diploma Graduate Awards**

Graduating seniors who earn the advanced honors diploma will wear a white gown, an advanced honors stole, receive a maroon and gold cord, and a specialized diploma.

### **College and Career Ready Diploma Graduate Awards**

Graduating seniors who earn the CCR diploma will wear a white gown, a CCR stole, receive a maroon, silver, and gold cord, and a specialized diploma.

### **Academic Letter**

The Academic Letter can be earned when a student has completed a minimum of three semesters of high school and has earned a 3.8 or above cumulative GPA. Students who do not have a cumulative GPA of 3.8 (weighted) or above after three semesters of work may still earn a letter if they earn a 3.8 cumulative GPA through their seventh semester of high school.

### **Valedictorian/Salutatorian**

Valedictorian status is awarded to the student(s) earning the highest grade point average in the graduating class.

Salutatorian status is awarded to the student(s) earning the second highest grade point average in the class. Candidates for the valedictorian/salutatorian designations will be identified at the end of the fall semester of their senior year. The final ranking will be based on any and all completed high school credit granting courses, including those courses which receive Bonus Points.

### **The Spartan Scholar**

A scholarship will be awarded to a Cimarron-Memorial High School valedictorian selected as the Spartan Scholar. The student earning this award will be the Cimarron-Memorial student who not only has the highest GPA but has also demonstrated academic excellence through challenging coursework and performance on Advanced Placement tests. Details of criteria are available from the scholarship counselor.

## CTE College Credit

CTE College Credit provides an opportunity for secondary students who complete state-approved programs in career and technical education (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.

To qualify for the CTE College Credit, students must:

1. Earn a 3.0 grade point average in their CTE course sequence;
2. pass the state end-of-program technical content assessment;
3. pass the state Workplace Readiness assessment for employability skills.

Students who complete a CTE program of study according to the criteria are eligible to earn the CTE College Credit within three years of graduating from high school and upon admission to the postsecondary institution. The amount of credit is dependent upon the state standards for each high school CTE program and how the standards align to the college courses for a certificate or degree in a related career pathway.

Minimum graduation requirements do not necessarily prepare or qualify students for college. The Cimarron-Memorial High School faculty encourages students who meet the index recommendations to enroll in Honors/Advanced Placement classes. For information concerning specific admission requirements, you may consult:

- Cimarron-Memorial High School Counselors
- Reference materials located in the Counseling Office
- College entrance guides (Counseling Office or Career Center)
- College catalogs
- Nevada Career Information System

College-bound students are encouraged to fulfill the following requirements regardless of their choice of college:

Computers:	Designated by the individual college.
English:	4 years (credits) – English I and II or American Literature H and two years of more advanced classes.
Foreign Language:	2 to 4 years (credits) – A minimum of two years of the same language.
Math:	3 to 4 years (credits) – Algebra, Geometry, and Algebra II. For a major in math, business, or science, four years are recommended. Courses such as Trigonometry, Precalculus, Statistics, and Calculus meet this requirement.
Laboratory Science:	3 to 4 years (credits) – Biology I and II, Chemistry I and II, Anatomy/Physiology, and Physics. Four years are recommended for students who plan to major in a science area.
Social Science:	3 to 4 years (credits) – World History, U.S. History, U.S. Government, and elective.

## College Readiness Assessments

All Clark County School District students are encouraged to take the PSAT during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT. The PSAT taken as a junior is used to identify National Merit Scholarship Semi-finalists.

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

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

## Four Year Academic Plan

An online four year Academic Plan will be implemented with all freshmen students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before graduation. The Academic Plan which includes a four year high school course of study, will be used as a guide to manage the student's educational development and course selection in alignment with an identified course of study. Revising the Academic Plan annually will assist students in preparation for graduation and post-secondary goals.

The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Parent review and approval
- Reviewing the plan yearly and revising as needed



# Planning for College

## Governor Guinn Millennium Scholarship Program

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who plan to 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 at the end of June to the Office of the State Treasurer. You will receive an award notification mid to late July. Policy guidelines and requirements for eligibility can be obtained by call 1-888-477-2667 or at [www.nevadatreasurer.gov](http://www.nevadatreasurer.gov). Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

## Financial Aid

There are four basic types of financial aid available to help defray the costs of a college education.

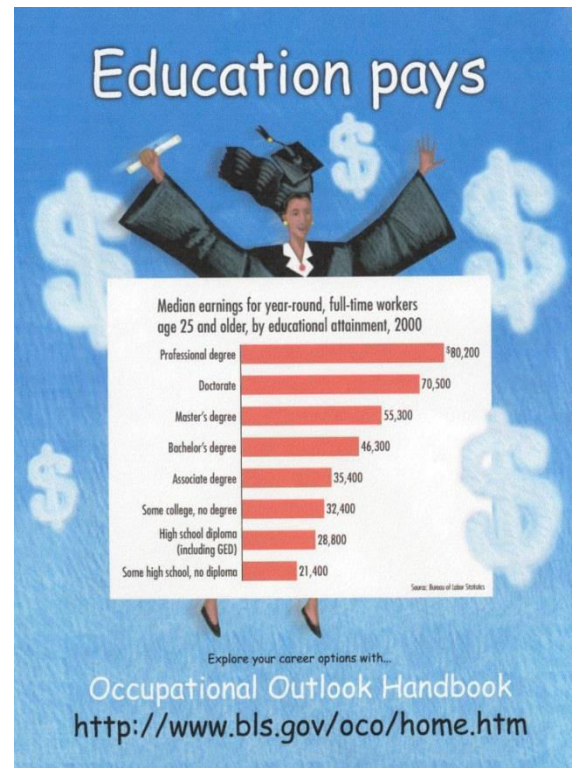
1. **Scholarships** are monetary awards the student earns and does not have to repay. The student's high school course selection (including AP and Honors courses), GPA, financial need, and college entrance examination scores (ACT, SAT) weigh heavily in determining recipients.
2. **Grants** are monetary awards based solely on need. Need is determined from information supplied on a family financial aid form. Grants need not be repaid.
3. **Work-study** is employment on or near campus on a part-time basis. Often the university or college makes an effort to place the student in a job related to his/her major.
4. **Student loans** are low-interest monies granted on the basis of need. A loan must be repaid.

A senior should obtain a Free Application for Federal Student Aid (FAFSA) form at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The form should be completed as soon as possible after becoming available. The FAFSA will trigger any federal need-based program for which a student is eligible.

This is a very general outline of financial aid. For information on specific scholarships or programs, the student should contact his/her counselor.

## CCSD Guidance & Counseling Website

The Guidance and Counseling Website is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions regarding post-secondary planning. Starting with elementary school, parents and students are able to review a checklist of activities on "How to Support your Child's Education". These activities will assist with school success and will also prepare your children for college, apprenticeships, trade and technical schools, military opportunities, or to go directly to work. For details visit: <http://ccsd.net/departments/guidance-counseling> for the information.





# 2+2 Tech Prep

## CLARK COUNTY SCHOOL DISTRICT/COLLEGE OF SOUTHERN NEVADA

2+2 Tech Prep allows the opportunity to earn college credit for approved high school courses. The courses are career and technical courses taught during the student's junior and senior year. After graduation, the student may earn credits toward a degree at the community college or a university or four-year college.

