

SPRING VALLEY HIGH SCHOOL

COURSE CATALOG

2017-2018



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## **MISSION STATEMENTS**

### **Clark County School District Mission Statement**

All students progress in school and graduate prepared to succeed and contribute in a global diverse society.

**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 and provide equal access to the Boy Scouts of America and other designated youth groups.

### **Spring Valley High School Mission Statement**

The Spring Valley High School community is committed to creating a dynamic learning environment that develops critical thinkers, problem solvers, and global citizens who are prepared to succeed in college and life.

**Motto:** "Success with Honor and Spirit"

## **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.*

## **Spring Valley High School Academic Honesty Policy**

### **Philosophy:**

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

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

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

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

### **It is the policy of Spring Valley High School that:**

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

### **The aim of this policy is to:**

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

### **Academic Honesty:**

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

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

### **What constitutes academic dishonesty?**

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

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

### **What constitutes plagiarism?**

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

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

### **How can you be sure you are not plagiarizing?**

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

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

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

**Other Forms of Academic Dishonesty:** Any behavior that gains an unfair advantage for a student or that affects the performance of another student.

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

**Students are responsible for:**

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

**Teachers are responsible for:**

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

**Parents are responsible for:**

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

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

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

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

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

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

### **Acknowledgements**

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

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

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

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

## **THE INTERNATIONAL BACCALAUREATE PROGRAM**

Founded in Geneva, Switzerland in 1968, the International Baccalaureate (IB) is now offered in more than 4000 schools around the world, and is internationally recognized for its excellence. The aim of IB is to develop inquiring, knowledgeable, and caring young people, who are equipped to tackle society's complex challenges and who are committed to creating a better, more peaceful world. IB programs emphasize transportable skills, and problem solving via challenging academic coursework, creative endeavors, and service. The IB Organization promotes the development of schools that:

- Inspire students to ask questions, pursue personal aspirations, set challenging goals, and develop the persistence to achieve those goals
- Develop knowledgeable students who make reasoned, ethical judgments and acquire the flexibility, perseverance, and confidence they need to bring about meaningful change
- Encourage healthy relationships, individual and shared responsibility, and effective teamwork

**Spring Valley High School is currently seeking authorization for the IB Middle Years Program and the IB Diploma Program, and offered IB for the first time to the graduating class of 2020 (incoming freshmen).**

**The IB Middle Years Program (MYP):** The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is for students in grades 6-10. Spring Valley has formed a partnership with Johnson Junior High School to offer all five years of the program, though it is common for students to enter the MYP in 9<sup>th</sup> grade as well. In the final two years of high school, students can choose to enter the IB Diploma Program.

**The IB Diploma Program (DP):** The DP is a curriculum that emphasizes both depth and breadth of knowledge, and is considered the most rigorous academic program available to high school students. The DP is made up of six subject areas including: English, foreign language, individuals and societies, sciences, mathematics, and an IB elective. All six subjects culminate in exams that can earn college credit. The DP also requires students to get involved in the community, the arts, and their own physical well-being through various outlets offered by the school.

### **THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE:**

As IB learners we strive to be:

- **Inquirers** – we are curious, and can learn independently
- **Knowledgeable** – we develop conceptual understanding, and explore a range of disciplines with local and global significance.
- **Thinkers** – we use critical and creative thinking to analyze and take action on complex problems.
- **Communicators** – we express ourselves confidently and respectfully in more than one language.
- **Principled** – we act with integrity and honesty.
- **Open-minded** – we appreciate our own cultures and histories, as well as the values and traditions of others.
- **Caring** – we show empathy, compassion and respect as we interact with the world around us.
- **Risk-takers** – we approach uncertainty with forethought, determination, and resourcefulness.
- **Balanced** – we understand the importance of balancing the intellectual, physical, and emotional aspects of our lives.
- **Reflective** – we thoughtfully consider the world and our own ideas and experience, and seek to understand our strengths and weaknesses.

