



NEVADA LEARNING
ACADEMY
— AT CCSD —

2021-2022
Secondary Course Catalog
& Registration Guide

Welcome

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

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

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

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

Andrea M. Connolly

Principal



NON-DISCRIMINATION LANGUAGE

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

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NVLA Enrollment Pathways

FULL-TIME STUDENTS

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

PART-TIME STUDENTS

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

CREDIT-BY-EXAM

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

NVLA Course Options

NVLA TEACHER-LED COURSES

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

Teacher-led online courses are best for students who:

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

Time Expectations

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

CREDIT-BY-EXAM (CBE)

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

Credit by Exam is best for students who:

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

COURSES AVAILABLE FOR CBE

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

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

Social Studies: US Government, US History, World History

Foreign Language (CCSD): Spanish I, Spanish II

Computers: Introduction to Computers

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

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

SCHEDULING FOR CBE

Students must see their home school counselor to schedule a CBE. Students will take the test virtually using HonorLock proctoring service. All CBE exams start promptly at 9:00 a.m.

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

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

COSTS FOR CBE

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

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

Students Expectations

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

Tips for Success in Online Courses

What to do in Your First Week of an Online Class

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

*Credit: Adapted from the College of Southern Maryland,

NVLA POLICIES & PROCEDURES

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

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

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

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

NOTE: Not all courses listed in this course catalog/registration guide will necessarily be offered during the 2021-2022 school year.

SCHEDULING POLICIES

REQUIRED HIGH SCHOOL STUDENT CASELOAD

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

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

Twelfth grade students must be enrolled in four classes per day.

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

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

FULL-TIME STUDENTS

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

PART-TIME STUDENTS

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

PREREQUISITES

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

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

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

COURSE CHALLENGES

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

DUPLICATE COURSES – REPEATING COURSES

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

SCHEDULE CHANGE POLICY

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

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

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

DROPPING A COURSE AFTER THE 18TH DAY OF THE SEMESTER

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

TESTING PROGRAM

All full time NVLA juniors must participate in taking the ACT with writing. ACT results indicate a student's readiness for college and career and the scores can be sent to a student's college of choice for admissions purposes. Only students that receive a diploma will be allowed to walk at graduation. Information outlining testing for college is found in the Preparing for College section of this catalog. Select mathematics and English courses may have a required End of Course final exam to be taken at the NVLA campus.

ATTENDANCE

ABSENCES - DEFINED

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

NOTES FOR ABSENCES

In accordance with Nevada Law and CCSD Regulation 5113, if a student is absent from school, then a note explaining the reason for the absence with a parent/guardian signature, must be submitted to the Attendance Clerk. Notes may be hand-delivered to the NVLA attendance office, scanned the attachment or take a picture and email it to 0633-attendance@nv.ccsd.net or faxed to 702-799-0704, marked "Attention: Attendance Office". Students have until Monday of the following week that they are absent to submit their note. *Telephone calls will not be accepted.* Student absences will be considered excused if the absence is for student illness, medical or legal appointments, or family emergencies. If an acceptable explanation of the absence is not provided, the absence is unapproved and will be deemed truancy. Students who are found to be truant will be issued a truancy notice. If questions arise regarding attendance procedures, the student is to contact the Attendance Clerk between the hours of 8:00 a.m. and 3:30 p.m. at 702-855-8435 ext. 4038.

CRITERIA FOR APPROVED ABSENCES

Required components of an absence note include:

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

PREARRANGED ABSENCES

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

EXCUSED AND UNEXCUSED ABSENCES

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

1. **Excused:** Absences for causes over which the student and parent/guardian had no control and absences for causes which are acceptable to the principal. An excused absence, as defined by this regulation, shall include those of the following nature: caused by illness, court appearances, religious holidays, and an emergency outside the control of the student or students' family, or a prearranged absence (which will be limited to 10 days of the semester). Students have until Monday of the following week to submit a **User Support Help Desk** ticket available on the NVLA website at nvlearningacademy.net/support, hand delivering the note to attendance clerk at the NVLA campus, or faxing the note to 702-799-0704 , "Attention: Attendance Office". *Telephone calls will not be accepted.*
2. **Unexcused/Tuant:** Absences for educationally unacceptable causes, absences for which the reason has not been determined, or absences for reasons other than those of the type listed above, will be classified as unexcused and may be identified as truancy. Truancy shall be defined as an absence resulting from the parent's/guardian's failure or refusal to require a student's attendance for educationally unacceptable reasons; the student's failure or refusal to attend school when so directed by the parent/guardian or school official; or the student's absence without official permission from school. The Nevada Revised Statutes does not distinguish between truancy resulting from an action of the student and that of the parent/guardian.