This program will allow the student to begin earning college credit for a fraction of the cost while still being enrolled in high school. To enroll in the 2+2 Tech Prep Program, you must:

- Be a high school junior or senior.
- Complete an eligible career and technical course at your high school with a grade A or B and satisfy specific course competencies.
- Fill out a Tech Prep admissions form from your local community college.

These courses may allow students to earn college credit from the College of Southern Nevada.

OCCUPATIONAL EDUCATION AREA	CCSD COURSE TITLE	CSN COURSE TITLE
ACCOUNTING	* 8160 - Accounting I or * 8170 - Accounting II	*ACC 135B - Bookkeeping I
AUTOMOTIVE	* 8120 - Auto Technology II * 9160 - Voc. Auto Principles II (SECTA)	* AUTO 101B - General Automotive * AUTO 101B - General Automotive
AVIATION	* 8080 - Fund. of Aerospace/Aviation * 8090 - Flight I * 8530 - Aerospace I (Rancho) * 8570 - Aerospace II (Rancho)	* AV 100 - Aviation Orientation * AV 110 - Private Pilot Ground School * AV 111 - Private Pilot Certification Lab (Student must have earned FAA Private Pilot License)
BUSINESS & FINANCE	* 3220 - Applied Communications or * 3260 - Business Communications * 8210 - Banking and Credit and * 8220 - Econ & World Finance (Clark) * 8190 - Financial Planning and * 8240 - International Finance (Clark)	* BUS 108 - Business Letters/Reports * FIN 102B - Principles of Banking Operations * FIN 101 - Personal Finance
COMPUTER AND INFORMATION TECHNOLOGY	* 5990 - Computer Bus. Appls. II (Foothill) * 9270 - Office Technology II (SECTA) * 3640 - Technology Service & Support and A+ Certification Exam * 7970 - Website Science * 8400 - Computer Science I * 8612 - Database Design I * MOS Word Certification Exam * MOS Excel Certification Exam * MOS Access Certification Exam	* IS 101 - Intro to Management Information Systems * IS 101 - Intro to Management Information Systems * CIT 110- A+ Hardware CIT 151 - Beginning Web Development * IS 115 - Introduction to Programming * CIT 181 - Introduction to Oracle * CIT 201B - Word Certification Preparation * CIT 202B - Excel Certification Preparation * CIT 203B - Access Certification Preparation
CULINARY ARTS	* 9610 - Culinary Arts II (SECTA) * 9630 - Culinary Arts II (ATTC)	* CUL 110 - Basic Cookery
DRAFTING AND BUILDING TECHNOLOGY	* 8650 - Computer Aided Draft & Design * 5950 - Architectural CADD * 6100 - CADD for Industry * 8990 - Intro to CADD (SECTA) * 9710 - Drafting Technology I (SECTA) * 9720 - Drafting TechnologyII ( SECTA)	* CADD 100 - Intro to Computer Aided Drafting * ADT 100B - Intro to Drafting Theory * CADD 105 - Intermediate Computer Aided Drafting * CADD 100 - Intro to Computer Aided Drafting * CADD 105 - Intermediate Computer Aided Drafting * ADT 100B - Intro to Drafting Theory
EDUCATION	* 8790 - Child Development II * 6090 - Ed. Internship & Seminar (Clark)	* ECE 250 - Intro to Early Childhood Education * EDUC 201 - Intro to Elementary Education

OCCUPATIONAL EDUCATION AREA	CCSD COURSE TITLE	CCSN COURSE TITLE
ELECTRONIC TECHNOLOGY	<ul style="list-style-type: none"> <li>* 9760 - Electronic Technologies (ATTC)</li> <li>* 9770 - Vocational Electronics II (ATTC)</li> <li>* 6170 - Comp. &amp; Networking Tech (ATTC) Cisco Academy I, II, III</li> <li>* 3580 - Intranet/Internet Management I</li> <li>* 4210 - Intranet/Internet Management II</li> <li>* 3620 - Cybercorp</li> </ul>	<ul style="list-style-type: none"> <li>* ET 131B - General Electronics I</li> <li>* ET 212B - Digital Logic I</li> <li>* CSCO 109B - PC Troubleshooting &amp; Repair</li> <li>* CSCO 120B-220B -Cisco Networking Academy I-III (Dependent upon semesters &amp; certifications completed)</li> <li>* CSCO 120B-Cisco Networking Academy I</li> <li>* CSCO 121B - Cisco Networking Academy II</li> <li>* CSCO 109B - PC Troubleshooting &amp; Repair</li> </ul>
ENGLISH	* 4290 - Technical Report Writing	* ENG 107 - Technical Communications I
GRAPHICS	<ul style="list-style-type: none"> <li>* 3180 - Commercial Design I</li> <li>* 9340 - 3D Animation &amp; Graphics</li> <li>* 9420 - Comp Animation &amp; 3D Imaging (SECTA)</li> <li>* 9800 - Graphic Communications I</li> <li>* 9810 - Graphic Communications II (ATTC &amp; SECTA)</li> <li>* 9350 - Graphic Design I</li> <li>* 9360 - Graphic Design II (SECTA)</li> <li>* 5960 - Graphic Design I</li> <li>* 8940 - Electronic Publications</li> <li>* 7980 - 3D Animation &amp; Graphics I</li> <li>* 8100 - 3D Animation &amp; Graphics II</li> </ul>	<ul style="list-style-type: none"> <li>* GRC 107 - Design Fundamentals</li> <li>* GRC 103 - Intro to Computer Graphics</li> <li>* GRC 119 - Computer Graphics/Digital Media</li> <li>* GRC 183B - Electronic Imaging I</li> <li>* GRC 185 - Computer Animation I</li> <li>* GRC 101 - Intro to Graphics Communications</li> <li>* GRC 103 - Intro to Computer Graphics</li> <li>* GRC 140 - Electronic Publishing I</li> <li>* GRC 103 - Intro to Computer Graphics</li> <li>* GRC 140 - Electronic Publishing I</li> <li>* GRC 119 - Computer Graphics/Digital Media</li> <li>* GRC 103 - Intro to Computer Graphics</li> <li>* GRC 103 - Introduction to Computer Graphics</li> </ul>
HEALTH OCCUPATIONS	<ul style="list-style-type: none"> <li>* 6800 - Anatomy and Physiology</li> <li>* 6010 - Medical Skills &amp; Svcs. (Rancho)</li> <li>* 9840 - Applied Health Occup. (SECTA)</li> <li>* 9850 - Medical Assisting (ATTC)</li> <li>* 9830 - Nursing Asst. (SECTA, ATTC, Burk Academy)</li> </ul>	<ul style="list-style-type: none"> <li>* HHP 123B - Intro to the Human Body</li> <li>* HIT 117B - Medical Terminology I</li> <li>* HIT 117B - Medical Terminology I</li> <li>* MOA 101B - Intro to Medical Assisting I</li> <li>* HIT 117B - Medical Terminology I</li> <li>* MOA 101B - Intro to Medical Assisting I</li> <li>* NURS 130 - Nursing Assistant</li> </ul>
HORTICULTURE TECHNOLOGY	* 9870 - Environ. Hort. Science II (ATTC)	* OH 100B - Horticulture Fundamentals
HOTEL OPERATIONS	<ul style="list-style-type: none"> <li>* 9880 - Hotel Operations I (ATTC)</li> <li>* 9890 - Hotel Operations II (ATTC)</li> </ul>	<ul style="list-style-type: none"> <li>* HMD 114 - Front Office Operations</li> <li>* HMD 225 - Basic Comp. Appl for Hospitality Mgrs.</li> <li>* HMD 101 - Intro to the Hospitality Industry</li> </ul>
OFFICE ADMINISTRATION	<ul style="list-style-type: none"> <li>* 8290 - Computer Applications I</li> <li>* 3560 - Computer Applications II</li> <li>* 8310 - Word Processing I</li> <li>* 8320 - Word Processing II</li> <li>* 9250 - Office Technology I (SECTA)</li> </ul>	<ul style="list-style-type: none"> <li>* COT 101B - Computer Keyboarding I</li> <li>* COT 102 - Computer Keyboarding II</li> </ul>
MARKETING	* 8360 - Marketing II	* MKT 210 - Marketing Principles
PHOTOGRAPHY	<ul style="list-style-type: none"> <li>* 3200 - Photography I or</li> <li>* 8910 - Photography II</li> </ul>	* PHO 170 - Beginning Photography
REFRIGERATION AIR CONDITIONING	<ul style="list-style-type: none"> <li>* 9520 - Refrigeration I (SECTA)</li> <li>* 9530 - Refrigeration II (SECTA)</li> </ul>	<ul style="list-style-type: none"> <li>* AC 102B - Intro to HVAC Electrical Theory/Appl</li> <li>* AC 103B - Intro to HVAC Mechanical Theory/Appl</li> <li>* AC 106B - Residential Gas Heating</li> </ul>
WELDING TECHNOLOGY	<ul style="list-style-type: none"> <li>* 9100 - Welding Tech II</li> <li>* AWS Certification Exam</li> </ul>	<ul style="list-style-type: none"> <li>* MTL 133B - SMAW (Stick Arc)</li> <li>* MTL 270B - Welding Certification Preparation</li> </ul>