**PROPOSED INTERNATIONAL BACCALAUREATE MAGNET COURSE SEQUENCE**  
**(tentative)**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9 H MYP	English 10 H MYP	Lang. and Lit. I-IB	Lang. and Lit. I-IB
Human Geography AP/ Arts and Humanities H	World History IB	U.S. History IB	U.S. Government IB
Biology I H MYP	Chemistry I H MYP	Biology II IB, Physics I IB, or Chemistry II IB	Biology III IB, Physics II IB or Chemistry III IB
Geometry H MYP or Algebra I or Algebra II H	Algebra II H MYP or Geometry H MYP Pre-Calculus H AB	Math Studies IB, Mathematics IB, or Algebra II H MYP	Math Studies IB or Mathematics IB
Foreign Lang. I MYP or Foreign Lang. II H MYP	Foreign Lang. II H MYP or Foreign Lang. III-IB	Foreign Lang. III or IV- IB	Foreign Lang. IV or V- IB
Physical Education	Physical Education	IB Elective	IB Elective (if not taken in 11 <sup>th</sup> )
Art or Project Based Learning (Design)	Dance, Orchestra, Theater, Photography, Drawing, Band, etc.	Theory of Knowledge I IB	Theory of Knowledge I IB
Health (if not taken in summer)	Elective	Elective	Elective

\*Unless enrolled in:

Dance  
Orchestra  
Theater/Theater Tech.  
Photography  
Drawing  
Band  
Guitar  
Choir  
Percussion

## **AVID: ADVANCEMENT VIA INDIVIDUAL DETERMINATION**

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. It acts as a catalyst for schools to develop a culture of college readiness for all students across the campus. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. AVID impacts students school wide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content areas.

It is estimated that by the year 2020, two-thirds of all jobs will require some level of postsecondary education. AVID prepares students for 21<sup>st</sup> century careers each day by providing the academic and behavioral skills necessary to succeed in the workplace. Organization, time management, critical thinking, collaboration, and problem-solving are strong components of the AVID System.

Spring Valley High School has been an AVID certified school since 2006, and is currently the first and only AVID National Demonstration School in Nevada. We offer the AVID elective for all high school grade levels, and are currently the largest single organization on campus, with over 500 students enrolled.

*AVID - College & Career Readiness*. N.p., n.d. Web. 06 Jan. 2017.

## **PRE-REGISTRATION GENERAL INFORMATION**

Courses that you select this spring with your Counselor are the courses you will be required to attend during the 2017-2018 school year. Choose your classes carefully. **No schedule change requests will be approved** other than those governed by the following Schedule Change Policy statement. Your schedule will be automatically generated using Infinite Campus and will be based upon your teachers' recommendations, the courses that you choose, and the classes offered by SVHS.

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

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

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

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

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

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

## **ONLINE REGISTRATION**

The CCSD Online Registration System is available in English and Spanish and is required to be completed on line annually. Parents can complete registration at home or at the zoned school. (Parent will need an active personal email account and an activation code from the school prior to registering.) Registration for the Clark County School District is tentatively scheduled to open on April 15, 2017.

**Families with Currently Enrolled Students:** Parents who have children currently enrolled in a CCSD school and finished the 2016-2017 school year with CCSD, will use their Campus Portal account to re-register their children as a returning student at [campusportal.ccsd.net](http://campusportal.ccsd.net).

**Families New to the Clark County School District:** Parents of children new to CCSD can use the [register.CCSD.net](http://register.CCSD.net) link to register their student. If your student left CCSD prior to the end of the 2016-2017 school year, parent will register the student as new to the district. After completing the online registration application, all required documents need to be brought to your child's zoned school and given to the Registrar. (Please see the list of required documents listed on the CCSD website).

## SCHEDULE CHANGE POLICY/COURSE CHALLENGE

### Procedure:

1. Students sign to acknowledge receipt of printouts of COURSE REQUESTS.
2. **Students with course issues must submit a change request form to their appropriate counselor no later than April 3, 2017.**
3. Changes to courses will be addressed based on the following:
  - a. Course no longer offered
  - b. Teacher recommendations
  - c. Student course challenge for a higher level
  - d. Change of elective - Note that requests are NOT guaranteed for electives.

**Please note-** No change requests will be honored for electives once school begins on August 14, 2017. Changes due to extenuating circumstances will only be addressed and must be approved by an administrator.

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

## COURSE FEES

### **CCSD Secondary Course Fees**

Many courses have fees which are necessary to conduct the course appropriately. Fees may be in place for course materials, exams, competitions, travel, performances, and other reasons relating to the integrity of the course. Fees will not be waived. Payment plans are available for most fees. Please see the banker if a payment plan is necessary.