RESPONSIBILITY FOR WORK MISSED DURING ABSENCES

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

ATTENDANCE PROGRESSIVE DISCIPLINE POLICY FOR ALL STUDENTS

- Absence #1** – 1st truancy letter mailed to student/parent with contact from teacher regarding absence.
- Absence #2** – 2nd truancy letter mailed to student/parent with contact from teacher regarding absence. RPC with counselor to Review signed attendance contract.
- Absence #3** – 3rd truancy letter mailed to student/parent with contact from teacher regarding absence. RPC with Assistant Principal. Student placed on probation.
- Continued Truancy** – 4th truancy letter mailed to student/parent with contact from the teacher. Required parent Conference with the Assistant Principal to discuss a change of placement where the student can be more successful.

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

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

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

Nevada Department of Education Code of Honor

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

What is cheating?

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

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

What is plagiarism?

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

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

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

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

MIDDLE SCHOOL COURSE CATALOG

COURSE REQUIREMENTS

6th Grade	7th Grade	8th Grade
English	English	English
Mathematics	Mathematics	Mathematics
Science	Science	Science
Computer Science and Applications	History and Geography 7	History and Geography 8
Elective	Elective	Physical Education / Health
		Elective

INDIVIDUALIZED ACADEMIC EDUCATION PLAN (IDEA)

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

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

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

DIVERSITY AWARENESS

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

TECHNOLOGY

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

MS CORE CURRICULUM

ENGLISH

English Language Arts 6 – Block

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

Prerequisites: None

English Language Arts 6 Accelerated – Block

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. This course fulfills the sixth- grade English requirement and the sixth-grade reading requirement for promotion.

Prerequisites: None

English Language Arts 7 – Block

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

Prerequisites: None

English Language Arts 7 Accelerated – Block

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

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

English Language Arts 8

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the eighth grade English requirement.

Prerequisites: None

English Language Arts 8 Accelerated

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. This course fulfills the eighth grade English requirement.

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

MATHEMATICS

	Mathematics	Accelerated	High School Credit
6 th Grade	Mathematics 6	Mathematics 6 Accelerated	
7 th Grade	Mathematics 7	Mathematics 7 Accelerated Pre-Algebra 8	Algebra
8 th Grade	Pre-Algebra 8	Pre-Algebra 8	Algebra Geometry Honors

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

Mathematics 6

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

Prerequisites: None

Mathematics 6 – Accelerated

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

Prerequisites: B or higher in 5th grade math

Mathematics 7

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

Prerequisites: Successful completion of Mathematics 6

Mathematics 7 – Accelerated

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

Prerequisites: B or higher in Mathematics 6

Pre-Algebra 8

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two-

and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course fulfills the mathematics requirement for eighth-grade students

Prerequisites 7th Grade: "B" or higher in Math Accelerated 6

Prerequisites 8th Grade: Successful completion of Mathematics 7 or Mathematics 7 Accelerated

Algebra High School Credit

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Prerequisites 7th Grade: "B" or higher in Math 6 Accelerated

Prerequisites 8th Grade: "B" or higher in Math 7 Accelerated

Geometry Honors High School Credit

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

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

SCIENCE

Science 6

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

Prerequisites: None

Science 7

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

Prerequisites: Successful completion of Science 6

Science 8

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

Prerequisites: Successful completion of Science 7

SOCIAL STUDIES

History and Geography 7

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

Prerequisites: None

History and Geography 7 Accelerated

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections

between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course is distinguished from History and Geography 7 by instructional pacing and delivery of advanced content. This is a required course for all seventh grade students.

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

History and Geography 8

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

Prerequisites: None

History and Geography 8 Accelerated

This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course is distinguished from History and Geography 8 by instructional pacing and delivery of advanced content. This is a required course for all eighth grade students.

Prerequisites: B or higher in previous year's social studies

PHYSICAL EDUCATION AND HEALTH

Physical Education 6

This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. This course fulfills the physical education requirement for sixth-grade students.

Prerequisites: None

Physical Education 7

This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. This course fulfills the physical education requirement for seventh-grade students.

Prerequisites: None

Physical Education 8

This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. This course fulfills the physical education requirement for eighth-grade students.

Prerequisites: None

Health 8

This one-semester course provides students an introduction to the mental, physical, social, emotional, and environmental aspects of human wellness. Goal setting and decision making processes are the foundation of this course. Topics include wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. This course fulfills the health requirement for eighth-grade students. ***There is a non-sex education health course available upon request.***

Prerequisites: None

MS Electives

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

MIDDLE SCHOOL CREDIT

Explorations – Coding (6-8)

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

Prerequisites: None

Beginning Art 6-8

This one-year course develops basic knowledge and skills in visual art techniques through the introduction of a variety of media and subject matter. Various styles and artists are considered within their historical context. Problem solving, creativity, and originality are developed through planning, art making, and reflection. Students learn principles and practices of aesthetics and critique. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. This course will fulfill one elective credit.