TRAVEL AND TOURISM	<ul style="list-style-type: none"> <li>* 7130 - Intro to Travel &amp; Tourism and</li> <li>* 7310 - Strategies for Success (Valley)</li> <li>* 7320 - Sys. Appl. Travel &amp; Tour. (Valley)</li> </ul>	<ul style="list-style-type: none"> <li>* TCA 141 - Travel &amp; Tourism I</li> <li>* TCA 200 - Airline Reservations</li> </ul>
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# Clark County School District Athletic Eligibility

## Initial Eligibility – General Requirements

1. Must be enrolled in grades 9 – 12.
2. Must reside in the school of enrollment's attendance zone. (With the exceptions of students accepted by open enrollment)
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve a previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association regulations (NAC 386.785 – 386.799).contained in Nevada Interscholastic Activities Association regulations (NAC 386.785 – 386.799).

## Maintenance of Eligibility

1. Must maintain passing grades in all subjects during the current athletic season.
2. Must regularly attend school. Must be in school in order to participate in practice or games on any given day.
3. Must maintain positive citizenship. Students on RPC or suspension are not eligible to participate. Serious and/or chronic behavior infractions may result in suspension of athletic participation for up to one year, at the discretion of the principal.

Additional specific eligibility guidelines are contained in Nevada Interscholastic Activities Association regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.

## NCAA Eligibility

In order to participate in collegiate athletics, students must register with the NCAA Clearing House ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). This should be initiated in the student's junior year. For the Class of 2008 and beyond, students must attain a minimum grade point average in 16 core courses for Division I and 14 core courses for Division II, as listed below, and earn a combined ACT or SAT sum score that matches the core course GPA (see Academic Eligibility requirements in the [Guide for the College-Bound Student-Athlete](#)).

<u>Required Courses*</u>	<u>Division I</u>	<u>Division II (through 2012)</u>	<u>Division II (2013 &amp; beyond)</u>
English	4	3	3
Mathematics (Alg I or higher)	3	2	2
Science (minimum 1 lab	2	2	2
Additional In Above	1	2	3
Social Studies	2	2	2
Additional Core Courses**	4	3	4

\*Remedial, special education, compensatory or related courses do not qualify for initial eligibility.

\*\*From any core area, foreign language, non-doctrinal religion, or philosophy. Computer science courses can no longer be used unless taught through math or science departments, receive math or science credit, and are on the school's list of approved math or science core courses.

# Course Descriptions

## ENGLISH/LANGUAGE ARTS

<p>9<sup>th</sup> Grade</p> <p>English 9 English 9 Honors</p>	<p>10<sup>th</sup> Grade</p> <p>English 10 English 10 Honors</p>
<p>11<sup>th</sup> Grade</p> <p>English 11 English 11 Honors AP English Language</p>	<p>12<sup>th</sup> Grade</p> <p>English 12 AP English Language AP English Literature &amp; Composition</p>
<p>English Electives</p> <p>Publications I Publications II Imaginative Writing</p>	

**NOTE:** Successful completion is a “C” or better.

### English/Language Arts – Core Subjects

#### ENGLISH 9

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

**Grade: 9**

**Prerequisites: None**

#### ENGLISH 9 HONORS

This one-year course 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.

**Grade: 9**

**Prerequisites: “A” or “B” in 8th grade English Honors/8th grade or teacher recommendation**

## **ENGLISH 10**

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

**Grade: 10**

**Prerequisites: None**

## **ENGLISH 10 HONORS**

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

**Grade: 10**

**Prerequisites: Successful completion of English 9 Honors or teacher recommendation**

## **ENGLISH 11**

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

**Grade: 11**

**Prerequisites: None**

## **ENGLISH 11 HONORS**

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

**Grade: 11**

**Prerequisites: Successful completion of English 10 Honors or teacher recommendation**

## ENGLISH 12

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

**Grade: 12**

**Prerequisites: None**

## AP ENGLISH LANGUAGE AND COMPOSITION

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

**Grade(s): 11-12**

**Prerequisites: Successful completion of ENGLISH 10 H and teacher recommendation (Summer Reading Required)**

## AP ENGLISH LITERATURE AND COMPOSITION

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

**Grade: 12**

**Prerequisites: Successful completion or concurrent enrollment in AP ENGLISH LANGUAGE AND COMPOSITION and teacher recommendation. (Summer Reading Required)**

## English/Language Arts – Electives

### READING FUNDAMENTALS

This one-year course incorporates a laboratory where students work individually to improve achievement in reading. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course does not fulfill English credits required for high school graduation. This course fulfills one elective credit required for high school graduation and may be repeated once.

**Grade: 9**

**Prerequisites: Identified by school**

## **IMAGINATIVE WRITING**

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.

**Grade 9-12**

**Prerequisite: None**

## **PUBLICATIONS I**

This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the 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.

**Grade 9-12**

**Prerequisite: None**

## **PUBLICATIONS II**

This one-year course is a continuation and extension of Publications I that emphasizes leadership and responsibility. The skills of critical thinking, writing, and planning will continue to be developed. The practical application of computer use and photography will enhance the student's knowledge. Business skills and ethics will be emphasized. This course will fulfill one of the elective credits required for graduation.

**Grade 10-12**

**Prerequisite: Publications I and application process.**



# MATHEMATICS

<p>9<sup>th</sup> Grade</p> <p>Algebra I Geometry Geometry Honors</p>	<p>10<sup>th</sup> Grade</p> <p>Geometry Geometry Honors Algebra II Algebra II Honors</p>
<p>11<sup>th</sup> Grade</p> <p>Algebra II Algebra II Honors Pre-Calculus AB Honors</p>	<p>12<sup>th</sup> Grade</p> <p>Math of Personal Finance Topics of Modern Math College Prep Math Pre-Calculus AB Honors AP Statistics AP Calculus</p>
<p>Math Electives</p> <p>Fundamental Math Concepts</p>	

**NOTE: Successful completion is a “C” or better.**

## Mathematics – Core Subjects

### ALGEBRA I

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.