**Governing Policy Regulations: 3232 states** – Monies Collected for the Course Fees and Supplies and 3231.1 Sale of Physical Education Uniforms. (When paying a fee for a course, please specifically indicate to the Banker course the fee covers.)

**Art Courses:** Maximum of \$40.00 fee per year/Semester class \$20

Art	\$40
Ceramics	\$40
Design Crafts	\$40
Drawing	\$40
Painting	\$40
Photo	\$40

### **Auto Technology Courses:**

\$40 fee per course. Additional fees may be charged for upgraded projects.

### **English Elective Course:**

Journalism I & II	\$40 per course
Speech & Debate	\$25 NSDA membership (mandatory) \$6 to \$24 – Tournaments - prices vary (mandatory) \$150 to \$500 – Tournaments (all travel is not mandatory)

### **Health:**

CPR training	\$15 certification
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**Mathematic Courses:** Calculator purchase may be required per course expectations

**Model United Nations:** \$40

### **Performing Art Courses**

Band	\$40 plus \$110 for uniform
Dance	\$40
Guitar	\$40
Orchestra	\$40
Theater	\$40

(additional mandatory fees may occur that are associated with competitions, performances, instruments, etc.)

### **Physical Education:**

Uniform	\$20
Lock fee	\$5

**AP Courses:** A fee for supplemental materials may be required.

## **EARLY GRADUATION**

A junior will be reclassified to senior status AFTER all EOC and ACT tests are taken, Term 2 grades are posted and early grad intent has been confirmed with student and parent through the grade level counselor. **It is calculated based upon the date first entered into the 9th grade. Early graduates must fulfill the graduation requirements of their original cohort year of graduation.**

## **ATTENDANCE REQUIREMENTS**

Regular attendance in school is a necessity if students are to achieve their fullest potential. Parents/Guardians are urged to work with school personnel to resolve issues that may interfere with their student's school attendance. Pursuant to Nevada Revised Statute (NRS) 392.040, students between the ages of 7 and 18 years of age must enroll and attend school for the entire time the school is in session. ALL students enrolled must follow the rules of the school district including those relating to school attendance. The limitation for secondary students with block scheduling is seven (7) unexcused absences per semester. Attendance notes should be turned in to the attendance office (710) which includes an explanation of the absence within 3 days of the absence in order to be excused. Prearranged absences must be requested prior to the absence(s) with a maximum of 10 per school year in order to be approved. These forms are located in the attendance office and make up work must be completed and submitted as required by the teacher.

## **GOVERNOR GUINN 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 at [www.nevadatreasurer.gov](http://www.nevadatreasurer.gov). Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

## **FOUR YEAR COURSE OF STUDY**

Each ninth-grade student must have an approved four-year academic plan. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and Honors courses. The ninth-grade student and his/her 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. For students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade level modifications. The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study. If a student does not satisfy all of the goals set forth in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied. All students at Spring Valley High School attend school on a four period per day block schedule. This means that on "A" day, the day is divided into four 83 minute blocks designated as periods 1, 3, 5, & 7. On "B" day the four blocks are designated periods 2, 4, 6, & 8. This gives students a total of eight classes in their schedule. Below are the typical course options at each grade level. Final course selection should be made in consultation with your counselor and based on your needs, interests, and abilities.

## **NEVADA END OF COURSE ASSESSMENT TRANSITION**

### **Class of 2017**

- Participate in four EOC examinations Math (MA) I, (Algebra) and MA II (Geometry) or Integrated MA I & Integrated MA II and English Language Arts (ELA) (Reading) I and ELA II (Writing)
- Participate in the ACT (College and Career Readiness Assessment)
- Participate in the Grade 10 Science examination
- PASS: Four courses aligned to the EOC examinations

### **Class of 2018:**

- Participate in four EOC examinations Math (MA) I (Algebra) & MA II (Geometry) or Integrated MA I & Integrated MA II, and English Language Arts (ELA) I (Reading) & ELA II (Writing)
- Participate in the ACT College and Career Readiness Assessment)
- Participate in the Grade 10 Science examinations
- Pass: Four courses aligned to the EOC examinations

### **Class of 2019:**

- Participate in four courses aligned to EOC examinations
- Participate in the ACT (College and Career Readiness Assessment)
- Participate in the Grade 10 Science examination
- Pass: Four EOC examinations Math (MA) I (Algebra) & MA II (Geometry) or Integrated MA I a& Integrated MA II, and English Language Arts (ELA) I (Reading) & ELA II (Writing)

### **Class of 2020\*:**

- Participate in four courses aligned to EOC examinations
- Participate in the ACT (College and Career Readiness Assessment)
- Pass: Four EOC examinations Math (MA) I (Algebra) & MA II (Geometry) or Integrated MA I & Integrated MA II, English Language Arts (ELA combined, Reading and Writing) & Science (Life Science)).