Prerequisites: None

Intermediate Art 6-8

This one-year course is for students who have successfully completed beginning art, and will expand skills in visual art techniques through a variety of media and subject matter. Various styles, artists and historical periods will be investigated and demonstrated. Students will continue to develop problem solving skills, creativity and originality through art making and discussion. Students will apply knowledge of principles and practices of aesthetics and critique. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. This course will fulfill one elective credit.

Prerequisites: None

Exploring World Languages - French

Exploring World Languages - Spanish

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

Prerequisites: None

HIGH SCHOOL CREDIT

Computer Science and Applications High School Credit

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

Prerequisites: None

WORLD LANGUAGES

The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The courses provide practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language.

Chinese I

High School Credit

This one-year course is designed to facilitate students' acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

Chinese II Honors

High School Credit

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

Prerequisites: Successful Completion of Chinese I

French I

High School Credit

This one-year course is designed to facilitate students' acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

French II Honors

High School Credit

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

Prerequisites: Successful Completion of French I

Spanish I

High School Credit

This one-year course is designed to facilitate students' acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

Spanish II Honors

High School Credit

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

Prerequisites: Successful Completion of Spanish I

End of Middle School Courses

HIGH SCHOOL COURSE CATALOG

SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at:

<https://ccsd.net/district/calendar/>

GRADUATION REQUIREMENTS

1. Complete coursework designed around your individual goals and the Core Enrollment Expectations
2. Take the ACT with Writing in junior year, at no cost (or take the NAA for Alternative Diploma students)
3. Earn a diploma

CORE ENROLLMENT EXPECTATIONS

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

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

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

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

TESTING

Required: College and Career Readiness Assessment

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

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

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

Optional: ACT National Career Readiness Certificate (NCRC)

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

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

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

Optional: SAT

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

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

Optional: PSAT/NMSQT

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

DIPLOMA TYPES

Clark County School District Diploma Types (in alphabetical order)

	Advanced Diploma	Advanced Honors Diploma		College and Career Ready Diploma ***	Standard Diploma and Alternative Diploma (Cohort of 2021)	Standard Diploma and Alternative Diploma (Cohorts of 2022 and beyond)
		Honors Units	Total Units			
English	4	3	4	4	4	4
Mathematics	4	2	4	4	3	3
Science	3	2	3	3	2	2
Social Studies	3 *	2	3	3 *	2	2
PE	2	-	2	2	2	2
Health	0.5	-	0.5	0.5	0.5	0.5
Computers	0.5	-	0.5	0.5	0.5	0.5
Arts/Hum/CTE	1	-	1	1	1 *	1 *
Flex Credit	-	-		-	-	2 **
Foreign Language	-	1	-	-	-	-
Electives	6	2	6	6	7.5	6
Total	24	12	24	24	22.5	23
GPA	3.25 unweighted	3.25 unweighted		3.25 weighted	-	-

* To satisfy either the Arts/Humanities/CTE state requirement for the standard diploma or the additional social studies requirement for the other diplomas, CCSD students must:

- Pass semesters 1 and 2 of World History, *or*
- Pass semesters 1 and 2 of Geography, *or*
- Pass semester 1 of World History and semester 2 of Geography, *or*
- Pass semester 1 of Geography and semester 2 of World History.

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

*** For the College and Career Ready Diploma, students must:

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

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

GRADE POINT AVERAGE (GPA)

Unweighted GPA: Semester grades are calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0).

Weighted GPA: Bonus Points are added to the Unweighted GPA for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses.

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

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

For the Cohorts of 2021 and beyond, there is no limit to the number of Honors, AP, or IB courses that will receive Bonus Points. This eliminates the previous 4.800 Weighted GPA cap.

SOURCE: CCSD Regulation 5127, NAC 389.6625

VALEDICTORIAN AND SALUTATORIAN

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

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

SOURCE: CCSD Regulation 5127

MATRICULATION

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

SOURCE: CCSD Regulation 5123

ACADEMIC PLANNING

COLLEGE AND CAREER READINESS

Students benefit from comprehensive school counseling programs that include college and career readiness standards. In addition to classroom lessons and family night events, students also meet individually with a school counselor to complete academic plans.

An academic plan is a four-year course plan that is built on a student's individual strengths, weaknesses, interests, and their postsecondary goals.

FOUR-YEAR COURSE PLANS

All ninth-grade students must have an approved four-year academic plan in Infinite Campus.

The academic plan contains all of the planned courses a student will take in high school, and must be aligned to a specific diploma type.

The plan may also include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

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

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

The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study.