**Grades: 9-12**

**Prerequisites: None**

### ALGEBRA II

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

**Grades: 9-12**

**Prerequisites: Algebra I**

### ALGEBRA II HONORS

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.

**Grades: 10-12**

**Prerequisites: Successful completion of Algebra I H or Geometry H**

## **GEOMETRY**

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

**Grades: 9-12**

**Prerequisites: Algebra I**

## **GEOMETRY HONORS**

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

**Grades: 9-12**

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

## **PRE-CALCULUS AB HONORS**

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 our 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.

**Grades: 11-12**

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

## **AP CALCULUS AB**

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 school counselor if you have a financial hardship.**

**Grades: 11-12**

**Prerequisites: Successful completion of Pre-Calculus H and/or teacher recommendation**

## **AP STATISTICS**

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

**Grades: 11-12**

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

## **COLLEGE PREPARATORY MATHEMATICS**

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

**Grades: 11-12**

**Prerequisites: Successful completion of Algebra II**

## **TOPICS IN MODERN MATHEMATICS**

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

**Grade: 12**

**Prerequisites: Successful completion of Algebra II - Senior status only**

## **MATHEMATICS OF PERSONAL FINANCE**

This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, 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).

**Grade: 12**

**Prerequisites: Senior status only**

## Mathematics – Electives

### FUNDAMENTAL MATH CONCEPTS

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).

**Grade: 9**

**Prerequisites: Identified by school**

## SCIENCE

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
Biology Biology Honors	Geoscience Geoscience Honors Chemistry Chemistry Honors
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Geoscience Geoscience Honors Chemistry Chemistry Honors Physics Physics Honors Anatomy and Physiology Honors AP Biology AP Chemistry	Geoscience Geoscience Honors Chemistry Chemistry Honors Physics Physics Honors Anatomy and Physiology Honors AP Biology AP Chemistry
Science Electives	
Environmental Science	

**NOTE: Successful completion is a “C” or better.**

### Science – Core Subjects

#### BIOLOGY

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.

**Grade: 9**

**Prerequisites: None**

#### BIOLOGY HONORS

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.

**Grade: 9**

**Prerequisites: 8<sup>th</sup> grade teacher recommendation**

## **CHEMISTRY**

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.

**Grades: 10-12**

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

## **CHEMISTRY HONORS**

This 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.

**Grades: 10-12**

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

## **GEOSCIENCE**

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.

**Grades: 10-12**

**Prerequisites: Biology**

**GEOSCIENCE HONORS** This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. Geoscience Honors focuses on three core ideas: Earth's place in the universe, Earth's systems, and Earth and human activity. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college admission.

**Grades: 10-12**

**Prerequisites: Successful completion of Biology Honors or teacher recommendation**

## **PRINCIPLES OF ANATOMY AND PHYSIOLOGY HONORS**

This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. 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 will fulfill one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.

**Grades: 11-12**

**Prerequisites: Successful completion of Biology**

## **PHYSICS**

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 to be an integral part of this course. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.

**Grades: 11-12**

**Prerequisites: Successful completion of Geometry or teacher recommendation**

## **PHYSICS HONORS**

This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II/Trigonometry and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward a greater conceptual understanding of physical concepts and processes. 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.

**Grades: 11-12**

**Prerequisites: Successful completion of Geometry Honors or teacher recommendation**

## **Science – Electives**

### **Environmental Science**

This one-year course is designed for students with an interest in the environment, focusing on the basic concepts of ecology. Topics include overpopulation, pollution, conservation of natural resources, and the interdependent relationships in ecosystems. 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.

**Grades: 9-12**

**Prerequisites: none**

## **AP BIOLOGY**

This one- year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology examination. This college-level curriculum provided students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. 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 and 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 school counselor if you have a financial hardship.**

**Grades: 11-12**

**Prerequisite: Successful completion of Biology H and Chemistry H**

**AP CHEMISTRY** This one-year course is designed 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 school counselor if you have a financial hardship.**

**Grades: 11-12**

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



## SOCIAL STUDIES

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
**AP Human Geography (Freshman are not required to take Social Studies but can take this course as an elective)	World History AP Human Geography AP World history
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
U.S. History U.S. History Honors AP U.S. History	U.S. Government U.S. Government Honors AP U.S. Government
Social Studies Electives	
History of Pop Music Psychology AP Psychology Contemporary Problems	

**NOTE: Successful completion is a “C” or better.**

### Social Studies – Core Subjects

#### WORLD HISTORY

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

**Grade: 10**

**Prerequisites: None**

#### AP HUMAN GEOGRAPHY

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This course provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of the Earth's surface. This course will focus on the methods and tools geographers use in their science to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. 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.

**Grade: 9-10**

**Prerequisites: Successful completion of English 8 Honors/English 9 Honors and/or teacher recommendation**

## **AP WORLD HISTORY**

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering the scope of human history from 8,000 BCE to the present. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation. **\*It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.**

**Grade: 10**

**Prerequisites: "B" or better in 9th grade English H and/or teacher recommendation**

## **U.S. HISTORY**

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

**Grade: 11**

**Prerequisites: None**

## **U.S. HISTORY HONORS**

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

**Grade: 11**

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

## **AP U.S. HISTORY**

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be used throughout the course. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. History credit required for high school graduation. **\*It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.**

**Grade: 11**

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

## **U.S. GOVERNMENT**

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

**Grade: 12**

**Prerequisites: 12th grade status only**

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

**Grade: 12**

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

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

**Grade: 12**

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

## **Social Studies - Electives**

**CONTEMPORARY PROBLEMS** 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.

**Grades: 9-12**

**Prerequisites: None**

**HISTORY OF POP MUSIC** This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

**Grades: 9-12**

**Prerequisites: None**

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

**Grade: 11-12**

**Prerequisites: None**

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

**Grades: 11-12**

**Prerequisites: History of successful completion of Honors/AP courses and/or teacher recommendation**

**PRINCIPLES OF LEADERSHIP** The purpose of this one-year course is to train student leaders in the various aspects of leadership. Time will be used in and out of class for performance of tasks associated with their leadership responsibilities. This course will count as one elective credit. It may be repeated for more than one credit.

**Grades: 9-12**

**Prerequisites: Must be elected to office or have teacher permission**

## PHYSICAL EDUCATION

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
PE I Personal Wellness Functional Fitness Air Force JROTC  Health/Life Strategies	PE II* Personal Wellness Functional Fitness Air Force JROTC
PE Electives	
Air Force JROTC I Air Force JROTC II Air Force JROTC III H Air Force JROTC IVH ROTC Drill and Leadership	Lifetime Sports Physical Conditioning with Weights

There is a \$25.00 uniform required for all Physical Education classes.  
 See ROTC course description for fee requirements.

### PE II Waiver

#### \*PE II Waiver

A maximum of ONE Physical Education II Waiver credit may be earned toward graduation for participation (complete season) in one of the school-sponsored activities listed below.