Students who took an EOC examination in the 2015 administration and passed the course with which the examine aligned are deemed to have passed that EOC examination based on the Nevada State Board of Education decision on March 17, 2016. Student in cohort 2019 and beyond must pass all remaining EOC assessments not taken in 2015.

Per NDE memo 8/28/15, NDE will continue to provide access to the HSPE to students enrolled as fifth and sixth year seniors and those enrolled in Adult Education programs through the end of the 2017-2018 academic year, and to special education students who are in school until 2020. After July 1, 2018, all student enrolled in Adult Education Programs will need to receive passing scores on four EOC Examinations, prescribed tby the Nevada State Board of Education, to receive a Nevada high school diploma.

\*The ELA EOC examination will be combined into one assessment that will include Reading and Writing in the spring of 2017. The Science EOC examination will be administered in spring of 2017

## Aligned Course to Science Standards EOC Course Codes

Biology 3010  
Biology Honors 30104  
AP Biology 30602  
Adv Biology (Pre-AP) Honors – A.M.S.A.T. 30702  
MYP Biology 3030  
MYP Biology Honors 30304  
Biology II IB 30403  
Biology III B 30503  
\*Science II 3320

\*Will have a name change to Principles of Biology beginning with the 2017-2018 school year.

## Aligned Course to Math I Standards EOC Course Code

Principles of Algebra 2025  
Algebra I 2020  
MYP Algebra I 2050  
Algebra I - A.M.S.A.T. 2040  
Algebra II 2090  
MYP Algebra II 2115  
Algebra II Honors 20904  
MYP Algebra II Honors 21204  
Algebra II Honors - A.M.S.A.T. 21054  
College Preparatory Mathematics 2287  
Pre-calculus AB Honors 21454  
Pre-calculus AB Honors - A.M.S.A.T. 21554  
Pre-calculus BC Honors 21504  
Pre-calculus BC Honors - A.M.S.A.T. 21604  
AP Calculus AB 21802  
AP Calculus AB - A.M.S.A.T. 22002  
AP Calculus BC 21902

AP Calculus BC - A.M.S.A.T. 22102  
Calculus III Honors - A.M.S.A.T. 22204  
\*Dual Credit courses taken at one of our NSHE  
Institutions:  
Math 124 - College Algebra  
Math 126 - Pre-calculus I  
Math 127 - Pre-calculus II  
Math 128 - Pre-calculus & Trigonometry  
Math 132 - Finite Mathematics  
Math 176 - Intro Calculus for App in Bus and Social  
Sciences  
Math 181 - Calculus I  
Math 182 - Calculus II  
Math 211B - Advanced Math for Electronics  
Math 251 - Discrete Mathematics I  
Math 283 - Calculus III  
Math 285 - Differential Equations

## Aligned Course to Math II Standards EOC Course Codes

Principles of Geometry 2065  
Geometry 2060  
MYP Geometry 2085  
Geometry Honors 20604  
MYP Geometry Honors 20854  
Geometry Honors - A.M.S.A.T 20804

## Aligned Course to ELA Standards EOC Course Codes

**\*A CCSD student must pass two EoC-aligned courses; the courses must be from two different categories.**

### **Category I Course Code (local)**

English 9 1010  
English 9 Honors 10104  
English 9 Discipline Academic Language Expansion  
1012  
MYP English 9 1250  
MYP English 9 Honors 12504  
Literature I IB 12803  
English 1 1310

### **Category II Course Code (local)**

English 10 1030  
English 10 Honors 10304  
English 10 Discipline Academic Language Expansion  
1032  
English 10 Honors (Pre-AP) 10504  
MYP English 10 1260  
MYP English 10 Honors 12604

Literature II IB 12903

English 2 1320

### **Category III Course Code (local)**

English 11 1060  
English 11 H 10604  
American Studies English 1130  
Language and Literature I IB 12953  
English 3 1330

### **Category IV Course Code (local)**

English 12 1080  
English 12 H 10804  
Language and Literature II IB 12973  
English 4 1340

### **Category V Course Code (local)**

AP English Language and Composition 11402

### **Category VI Course Code (local)**

AP English Literature and Composition 11502

## **DUPLICATE COURSE WORK – REPEATING COURSES**

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.