If a student does not satisfy all of the requirements in their academic plan, then they are still eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

SOURCES: CCSD Regulation 5127, AB 117

PROGRAMS AND PROGRESS

Graduation Programs: Students are assigned to a graduation program in Infinite Campus to allow students, parents/guardians, and school counselors to track progress towards completing the four-year academic plan and earning a diploma.

Academic Programs: Students are also assigned to additional programs to track progress on other postsecondary readiness goals. Common academic programs include:

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

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

- In the Portal, use the **Progress Report** to monitor progress towards specific Graduation or Academic Programs.
- To view this report in Campus Parent or Student, go to **Academic Plan > Next > Progress Report**.

REQUIRED HIGH SCHOOL ACADEMIC LOAD

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

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

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

SOURCES: NAC 387.345, AB 7

EARLY GRADUATION

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

SCHEDULE CHANGES

To ensure students receive enough instruction to earn credit, schedule changes are not permitted after the first 18 school days of each semester for face-to-face courses.

After the first 18 school days, schedules may only be changed with administrative approval. Exceptions to the above may only be made through administrative channels for unique and unusual circumstances. Distance learning and online coursework (e.g. Apex) allow students to earn credit through digital instruction and are excluded from these schedule change guidelines.

Last Day for Credit in Face-to-Face Instruction for 21-22 School Year

Semester 1: TBD

Semester 2: TBD

EARNING CREDIT

In general, students must complete 60 hours of instruction in a course to earn 0.5 credits at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit.

- **Internal credits** are taken at a CCSD school.
- **External credits** are taken outside of the school district.
 - External credits are limited to 6.0 total credits in high school, and must be pre-approved by the school of full-time enrollment.
 - Dual credit coursework is no longer considered external credit beginning with the 2018-2019 school year.
- **Concurrent credits** are taken when a student attends a CCSD school full-time and earns credit at another school at the same time. Concurrent credits must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

INTERNAL CREDIT

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

High School Credit Taken in Middle School

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

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

Honors, Advanced Placement (AP), and International Baccalaureate (IB)

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

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

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

writing.

SOURCE: CCSD Regulation 5127

Career and Technical Education (CTE)

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

Nevada CTE Program Areas:

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

Dual Credit

A dual credit course is either taken at a local college/university or at a CCSD school where both high school and college credit are earned. Dual credit coursework is no longer considered external credit beginning with the 2018-2019 school year. There are three (3) ways to earn dual credit listed below. Students should work with their school counselor if they wish to include dual credit courses into their Academic Plans.

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

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

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

To qualify for the CTE College Credit, students must:

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

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

Credit by Exam (CBE)

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

CBE Policies

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

Courses Available for CBE

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

EXTERNAL CREDIT

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

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

Community Service

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

Online/Correspondence Course

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

Educational Travel Credit

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

Enrichment Program

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

Physical Education II Waiver

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

Music Equivalent Credit

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

CONCURRENT CREDIT

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

DUPLICATE COURSEWORK – REPEATING COURSES

Repeatable Courses: Students may take some courses in CCSD that may be repeated more than once for credit. These include certain elective courses, arts/performing arts courses, and some PE elective courses. See your school counselor to learn more about the repeatable courses offered at your school.

Non-Repeatable Courses: A student may choose to retake non-repeatable courses to earn a higher grade. Most core subject courses are non-repeatable, like English, math, science, and social studies. See your school counselor to learn more about retaking non-repeatable courses.

- Students that retake courses for a higher grade will not receive additional credit, but the higher grade will be recorded on the permanent record and the lower grade will be replaced with the repeated course notation: RP.
- A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of “F” will only be removed once. If applicable, all other “F’s” will remain on a transcript.

STUDENT-ATHLETES

PHYSICAL EDUCATION II WAIVER CREDIT

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

Baseball – Varsity, Junior Varsity
Basketball – Varsity, Junior Varsity, B-Team
Bowling – Varsity, B-Team
Cheerleading – Varsity, Junior Varsity, B-Team
Cross Country – Varsity
Dance Group
Drill Team
Flag Football – Varsity, Junior Varsity, B-Team
Football – Varsity, Junior Varsity, B-Team

Golf – Varsity
Marching Band/Flags/Mascots
Soccer – Varsity, Junior Varsity, B-Team
Softball – Varsity, Junior Varsity
Swimming – Varsity
Tennis – Varsity
Track – Varsity
Volleyball – Varsity, Junior Varsity, B-Team
Wrestling – Varsity, Junior Varsity

SOURCE: NAC 389.488

CCSD ATHLETIC ELIGIBILITY REQUIREMENTS

Transfer Rules

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

Age Limitations

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

Physical Examinations

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

Residency Rules

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

Academic Requirements

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

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

NCAA INITIAL ELIGIBILITY REQUIREMENTS

Students that plan to compete in NCAA sports at a Division I college/university need to register with the NCAA Eligibility Center to meet initial eligibility standards.