Baseball - Varsity, Junior Varsity	Soccer - Varsity, Junior Varsity, B-Team
Basketball - Varsity, Junior Varsity, B-Team	Softball - Varsity, Junior Varsity, B-Team
Bowling	Swimming - Varsity
Cheerleaders - Varsity, Junior Varsity, B-Team	Tennis - Varsity
Cross Country - Varsity	Track - Varsity
Football - Varsity, Junior Varsity, B-Team	Volleyball - Varsity, Junior Varsity, B-Team
Golf - Varsity	Wrestling - Varsity, Junior Varsity
Marching Band/Flag/Mascots	

### Health

#### HEALTH

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

**Grade: 9**

**Prerequisites: None**

## Physical Education (PE)

### PHYSICAL EDUCATION I

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.

**Grades: 9-12**

**Prerequisites: None**

### PHYSICAL EDUCATION II

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.

**Grades: 10-12**

**Prerequisites: Physical Education I**

### PERSONAL FITNESS AND WELLNESS I

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

**Grades: 9-12**

**Prerequisites: None**

### FUNCTIONAL FITNESS

This one-year course provides students the opportunity to participate in CrossFit Kids® to develop a health-enhancing level of physical fitness. **This course can only be taught by instructors who have passed the CrossFit® Level I Certificate Course and completed the CrossFit® Kids Course.** Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in constantly varied functional fitness movements at high intensity levels. Students develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills up to two physical education credits required for high school graduation and may be repeated.

**Grades: 9-12**

**Prerequisites: None**

## **Physical Education (PE) - Electives**

### **PHYSICAL CONDITIONING WITH WEIGHTS**

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

**Grades 10-12**

**Prerequisites:** PE I and PE II credit

### **LIFETIME SPORTS AND RECREATION**

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

**Grades 11-12**

**Prerequisites:** PE I and PE II credit

## **Air Force Junior ROTC**

### **AIR FORCE JUNIOR ROTC I**

This one-year course is designed for first-year students in the Air Force 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 Air Force (USAF) officers and enlisted personnel utilizing curriculum provided by the USAF. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.

**Grades: 9-12**

**Prerequisites:** None

**Course Fee \$40**

### **AIR FORCE JUNIOR ROTC II**

This one-year course is designed for second-year students in the Air Force 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 Air Force (USAF) officers and enlisted personnel utilizing curriculum provided by the USAF. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.

**Grades: 10-12**

**Prerequisites:** Successful completion of ROTC I or teacher recommendation

**Course Fee \$40**



### **AIR FORCE JUNIOR ROTC III HONORS**

This one-year course is designed for third-year students in the Air Force 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 Air Force (USAF) officers and enlisted personnel utilizing curriculum provided by the USAF. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the two physical education credits or one of the elective credits required for high school graduation.

**Grades: 11-12**

**Prerequisites: Successful completion of ROTC II or teacher recommendation**

**Course Fee \$40**

### **AIR FORCE JUNIOR ROTC IV HONORS**

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

**Grade: 12**

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

**Course Fee \$40**

### **ROTC DRILL AND LEADERSHIP**

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

**Grade: 12**

**Prerequisites: Teacher recommendation**

**Course Fee \$40**



# THE MERIT ACADEMY AT CIMARRON-MEMORIAL HIGH SCHOOL

Cimarron-Memorial High School has joined with the National Academy Foundation to provide students with the opportunity to participate in a rigorous program of study in a defined Career and Technical Education pathway through our MERIT Academy. In addition to the specially designed instruction, students in the MERIT Academy have the opportunity for: cohort scheduling (core classes with other academy students); job preparation skills, workshops and field trips; internships; and instruction aligned with FRC Team 987, CMHS's world champion robotics team.

<b>Academy of Information Technology-Cybersecurity</b> 9 <sup>th</sup> Grade: Cybersecurity I 10 <sup>th</sup> Grade: Cybersecurity II 11 <sup>th</sup> Grade: Cybersecurity III 12 <sup>th</sup> Grade: Cybersecurity Advanced Studies	<b>Academy of Manufacturing Technology</b> 9 <sup>th</sup> Grade: Manufacturing I 10 <sup>th</sup> Grade: Manufacturing II 11 <sup>th</sup> Grade: Manufacturing III Manufacturing Lab III (optional) 12 <sup>th</sup> Grade: Manufacturing Advanced Studies
<b>Academy of Health Information Management</b> 9 <sup>th</sup> Grade: Health Science I 10 <sup>th</sup> Grade: Health information Management I 11 <sup>th</sup> Grade: Health information Management II 12 <sup>th</sup> Grade: Health information Management Advanced Studies	<b>Academy of Automation (Robotics)</b> 9 <sup>th</sup> Grade: Robotics I (Automation I) 10 <sup>th</sup> Grade: Robotics II (Automation II) 11 <sup>th</sup> Grade: Robotics III (Automation III) 12 <sup>th</sup> Grade: Robotics Advanced Studies (Automation Advanced Studies)

## Academy of Information Technology - Cybersecurity

### CYBERSECURITY I

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

**Grades: 9-10**

**Prerequisites: Enrollment in MERIT Academy**

**Course Fee: \$40**

### CYBERSECURITY II (beginning 2020-2021)

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

**Grade: 10-11**

**Prerequisites: Enrollment in MERIT Academy and Cybersecurity I**

**Course Fee: \$40**

### CYBERSECURITY III (beginning 2021-2022)

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

**Grade: 11-12**

**Prerequisites: Enrollment in MERIT Academy and Cybersecurity II**

**Course Fee: \$40**

## **CYBERSECURITY ADVANCED STUDIES (beginning 2022-2023)**

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

**Grade: 11-12**

**Prerequisites: Enrollment in MERIT Academy and Cybersecurity III**

**Course Fee: \$40**

## **Academy of Manufacturing Technology**

### **MANUFACTURING TECHNOLOGY I**

This one-year course provides students with an introduction to the various forms of energy conversion and power application mechanisms. Areas of emphasis include use of tools, safety, equipment operation, safety practices, precision measurement, and electrical-test equipment. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Grade: 9**

**Prerequisites: Enrollment in MERIT Academy**

**Course Fee: \$40**

### **MANUFACTURING TECHNOLOGY II**

This one-year course provides students with an introduction to the various forms of energy conversion and power application mechanisms. Areas of emphasis include use of tools, safety, equipment operation, safety practices, precision measurement, and electrical-test equipment. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Grade: 10**

**Prerequisites: Enrollment in MERIT Academy and Manufacturing Technology I**

**Course Fee: \$40**

### **MANUFACTURING TECHNOLOGY III**

This one-year course is designed for students who have successfully completed Manufacturing Technologies I and II. Areas of emphasis include spatial reasoning, 3D modeling, additive/subtractive manufacturing processes, joining/fastening processes, and instrumentation principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Grade: 11**

**Prerequisites: Enrollment in MERIT Academy and Manufacturing Technology II**

**Course Fee: \$40**

### **MANUFACTURING TECHNOLOGY III LAB**

This one-year course is designed for students who have successfully completed Manufacturing Technologies I. Areas of emphasis include spatial reasoning, 3D modeling, additive/subtractive manufacturing processes, joining/fastening processes, and instrumentation principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Grades: 11-12**

**Prerequisites:** Enrollment in MERIT Academy and Concurrent Enrollment in Manufacturing III and/or teacher recommendation

**Course Fee: \$40**

### **MANUFACTURING TECHNOLOGY ADVANCED STUDIES**

This one-year course provides students who have achieved all content standards in Manufacturing Technologies 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 includes 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.