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.

## **CCSD GUIDANCE & COUNSELING WEBSITE**

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

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

The Clark County School District strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students who enter ninth-grade during or after the 2015-2016 school year will be enrolled in the 21st Century Course of Study Expectations. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. **The school district expects its students to satisfy the 21st Century Course of Study expectations so that they may be competitive in higher education and the workforce and be prepared to take full advantage of what the world has to offer beyond high school.**

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

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

21 <sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
21 <sup>st</sup> CENTURY LEARNING	½
ELECTIVES (Includes one Arts/Humanities or Career)	5½
<b>TOTAL</b>	<b>22½</b>

The 21<sup>st</sup> Century Course of Study meets Nevada System of Higher Education (NSHE) University Admissions and provides the following for students:

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

- 3.00 GPA (**without** or **with Bonus Points**) *in the core curriculum*
- Approved NSHE Core Curriculum (4 English, 4 Math-including Algebra II, 3 Science-including Biology, 3 Social Science & History = 14 units)

Prepares Students for the Governor Guinn Millennium Scholarship. GPA and Core Curriculum Requirements are:

GPA and Core Curriculum Requirements are:

- 3.25 **cumulative** GPA (**without** or **with Bonus Points**) or **21 ACT score, or 990 combined SAT score if taken before March 2016 or 1070 or higher after March 2016, and the core curriculum**
- Approved NSHE Core Curriculum (4 English, 4 Math-including Algebra II, 3 Science-including Biology, 3 Social Science & History = 14 units)
- Students may not take coursework **after graduation** to meet Millennium Eligibility.

The model below is based on the recommended 21<sup>st</sup> Century Course of Study needed to attend most post-secondary institutions as well as requirements needed for NCAA athletic participation and preparation for the Millennium Scholarship.

Course	Grade: 9	Grade: 10	Grade: 11	Grade: 12
English (4) *3	English 9 English 9 H	English 10 English 10 H (Pre-AP)	English 11 English 11 H AP English Lang/Comp	English 12 English 12 H AP English Lang/Comp AP English Lit/Comp
Math (4) *2 (Including Alg II)	Algebra I Geometry Geometry H Adv. Geom. H	Algebra I Geometry Algebra II Geometry H Algebra II H Adv. Algebra II H	Geometry Algebra II College Prep-Math Algebra II H Pre-calculus AB H AP Statistics	Algebra II Math Personal Finance Topics in Modern Math College Prep-Math Pre-calculus H AP Calculus AB      AP Statistics
Science (3) *2	Biology Biology H	Geoscience Chemistry Geoscience H Chemistry H	Geoscience Chemistry Physics AP Biology AP Chemistry AP Environmental	Geoscience H Chemistry H Physics H AP Biology AP Physics AP Environmental
Social Studies (3) *2	AP Human Geo	World History World History H AP Human Geo AP World History	US History US History H AP US History	US Government US Government H AP US Government
PE (2)	PE I Online	PE II Online		
Health (.5)	Health			
Computers (.5)	Comp Lit (6 <sup>th</sup> ) Bus Soft Appl	Bus Soft Applications if not completed		
Electives (4.5) *3 *Incl. 1 For. Lang. H				
Fine Arts Elec (1)				

\*required honors credits for Advanced Honors Diploma (24 credits)

**Class of 2018**

For a Standard Diploma, students must complete at least 22.5 required credits including Geometry, take four End of Course Exams (Math I, Math II, English Language Arts I, and English Language Arts II), and take the new College and Career Readiness Assessment – ACT with Writing.

**Class of 2019**

For a Standard Diploma, students must complete at least 22.5 of required credits, pass four End of Course Exams (Math I, Math II, English Language Arts I, and English Language Arts II), and take the new College and Career Readiness Assessment – ACT with Writing.