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

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

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

1. Complete 16 core courses:
 - a. Four years of English
 - b. Three years of math (Algebra 1 or higher)
 - c. Two years of natural/physical science (including one year of lab science if the high school offers it)
 - d. One additional year of English, math or natural/physical science
 - e. Two years of social science
 - f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.
3. Earn at least a 2.300 GPA in core courses.
4. Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale, which balances test score and core-course GPA. Students that have a low test score will need a higher core-course GPA to be eligible. Students that have a low core-course GPA will need a higher test score to be eligible.

SOURCE: <http://www.ncaa.org/student-athletes/play-division-i-sports>

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

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

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

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost

- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

PUBLIC COMMUNITY COLLEGE

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

PRIVATE JUNIOR COLLEGE

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

CONTINUING EDUCATION CLASSES

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

LIFE SKILLS TRAINING PROGRAMS

- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

APPRENTICESHIPS

- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

- Minimal admissions requirement (high school graduation may or may not be required)
- All classes relate to skills needed for jobs in a particular occupational area
- Learn marketable skills

JOB CORPS

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

CITY YEAR AND AMERICORPS

- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience

- <http://www.cityyear.org/>
- <http://www.americorps.gov/>

MILITARY

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

SOURCE: <https://www.heath.gwu.edu/awareness-postsecondary-options>

NEVADA SCHOLARSHIPS

MILLENNIUM SCHOLARSHIP

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

PUBLIC EDUCATION FOUNDATION

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

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

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

NEVADA PROMISE SCHOLARSHIP

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

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of Nevada Learning Academy at CCSD

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

What is cheating?

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

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

What is plagiarism?

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

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

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

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

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

HIGH SCHOOL COURSE OFFERINGS

HONORS AGREEMENT

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

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

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

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

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

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

AP AGREEMENT

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

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

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

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

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

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

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

JUMPSTART CONCURRENT ENROLLMENT PROGRAM

The Jumpstart Concurrent Enrollment Program is a partnership between the Clark County School District and the College of Southern Nevada (CSN) offering qualified junior and senior high school students the opportunity to earn college credits, for a reduced fee prior to high school graduation.

Who can take a CSN dual credit course with NVLA? CSN dual credit courses at NVLA are open to all current junior and senior students wanting to obtain college credit while completing select high school courses.

What are the requirements for enrollment into a CSN dual credit course at NVLA?

- English courses – ACT score of 18 in English or higher
- Math 126 – ACT score between 22-24
- Math 127 – ACT score between 25-27

What is the cost to the student?

ALL Jumpstart courses cost only \$75.50 per course charged by CSN. (Fees subject to change.) Students can enroll in a maximum of four (4) classes per semester.

DIVERSITY AWARENESS

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

TECHNOLOGY

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

HS CORE CURRICULUM

ENGLISH

	English	Honors	Advanced Placement	Dual Enrollment
9 th	English 9	English 9 Honors		
10 th	English 10	English 10 Honors		
11 th	English 11	English 11 Honors	AP English Language & Composition	
12 th	English 12	English 12 Honors	AP English Literature & Composition	ENG 101 ENG 102

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

English 9

This one-year course (Foundations in Composition and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. This course fulfills one of the English credits required for high school graduation.

Prerequisite: None

English 9 Honors

This one-year course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. This course fulfills one of the English credits required for high school graduation.

Prerequisite: None

English 10

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

Prerequisite: Successful completion of English 9

English 10 Honors

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

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

English 11

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

Prerequisite: Successful completion of English 10

English 11 Honors

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

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

English 12

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

Prerequisite: Successful completion of English 11

English 12 Honors

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

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

ADVANCED PLACEMENT COURSES

AP English Language & Composition

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

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

AP English Literature & Composition

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

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

DUAL ENROLLMENT COURSES

CSN/NSC Jumpstart: Composition I, English 101 H

Dual Credit

Designed to strengthen college-level writing skills, with particular attention to audience, purpose, rhetorical situation focusing on the writing process and introducing research. (3 credits)

Prerequisites: A score of 18 or higher in reading and writing on the ACT. English Placement Test or completion of ENG 98 with a grade of C- or better or ESL 139 with a grade of C- or better; and Reading Accuplacer Test score of 86 or above or completion of READ 130 with a grade of C or better.

CSN/NSC Jumpstart: Composition II, English 102 H

Dual Credit

A continuation and an extension of ENG 101 and equivalents with addition to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument. (3 credits)

Prerequisites: Successful completion of ENG 101 with the grade of a C- or higher.