**Grades: 12**

**Prerequisites:** Enrollment in MERIT Academy and Manufacturing III

**Course Fee: \$40**

## **Academy of Health Information Management**

### **HEALTH SCIENCE I**

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

**Grades: 9-10**

**Prerequisites:** Enrollment in MERIT Academy

**Fee: \$40**

### **HEALTH INFORMATION MANAGEMENT I (beginning 2020-2021)**

This one-year course provides students who have successfully completed Health Science I an opportunity to develop the skills necessary to become successful users of computerized healthcare account management systems. Areas of study include understanding the responsibilities of a medical office staff, utilizing data management with various software programs, creating and processing insurance claim forms, diagnosis codes and treatment procedures, and clinical terminology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and industry standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Grades: 10-11**

**Prerequisites:** Enrollment in MERIT Academy and Health Science I

**Fee: \$40**

### **HEALTH INFORMATION MANAGEMENT II (beginning 2021-2022)**

This one-year course provides students who have successfully completed Health Information Management I with the skills and knowledge to work in a healthcare office. Areas of emphasis are HIPAA and legal ethics, advanced records management including EMR software programs, management of patient records, health informatics, revenue cycle and federal regulations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and industry standard equipment is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Grades: 11-12**

**Prerequisites:** Enrollment in MERIT Academy and Health Information I

**Fee: \$40**

### **HEALTH INFORMATION MANAGEMENT ADVANCED STUDIES (beginning 2022-2023)**

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

**Grades: 11-12**

**Prerequisites:** Enrollment in MERIT Academy and Health Information II

**Fee: \$40**

## **Academy of Automation Technology (Robotics)**

### **AUTOMATION TECHNOLOGY I (ROBOTICS I)**

This course introduces students to the fundamentals of automation technologies. Areas of emphasis include lab safety, the engineering design process, power systems, basic automation systems, and basic automation control devices.

**Grades: 9-10**

**Prerequisites:** Enrollment in MERIT Academy

**Fee: \$40**

### **AUTOMATION TECHNOLOGY II (ROBOTICS II) (beginning 2020-2021)**

This course is a continuation of Automation Technology I. This course provides intermediate automation technology students the ability to further their skills and knowledge levels. Areas of study focus on the integration of mechanical, electrical, hydraulic and robotic systems. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**Grades: 10-11**

**Prerequisites:** Enrollment in MERIT Academy and Automation Technology I

**Fee: \$40**

### **AUTOMATION TECHNOLOGY III (ROBOTICS III) (beginning 2021-2022)**

This course is a continuation of Automation Technology I. This course provides intermediate automation technology students the ability to further their skills and knowledge levels. Areas of study focus on the integration of mechanical, electrical, hydraulic and robotic systems. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**Grades: 11-12**

**Prerequisites:** Enrollment in MERIT Academy and Automation Technology II

**Fee: \$40**

**AUTOMATION TECHNOLOGY ADVANCED STUDIES (ROBOTICS AS) (beginning 2022-2023)**

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various workbased learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

**Grades: 12**

**Prerequisites: Enrollment in MERIT Academy and Automation Technology III**

**Fee: \$40**

**STEM ROBOTICS**

This one-year STEM (Science, Technology, Engineering, and Mathematics) focused course is designed to provide a hands-on approach to basic engineering concepts in robotic technologies. Areas of emphasis include the development of robotics as an influence on manufacturing and society, computer science concepts, and an introduction to engineering with cross-curricular references to mathematics and science. Instruction will incorporate appropriate safety practices and integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**

# VISUAL ARTS

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

**NOTE: Successful completion is a “C” or better.**

## ART I

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

**Grades: 9-12**

**Prerequisites: None**

**Course Fee: \$40**

## CERAMICS I

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

**Grades: 9-12**

**Prerequisites: None**

**Course Fee: \$40**

## CERAMICS II

This one-year advanced course is designed to build upon the experience in three-dimensional design as it applies to ceramics. Students will refine hand building methods and learn or expand wheel techniques. Surface decoration, vocabulary development, studio participation and safety, historical appreciation, aesthetics and critique are to be continued in this course. This course will fulfill one elective credit required for high school graduation.

**Grades: 10-12**

**Prerequisites: Successful completion of Ceramics I**

**Course Fee: \$40**

## CERAMICS III

This one-year advanced course is designed to follow Ceramics I and II and will build upon knowledge of three-dimensional design specific to ceramic arts. In this advanced class a student will further develop hand-building or wheel throwing skills or a combination of both. Vocabulary development, exploration of advanced surface decoration, the use of a variety of firing methods and communication of artistic ideas will be emphasized. Students will analyze and discuss their work and the work of others and will be required to exhibit their work. 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 either one elective credit or one Arts/Humanities credit required for high school graduation.

**Grades: 11-12**

**Prerequisites: Successful completion of Ceramics II**

**Course Fee: \$40**

## **DRAWING I**

This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and 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.

**Grades: 9-12**

**Prerequisites: None (Art I recommended)**

**Course Fee: \$40**

## **DRAWING II**

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

**Grades: 9-12**

**Prerequisites: Successful completion of Drawing I**

**Course Fee: \$40**

## **PAINTING I**

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.

**Grades: 9-12**

**Prerequisites: None (Art I recommended)**

**Course Fee: \$40**

## **PAINTING II**

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.

**Grade: 10-12**

**Prerequisites: Successful completion of Painting I**

**Course Fee: \$40**



## AP STUDIO ART 2-D

This one-year course facilitates highly motivated students in the creation of 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 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 highest quality are physically mailed for the *Quality* section. 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/studio2D>. 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. **Students are expected to submit an AP portfolio.**

**Grade: 11-12**

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

**Course Fee: \$40**

## AP STUDIO ART 3-D

This one-year course facilitates highly motivated students in the creation of 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 outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.com/studio3D>. 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. **Students are expected to submit an AP portfolio.**

**Grade: 11-12**

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

**Course Fee: \$40**

## AP STUDIO ART DRAWING

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. **Students are expected to submit an AP portfolio.**

**Grade: 11-12**

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

**Course Fee: \$40**



## FOREIGN LANGUAGE

Spanish*	French
Spanish I Spanish II Honors Spanish III Honors AP Spanish Language and Culture (Virtual Course)	French I French II Honors French III Honors AP French Language and Culture
<p><b>*Credit by Exam (CBE) tests are offered by the school in the fall for Spanish I and Spanish II. Native Spanish speakers should see their counselors to sign up for Spanish Credit by Exam tests.</b></p>	