**Class of 2020 and beyond**

For a Standard Diploma, students must complete at least 22.5 of required credits, pass four End of Course Exams (Math I, Math II, English Language Arts and Science), and take the new College and Career Readiness Assessment – ACT with Writing.

## STANDARD DIPLOMA

The following subjects are needed to meet graduation requirements:

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

\*English Language Learner courses do not receive English credit.

\*\*A maximum of **one** credit of P.E. Waiver may be earned for participation in a school approved activity.

+Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21<sup>st</sup> Century Learning.

**Cohort 2018:** Course work must include Algebra I or Principles of Algebra and Geometry or Principles of Geometry. The student must take four EOC examinations Math I-Algebra & Math II-Geometry or Integrated Math I & Integrated Math II and English Language Arts I (ELA)-Reading and ELA II-Writing, grade 10 Science exam, pass the four courses aligned to the End of Course exams, and take the ACT (College and Career Readiness Assessment) incorporating writing, during grade 11. Students enrolled in grade 11 during the administration of the ACT must participate in order to be eligible for a diploma. Per NRS 389.07, students enrolled in a Nevada school after the grade 11 ACT administration, are exempt from assessment participation. If the aforementioned exemption is not applicable to a student who does not participate in a district wide administration of the ACT during grade 11, participation in the ACT plus Writing will be required in grade 11 or 12

**Cohort 2019:** Course work must include Algebra I or higher and must meet the same testing requirements as above; however, they must receive a passing score on each of the End of Course Exams and participate in the ACT (College and Career Readiness Assessment). Passing scores will be determined by the Nevada State Board of Education.

**Cohort 2020 and beyond:** Course work must include Algebra I or higher. Students must receive a passing score on each of the following End of Course Exams: Math I-Algebra & Math II-Geometry or Integrated Math I & Integrated Math II, English Language Arts (ELA combined-Reading and Writing) & Science (Life Science) and participate in the ACT (College and Career Readiness Assessment) requirement as stated above.

## ADVANCED DIPLOMA

ADVANCED DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH*	4
MATHEMATICS +	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY ++	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION**	2
HEALTH	½
21 <sup>st</sup> CENTURY LEARNING+	½
ARTS / HUMANITIES or CAREER AND TECH ED ELECTIVE ++	1
ELECTIVES	6
<b>TOTAL (3.25 GPA without Bonus Points)</b>	<b>24</b>

\*English Language Learner courses do not receive English credit.

\*\*A maximum of **one** credit of P.E. Waiver may be earned for participation in a school approved activity.

+ Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21<sup>st</sup> Century Learning.

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

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

**Cohort 2018:** Course work must include Algebra I or Principles of Algebra and Geometry or Principles of Geometry. The student must take four EOC examinations Math I-Algebra & Math II-Geometry or Integrated Math I & Integrated Math II and English Language Arts I (ELA)-Reading and ELA II-Writing, grade 10 Science exam, pass the four courses aligned to the End of Course exams, and take the ACT (College and Career Readiness Assessment) incorporating writing, during grade 11. Students enrolled in grade 11 during the administration of the ACT must participate in order to be eligible for a diploma. Per NRS 389.07, students enrolled in a Nevada school after the grade 11 ACT administration, are exempt from assessment participation. If the aforementioned exemption is not applicable to a student who does not participate in a district wide administration of the ACT during grade 11, participation in the ACT plus Writing will be required in grade 11 or 12

**Cohort 2019:** Course work must include Algebra I or higher and must meet the same testing requirements as above; however, they must receive a **passing score** on each of the End of Course Exams and participate in the ACT (College and Career Readiness Assessment). Passing scores will be determined by the Nevada State Board of Education.

**(Advanced Diploma continued)**

**Cohort 2020** and beyond: Course work must include Algebra I or higher. Students must receive a **passing score** on each of the following End of Course Exams: Math I-Algebra & Math II-Geometry or Integrated Math I & Integrated Math II, English Language Arts (ELA combined-Reading and Writing) & Science (Life Science) and participate in the ACT (College and Career Readiness Assessment) requirement as stated above.