MATHEMATICS

	Mathematics	Honors	Advanced	Dual Enrollment
9 th	Pre-Algebra Algebra	Algebra	Geometry H	
10 th	Algebra Geometry	Geometry H	Algebra II H Pre-Calculus AB H	
11 th	Geometry Algebra II	Algebra II H	Pre-Calculus AB H AP Calculus AB	Math 95 Math 96
12 th	Math of Personal Finance College Readiness Mathematics Algebra II	Pre-Calculus AB H	AP Calculus AB AP Statistics	Math 126 Math 127

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

Algebra

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Prerequisite: C or higher in Pre-Algebra

Algebra II

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Prerequisite: Successful completion of Algebra and Geometry

Algebra II Honors

This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. This course will fulfill one of the mathematics credits required for high school graduation.

Prerequisite: B or higher in both semesters of Geometry

College Readiness Mathematics

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

Prerequisite: Successful completion of Algebra I (both semesters)

Geometry

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

Prerequisite: Successful completion of Algebra I (both semesters)

Geometry Honors

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

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

Pre-Algebra

This one-year course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. *While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA) or the Nevada System of Higher Education (NSHE) core requirements for university admission.*

Prerequisite: None

Pre-Calculus AB Honors

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

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

ADVANCED PLACEMENT COURSES

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. 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 graduation.

Prerequisite: C or higher in Pre-Calculus AB Honors

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. The use of technology, including graphing calculators and computer software, is an integral part of this course.

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

Prerequisite: B or higher in Algebra II

DUAL ENROLLMENT COURSES

CSN/NSC Jumpstart: Elementary Algebra, Math 95

Dual Credit

A course in the fundamental operations of real numbers, solving linear equations in one variable, graphing linear equations in two variables, solving linear systems in two variables, and performing basic operations on polynomials. Intended to provide a basic foundation for future mathematics needed in fields of business, economics, engineering and related fields. Strong background in fractions and positive and negative numbers is highly recommended. A comprehensive, proctored, departmental final exam will be given.

Prerequisites: MATH 093 or MATH 116 with a grade of C or better; or a satisfactory ACT/SAT/Placement Test score.

CSN/NSC Jumpstart: Intermediate Algebra, Math 96

Dual Credit

Topics include factoring polynomials, rational expressions and equations, radical expressions and equations, quadratic equations, graphs and applications. A comprehensive, proctored, departmental final exam will be given.

Prerequisites: MATH 095 with a grade of C or better; or a satisfactory ACT/SAT/Placement Test score.

CSN/NSC Jumpstart: Pre-Calculus I, Math 126

Dual Credit

A rigorous discussion of algebra concepts necessary for calculus is the focal point of this course. Topics include an in-depth investigation of algebraic functions and their graphs and solutions of systems of equations.

Prerequisites: MATH 096 or MATH 097 both with a grade of C or better; or a satisfactory ACT/SAT/Placement Test Score. *Note: This course serves as a prerequisite course for MATH 127 and is essential for students planning to take calculus.*

CSN/NSC Jumpstart: Pre-Calculus II, Math 127

Dual Credit

Topics include an in-depth investigation of trigonometric functions and their graphs, analytic trigonometry, solutions of triangles, vectors, and analytic geometry.

Prerequisites: MATH 126 with a grade of C or better; or a satisfactory ACT/SAT/Placement Test score. *Note: This course is essential for students planning to take calculus.*

SCIENCE

	Science	Honors Track	Advanced Placement	Dual Enrollment
9 th	Biology	Biology Honors	AP Biology AP Chemistry AP Physics I: Algebra-based AP Environmental Science	
10 th	Geoscience or Chemistry	Geoscience Honors Chemistry Honors		
11 th	Geoscience or Chemistry	Physics Honors		BIOL 101
12 th	Physics			

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

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

Biology

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: None

Biology Honors

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: B or higher in ELA & Accelerated

Chemistry

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: Successful Completion of Algebra I

Chemistry Honors

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: B or higher in Algebra I

Geoscience

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. The topics covered in Geoscience include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: Successful completion of Biology

Geoscience Honors

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Geoscience Honors include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Physics

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. The topics covered in Physics include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: Successful Completion of Algebra I and Geometry

Physics Honors

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Physics Honors include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: Concurrent enrollment in Algebra II or higher

ADVANCED PLACEMENT COURSES

AP Biology

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

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

AP Chemistry

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

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

AP Environmental

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

Prerequisite: None

AP Physics I: Algebra-based

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

Prerequisite: B or higher in Algebra I and in 11th grade

DUAL ENROLLMENT COURSES

CSN/NSC Jumpstart Biology 101

Dual Credit

An introduction to biology with emphasis on human concerns. Topics include aspects of organism structure, function, ecology, and evolution which provide a biological perspective for issues facing modern society. Intended to satisfy the lab science general education requirement. (3 credits)

Prerequisites: Junior or Senior Status

SOCIAL STUDIES

	Social Studies	Honors Track	Advanced Placement	Dual Enrollment
10 th	World History	World History H	AP World History	
11 th	U.S. History	U.S. History H	AP U.S. History	HIS 102
12 th	U.S. Govt & Econ	U.S. Govt & Econ H	AP Government	

Effective instruction in social studies incorporates both the disciplinary skills and the content themes, requires historical thinking, robust academic discussions, and engaging writing instruction. _____

World History

This one-year course examines World History from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and processes across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach. This course fulfills the World History/Geography credits required for high school graduation.