**NOTE: Successful completion is a “C” or better.**

### FRENCH I

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

**Grades: 9-12**

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

### FRENCH II HONORS

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

**Grade: 9-12**

**Prerequisites: Successful completion of French I or teacher recommendation**

## **FRENCH III HONORS**

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

**Grades: 9-12**

**Prerequisites: Successful completion of French II Honors or teacher recommendation**

## **AP FRENCH LANGUAGE AND CULTURE**

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

**Grade: 11-12**

**Prerequisites: Successful completion of French III Honors or teacher recommendation**

## **SPANISH I**

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

**Grades: 9-12**

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

## **SPANISH II HONORS**

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

**Grades: 9-12**

**Prerequisites: Successful completion of Spanish I or teacher recommendation**

## **SPANISH III HONORS**

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

**Grades: 10-12**

**Prerequisites: Successful completion of Spanish II Honors or teacher recommendation**

## **AP SPANISH LANGUAGE AND CULTURE**

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

**Grade: 11-12**

**Prerequisites: Successful completion of Spanish III Honors or teacher recommendation**

## PERFORMING ARTS

<b>Band</b>	<b>Guitar</b>
Marching Band Advanced Band Jazz band Percussion Ensemble Rhythmic Precision	Beginning Guitar Intermediate Guitar Advanced Guitar
<b>Orchestra</b>	<b>Choir</b>
Beginning Orchestra Advanced Orchestra	Beginning Choir Advanced Choir
<b>Mariachi</b>	<b>General Classes</b>
Mariachi Ensemble I Mariachi Ensemble II	Film Studies Music Appreciation
<b>Theater</b>	
Theater I Theater II Theater III Theater IV	Tech Theater I Tech Theater II Tech Theater III Tech Theater IV

**Successful completion is a C or better.**

### Band

#### **MARCHING BAND**

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

**Grades: 9-12**

**Prerequisite: Concurrent enrollment in Advanced Band**

**Course Fee: \$40**

#### **ADVANCED BAND**

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

**Grades: 9-12**

**Prerequisite: Concurrent enrollment in Marching Band**

**Course Fee: \$40**

### **RHYTHMIC PRECISION (COLOR GUARD)**

This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation.

**Grade: 9-12**

**Prerequisite: None**

**Course Fee: \$40**

### **JAZZ BAND I**

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.

**Grade: 9-12**

**Prerequisite: Current enrollment in Marching and Advanced Bands and have 2 years previous band experience at the middle or high school level and/or teacher recommendation**

**Course Fee: \$40**

### **PERCUSSION ENSEMBLE**

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

**Grade: 9-12**

**Prerequisite: Concurrent enrollment in Marching Band**

**Course Fee: \$40**

## **Guitar and Mariachi**

### **BEGINNING GUITAR**

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.

**Grades: 9-12**

**Prerequisites: None**

**Course Fee: \$40**

## **INTERMEDIATE GUITAR**

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. 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.

**Grade 9-12**

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

**Course Fee \$40**

## **ADVANCED GUITAR**

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.

**Grades: 10-12**

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

**Course Fee \$40**

## **MARIACHI ENSEMBLE I**

This one-year course is designed for the purpose of allowing students to perform in an ensemble which has a selected membership and which specializes in performing beginning level Mariachi ensemble literature. Students will earn an arts/humanities credit required for high school graduation and may be repeated for credit.

**Grades: 9-12**

**Prerequisites: None**

**Course Fee \$40**

## **MARIACHI ENSEMBLE II**

This one-year Mariachi Ensemble II course is offered for the purpose of allowing students to perform in an ensemble which has a selected membership and which specializes in performing beginning level Mariachi ensemble literature. This course will fulfill one elective credit required for high school graduation.

**Grades: 9-12**

**Prerequisites: None**

**Course Fee \$40**

## **Orchestra**

### **INTERMEDIATE ORCHESTRA**

This one-year course is designed for students who have developed skills beyond those outlined and described in the Middle School Orchestra Syllabus. It includes further development of those skills necessary to become independent as a musician. The course emphasizes the place of string music in the students' musical heritage and the development in style, articulation, dynamics, rhythmic patterns, and tone throughout history. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on participating in a variety of performing experiences. This course may be repeated for credit. This course will fulfill the one arts/ humanities credit required for graduation.

**Grades: 9-12**

**Prerequisites:** Previous Orchestra experience and/or teacher recommendation/audition

**Fee: \$40**

### **ADVANCED ORCHESTRA**

This one-year course designed for students who have developed skills beyond those outlined and described in the Junior High School String Music Procedural Guide. It includes further development of those skills necessary to become independent as musicians. The course emphasizes the place of string music in Western musical heritage, style development, articulation, dynamics, rhythmic patterns, and tone throughout history. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit required for graduation.

**Grades: 9-12**

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

**Fee: \$40**

## **Choir**

### **BEGINNING CHOIR**

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

**Grades: 9-12**

**Prerequisites:** None

**Fee: \$40**

### **ADVANCED CHOIR**

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

**Grades: 9-12**

**Prerequisites:** None

**Fee: \$40**



## Theater

### THEATRE I

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.

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**

### THEATRE II

This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who participated in an approved equivalent school or community theatre oriented experience. 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.

**Grades: 10-12**

**Prerequisites: Successful completion of Theatre I or teacher recommendation**

**Fee: \$40**

### THEATRE III

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.

**Grades: 11-12**

**Prerequisites: Successful completion of Theatre II or teacher recommendation**

**Fee: \$40**

### THEATRE IV

This one-year course is designed for students who have successfully completed the appropriate Theatre III course or who have participated in an approved equivalent school or community theatre oriented experience. 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.

**Grades: 11-12**

**Prerequisites: Successful completion of Theatre III or teacher recommendation**

**Fee: \$40**

### TECHNICAL THEATRE I

This one-year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**



## **TECHNICAL THEATRE II**

This one-year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

**Grades: 10-12**

**Prerequisites:** Successful completion of Tech Theatre I or teacher recommendation

**Fee: \$40**

**TECHNICAL THEATRE III** This one-year course is designed for students who have successfully completed Technical Theatre II. Students will design, construct, and apply theatre production skills for all school productions. Students will assume leadership responsibilities for all school plays, musicals, and other theatre related performances. The prerequisite for this course is successful completion of Technical Theatre II, and teacher approval. This course will fulfill one art/humanities elective credit toward high school graduation.

**Grades: 11-12**

**Prerequisites:** Successful completion of Tech Theatre II or teacher recommendation

**Fee: \$40**

## **TECHNICAL THEATRE IV**

This one-year course is designed for students who have successfully completed Technical Theatre III. This is a course designed to further stagecraft skills in several areas, including scenic design, theatrical business, and construction techniques in a laboratory setting. Scenery, lighting, costumes, props, stage management, publicity, theatre business and sound will be explored. Students will be expected to work independently on advanced technical theatre projects and consult with their supervising teacher for guidance. Students will assume leadership and management responsibilities in preparation for post-secondary education and use in the work force. The appropriate use of technology is an integral part of this course. This course fulfills one of the arts and humanities requirements for graduation.

**Grade: 12**

**Prerequisites:** Successful completion of Tech Theatre III or teacher recommendation

**Fee: \$40**

## **General Courses**

### **MUSIC APPRECIATION**

This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. This course will fulfill either the one arts/humanities credit required for graduation or one elective credit.

**Grades: 9-12**

**Prerequisites: None**

### **FILM STUDIES**

In this one-year course, students study the development of the American film as an art form and a social phenomenon. The course surveys century genres, eras, trends, directors, studios and moguls. Students will focus on the techniques of acting as they apply to the electronic and film media. Class work will focus on class discussion and criticism of various films. This course will fulfill either the on arts/humanities credit or one of the elective credits required for graduation.