Prerequisite: None

World History Honors

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

Prerequisite: B or higher in English 9 Honors

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

Prerequisite: 11th Grade

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. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course fulfills the U.S. History credit required for high school graduation.

Prerequisite: B or higher in World History Honors

U.S. Government and Economics

This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. This course fulfills the U.S. Government credit required for high school graduation.

Prerequisite: 12th Grade

U.S. Government and Economics Honors

This one-year course is a study of United States federal, state, local, and tribal governments as well an overview of Economics. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. This course fulfills the U.S. Government credit required for high school graduation.

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

ADVANCED PLACEMENT

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

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

AP U.S. History

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be used throughout the course. Instructors should refer to the current Advanced Placement course description for examination specifics. This course fulfills one U.S. History credit required for high school graduation.

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

AP U.S. Government & Politics

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This course gives students an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructors should refer to the current Advanced Placement course description for examination specifics. This course fulfills one U.S. Government credit required for high school graduation.

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

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

Prerequisite: None

DUAL ENROLLMENT

CSN/NSC Jumpstart: U.S. History to 1877, History 101

Dual Credit

Elective Credit Only (Some CSN degree pathways require HIST 101 as a prerequisite to entry into the program)

A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877. Satisfies the United States Constitution requirement. Hist 101 and Hist 102 need not be taken in sequence; either class may be taken alone. (3 credits)

Prerequisites: Eng 100 or 101 with a grade of C or better.

CSN/NSC Jumpstart: U.S. History Since 1877, History 102

Dual Credit

Earns 1.0 credit satisfying the U.S. History requirement for graduation.

A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present. Satisfies the Nevada Constitution requirement. Hist 101 and Hist 102 need not be taken in sequence; either class may be taken alone. (3 credits)

Prerequisites: Eng 100 or 101 with a grade of C or better.

PHYSICAL EDUCATION & HEALTH

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

Personal Fitness and Wellness I

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

Prerequisite: None

Personal Fitness and Wellness II

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

Prerequisite: None

Health

This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. The course fulfills the one-half credit of health required for high school graduation.

Prerequisite: None

COMPUTERS / INFORMATION TECHNOLOGY

Computer Science and Technology Concepts

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

Prerequisite: None

Career and Technical Education Electives

All elective offerings are dependent upon enrollment and may be canceled if the minimum enrollment is not met.

HEALTH SCIENCE

	Nursing Assistant
Year 1	Health Science I
Year 2	Health Science II
Year 3	Medical Terminology Occ-Elective (CSN: NURS 130/130C)

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

Prerequisite: None

Health Science II

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

Prerequisite: Health Science I

Medical Terminology

This one semester course is designed for the beginning health care student to learn the vocabulary, knowledge, and skills required for entry into health related occupations. The course helps students understand specialties, pathology, diagnostic, and treatment procedures. The course includes critical thinking exercise scenarios that involve patients and pathology so students can apply their knowledge to the real world. The appropriate use of technology and industry-standard equipment are an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: None

Occupational-Elective: CSN NURS 130 / NURS 130C / NURS 130L (6 credits)

This one-semester course is a dual-enrollment course. Students will be enrolled at the College of Southern Nevada for the [Nursing Assistant](#) open entry skills certificate course. The course is designed for students who have successfully completed Health Science II. Students completing this course and a clinical practicum are eligible to apply independently for the Nevada State Board of Nursing Certifying Exam for Nursing Assistants. Areas of emphasis include, HIPPA laws, patients’ rights, human body systems, medical terminology, prevention and nutritional concepts, and caring for patients with special needs. This course fulfills one-half of the elective credits required for high school graduation.

Prerequisite: CSN ENG 100 or a Accuplacer Reading Placement test score of 56 or higher

INFORMATION TECHNOLOGY

	Graphic Design
Year 1	Graphic Design I
Year 2	Graphic Design II
Year 3	Graphic Design III

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. This course fulfills one elective credit required for high school graduation.

Prerequisite: None

Graphic Design II

This one-year course is designed for students who have successfully completed Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. This course fulfills one of the elective credits required for high school graduation.

Prerequisite: Graphic Design I

Graphic Design III

This one-year course is designed for students who have successfully completed Graphics Design II. Students create projects simulating challenges found in the design industry. This course fulfills one of the elective credits required for HS graduation

Prerequisite: Graphic Design II

HS Electives

COMPUTERS / INFORMATION TECHNOLOGY

AP Computer Science Principles

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. This course fulfills one elective credit required for high school graduation.

Prerequisite: None

PUBLIC SPEAKING / COMMUNICATION

CSN/NSC Jumpstart: Communication 101 - Oral Communication

Dual Credit

Theory and practice in extemporaneous speaking and other prepared speaking experiences. (3 credits)

Prerequisites: None

CSN/NSC Jumpstart: Communication 102 - Introduction to Interpersonal Communication

Dual Credit

Theory and practice in effective interpersonal communication with written and real world applications. Topics may include perception, using verbal and nonverbal symbols, listening, self-disclosure, interpersonal conflict, developing and maintaining relationships. (3 credits)

Prerequisites: ENG 100 or ENG 101

DRIVER EDUCATION

Driver Education

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

Prerequisites: 15 years old

ARTS

Art I

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

Prerequisite: None

AP Music Theory

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

Prerequisite: Prior experience in instrumental or vocal music courses.

CSN/NSC Jumpstart: History of Rock Music, Music 125

Dual Credit

The esthetics and sociology of rock from its origins in rhythm and blues to the rise of Elvis Presley and Rock-a-Billy, Chuck Berry and teenage-rock, Bob Dylan and protest rock, the Beatles and the Rolling Stones, Psychedelic Rock, and Soul. (3 credits)

Prerequisites: None

SOCIAL STUDIES ELECTIVES

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. This course fulfills one elective credit required for high school graduation.

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

Prerequisite: None

CSN/NSC Jumpstart: General Psychology, PSY 101

Dual Credit

Introduction to the principles of psychology, including sensation perception, cognition, learning, physiological psychology, personality, development, pathology, social psychology, methodology, assessment, and history of psychology. (3 credits)

Prerequisites: None

CSN/NSC Jumpstart: U.S. History to 1877, History 101

Dual Credit

(Some CSN degree pathways require HIST 101 as a prerequisite to entry in the program)

A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877. Satisfies the United States Constitution requirement. Hist 101 and Hist 102 need not be taken in sequence; either class may be taken alone. (3 credits)

Prerequisites: Eng 100 or 101 with a grade of C or better.

STUDENT SUPPORT AND LEADERSHIP

College Survival / Exams

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

Prerequisites: None

Career Education

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

Prerequisites: None

Principles of Leadership (Student Council)

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

Prerequisites: None

Freshman Studies

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

Prerequisites: None

Sophomore Studies

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

Prerequisites: None

Junior Studies

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

Prerequisites: None

CSN/NSC Jumpstart: Academic and Life Success ALS 101

Dual Credit

Learn strategies for mastering academic and life success. Course topics include change, goal setting, money, time/priority management; test preparation, note-taking, memory techniques; relationships, communication, listening, wellness, diversity and personal responsibility. (3 credits)

Prerequisites: None

WORLD LANGUAGES

The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The courses provide practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language.

American Sign Language I

This one-year course will emphasize the development of basic skills needed to communicate effectively using American Sign Language. Students will develop receptive and expressive language skills in an interactive approach as well as learn about deaf cultures. This course fulfills one elective credit required for high school graduation.

Prerequisites: None

American Sign Language II H

This one-year course is designed to continue the development of skills needed to communicate effectively using American Sign Language. Skills in American Sign Language will be expanded. Students will communicate in American Sign Language, connect with other disciplines, compare visual-spatial language to spoken and written language, and deepen cultural understandings. This course fulfills one elective credit required for high school graduation.

Prerequisites: Successful Completion of American Sign Language I

American Sign Language III H

This one-year course is designed to continue the development of skills needed to communicate effectively using American Sign Language. Skills in American Sign Language will be expanded. Students will communicate in American Sign Language, connect with other disciplines, compare visual-spatial language to spoken and written language, and deepen cultural understandings. This course fulfills one elective credit required for high school graduation.

Prerequisites: Successful Completion of American Sign Language II

Chinese I

This one-year course is designed to facilitate students' acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

Chinese II Honors

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

Prerequisites: Successful Completion of Chinese I

French I

This one-year course is designed to facilitate students' acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

French II Honors

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

Prerequisites: Successful Completion of French I

French III Honors

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

Prerequisites: Successful Completion of French II Honors

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

Prerequisites: Successful Completion of French III Honors

Spanish I

This one-year course is designed to facilitate students' acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course fulfills one of the elective credits required for high school graduation.

Prerequisites: None

Spanish II Honors

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

Prerequisites: Successful Completion of Spanish I

Spanish III Honors

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

Prerequisites: Successful Completion of Spanish II Honors

AP Spanish Language & Culture

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

Prerequisites: Successful Completion of Spanish III Honors while completing select high school courses.