**Grades: 9-12**

**Prerequisites: None**

## CAREER AND TECHNICAL EDUCATION

<p style="text-align: center;"><b>Video Production</b></p> <p>Video Production I Video Production II Video Production III Video Production AS</p>	<p style="text-align: center;"><b>Information Technology</b></p> <p>Principles of Computer Science AP</p> <p>Graphic Design I Graphic Design II Graphic Design III Graphic Design AS</p> <p>Web Design I Web Design II</p>
<p style="text-align: center;"><b>Culinary Arts</b></p> <p>Culinary Arts I Culinary Arts II Culinary Arts III Culinary Arts AS</p>	<p style="text-align: center;"><b>Photography</b></p> <p>Photography I Photography II Photography III Photography AS</p>
<p style="text-align: center;"><b>Robotics</b></p> <p>STEM Robotics</p>	

**Successful completion for an industry recognized credential is a B or better.**

### Information Technology

**Principles of Computer Science AP** - 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 either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

**Grades: 9-12**

**Prerequisites: None**

**Fee: None**

## **GRAPHIC DESIGN I**

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

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**

## **GRAPHIC DESIGN II**

This one-year course builds on the skills and knowledge acquired in Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. Instructional practices incorporate integration of diversity awareness including appreciation 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.

**Grades: 10-12**

**Prerequisites: Successful completion of Graphic Design I**

**Fee: \$40**

## **GRAPHIC DESIGN III**

This one-year course builds on the skills and knowledge acquired in Graphics Design II. Students create projects simulating challenges found in the design industry. Instructional practices incorporate integration of diversity awareness including appreciation 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.

**Grades: 11-12**

**Prerequisites: Successful completion of Graphic Design II**

**Fee: \$40**

## **GRAPHIC DESIGN Advanced Studies**

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

**Grade: 12**

**Prerequisites: Successful completion of Graphic Design III**

**Fee: \$40**

## **WEB DESIGN AND DEVELOPMENT I**

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.

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**

## **WEB DESIGN AND DEVELOPMENT II**

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.

**Grades: 10-12**

**Prerequisites: Successful completion of Web Design I**

**Fee: \$40**

## **Video Production**

### **VIDEO PRODUCTION I**

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

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**

### **VIDEO PRODUCTION II**

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

**Grades: 10-12**

**Prerequisites: Successful completion of Video Production I**

**Fee: \$40**

### **VIDEO PRODUCTION III**

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

**Grades: 11-12**

**Prerequisites: Successful completion of Video Production II**

**Fee: \$40**

## **VIDEO PRODUCTION ADVANCED STUDIES**

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

**Grades: 11-12**

**Prerequisites: Successful completion of Video Production III**

**Fee: \$40**

## **Photography**

### **PHOTOGRAPHY I**

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.

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**

### **PHOTOGRAPHY II**

This one-year course builds on the skills and knowledge acquired in Photography I. Students gain experience in the advanced principles of commercial photography as well as create and exhibit photographic work. Instructional practices incorporate integration of diversity awareness including appreciation 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.

**Grades: 10-12**

**Prerequisites: Successful completion of Photography I**

**Fee: \$40**

### **PHOTOGRAPHY III**

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.

**Grades: 11-12**

**Prerequisites: Successful completion of Photography III**

**Fee: \$40**

**PHOTOGRAPHY ADVANCED STUDIES** - 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.

**Grade: 12**

**Prerequisites: Successful completion of Photography III**

**Fee: \$40**

## **CULINARY**

### **CULINARY ARTS I**

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

**Grades: 9-12**

**Prerequisites: None**

**Fee: \$40**

### **CULINARY ARTS II**

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

**Grades: 10-12**

**Prerequisites: Successful completion of Culinary Arts I**

**Fee: \$40**

### **CULINARY ARTS III**

This one-year course provides students who have successfully completed Culinary Arts II with the principles and techniques of food preparation. Students acquire advanced skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability 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.

**Grades: 11-12**

**Prerequisites: Successful completion of Culinary Arts II**

**Fee: \$40**

## **CULINARY ARTS ADVANCED STUDIES**

This one-year course provides students who have achieved all content standards in Culinary Arts 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.

**Grade: 12**

**Prerequisites: Successful completion of Culinary Arts III**

**Fee: \$40**

## ACADEMIC SERVICES

### **Applied Office Practice**

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

**Grades: 11-12**

**Prerequisite:** See counselor for requirements

### **Student Aide**

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.

**Grades: 11-12**

**Prerequisite:** See counselor for requirements



## STUDENT SUPPORT SERVICES & CLASS OFFERINGS

**The mission of the Student Support Services Division of the Clark County School District is to ensure the educational, intellectual, social/emotional, and vocational development of exceptional students to enable them to participate in and be productive members of society.**

Cimarron-Memorial High School maintains the standards consistent with the Individuals with Disabilities Education Act (IDEA). Support services are provided in the least restrictive environment. An Individual Education Program Team, which actively involves the parent and student, works together to establish and maintain the most appropriate Individual Education Program (IEP) for each student. The student's schedule is developed from the IEP. Full continuum of educational services are provided to students with disabilities within the Clark County School District.

The Clark County School District and Cimarron-Memorial High School offer two diploma options. The IEP Team, with parent involvement, selects the appropriate course of study leading to program completion that will result in one of the following diploma options:

### Regular High School Diploma

- a. Upon completion of a minimum of twenty-two and half (22 1/2) units including the required areas of study.
- b. Upon successful completion of current testing requirements (ACT) with accommodations in testing administration as needed.

### Adjusted High School Diploma

- a. Upon completion of a minimum of twenty-two and a half (22 1/2) units and/or fulfillment of the student's IEP in adjusted and/or regular courses.
- b. The IEP Team may elect to exempt the required areas of study and prescribe an appropriate curriculum.

Selection of the graduation option is an important part of the IEP process. When the IEP Team selects an Option 1 diploma, students must take the subjects outlined by the State of Nevada and participate in necessary assessments. An Option 2 diploma allows for more flexibility in class selection and can prepare the non-college bound student for the world of work by allowing him/her to take additional vocational classes.

At Cimarron-Memorial High School, the cooperative TEAM teaching model is used as an alternative approach to the delivery of special education services for students in the least restrictive environment. The primary goal of the cooperative TEAM teaching model is to meet the needs of students who are eligible for special education services and who's IEP includes placement in general education courses with support. A special education teacher provides direct assistance with techniques and accommodations appropriate for the general education classroom. Cooperative TEAM teaching is intended to provide direct support to students transitioning from special education classes to a general education placement.

## Resource

Resource classes are designed for students who, due to a learning disability would benefit from smaller classes and modified curriculum. The following resource classes are available for students who meet the criteria (per the IEP team):

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>
English I Principles of Algebra	English II Principles of Geometry
<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
English III Personal Finance 1	English IV Personal Finance 2
<b>Resource Electives</b>	
Reading APP Study Skills	Social Living

## Specialized (Self-Contained) Programs

Cimarron-Memorial houses nine specialized programs which serve a variety of populations:

- |   |  |
|---|--|
| 2 Mentally Challenged-Specialized (MCS) | 3 Autism                                   |
| 3 Specialized-Learning Disabled (SLD)   | 1 Specialized-Emotionally Challenged (SEC) |

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. The following are general courses of study. The IEP team will determine each student's schedule.

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>
English I Math 1 Principles of Biology Reading APP PE Elective	English II Math 2 Principles of Geoscience The Study of World History PE Elective
<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
English III Personal Finance 1 The Study of US History Elective Elective Elective	English IV Personal Finance 2 The Study of US Government Elective Elective Elective
<b>Specialized Electives</b>	
Reading APP Study Skills Personality Development Career Exploration	Social Living Pre-Vocational Skills Health Applied