**ADVANCED HONORS DIPLOMA**

<b>ADVANCED HONORS DIPLOMA</b>		
<b>Required/Elective Areas of Study</b>	<b>Advanced Diploma Units</b>	<b>Honors Course Program Units</b>
ENGLISH**	4	3
MATHEMATICS+	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography (2011) ++ U.S. History	3	2
PHYSICAL EDUCATION***	2	
HEALTH	½	
21 <sup>st</sup> CENTURY LEARNING +	½	
ARTS/HUMANITIES or CAREER TECH ED ELECTIVE ++	1	
ELECTIVES	6	3*
<b>TOTAL</b>	<b>24</b>	<b>12</b>
<p>* Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. <b>Student must achieve a minimum 3.25 GPA without Bonus Points and a minimum 3.85 GPA with Bonus Points.</b></p>		

\*\*English Language Learner courses do not receive English credit.

\*\*\*A maximum of **one** credit of P.E. Waiver may be earned for participation in a school approved activity.

+ Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21<sup>st</sup> Century Learning.

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

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The course work in Honors, Advanced Placement (AP), or International Baccalaureate (IB) classes is more intensive and rigorous. The Advanced Honors Diploma requires additional coursework beyond the requirements for the Advanced Diploma. Students will be required to fulfill the Advanced Diploma requirements and must complete the Honors, Advanced Placement (AP), or International Baccalaureate (IB) courses required of the

Honors Course Program. **Students must achieve a minimum of a 3.25 GPA without Bonus Points and 3.85 GPA with Bonus Points** to be eligible for an Advanced Honors Diploma. To qualify for the Advanced Honors Diploma, a student must complete the following twelve (12) minimum requirements in Honors/AP/IB courses: English (3), Math (2), Science (2) Social Studies (2) and 3 electives (one of these electives must include an honors foreign language course).

First year foreign language classes and external credit options (credit by exam), community service, educational travel, and music equivalent) will not receive Honors credit. Students must accumulate a minimum GPA of 3.85 with Bonus Points to qualify for an Advanced Honors Diploma. Students enrolled in weighted Honors/AP/IB courses through this program may have a grade point average greater than 4.00.

**Cohort 2018:** Course work must include Algebra I or Principles of Algebra and Geometry or Principles of Geometry. The student must take four EOC examinations Math I-Algebra & Math II-Geometry or Integrated Math I & Integrated Math II and English Language Arts I (ELA)-Reading and ELA II-Writing, grade 10 Science exam, pass the four courses aligned to the End of Course exams, and take the ACT (College and Career Readiness Assessment) incorporating writing, during grade 11. Students enrolled in grade 11 during the administration of the ACT must participate in order to be eligible for a diploma. Per NRS 389.07, students enrolled in a Nevada school after the grade 11 ACT administration, are exempt from assessment participation. If the aforementioned exemption is not applicable to a student who does not participate in a district wide administration of the ACT during grade 11, participation in the ACT plus Writing will be required in grade 11 or 12

**Cohort 2019:** Course work must include Algebra I or higher and must meet the same testing requirements as above; however, they must receive a **passing score** on each of the End of Course Exams and participate in the ACT (College and Career Readiness Assessment). Passing scores will be determined by the Nevada State Board of Education.

**Cohort 2020 and beyond:** Course work must include Algebra I or higher. Students must receive a **passing score** on each of the following End of Course Exams: Math I-Algebra & Math II-Geometry or Integrated Math I & Integrated Math II, English Language Arts (ELA combined-Reading and Writing) & Science (Life Science) and participate in the ACT (College and Career Readiness Assessment) requirement as stated above.

### **VALEDICTORIAN AND SALUTATORIAN:**

Identification of Valedictorian (s) and Salutatorian (s):

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

## **COURSE WEIGHTS/BONUS POINTS**

### **HONORS (H) PROGRAM**

The Honors Program is designed to challenge students to enroll in more demanding and rigorous course work and to improve the academic achievement of students demonstrating accelerated educational potential.

#### **Honors Courses with Bonus Points:**

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

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

The GPA cap with Bonus Points for the Honors Program will be added as follows:

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

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

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

To receive a diploma from a Nevada high school, students in the Class 2017 and 2018 must participate in the End of Course exams, meet course requirements, and participate in the College and Career Readiness Assessment in Grade 11. For the Class of 2019 and beyond, students must pass the End-of-Course assessments, meet course requirements, and participate in the College and Career Readiness Assessment in Grade 11.

#### **Advanced Placement (AP) Course Policy**

AP Courses allow high school students to pursue college-level studies while in high school. A student may receive college credit for an AP course if he/she scores three (3) or better on the national College Board AP exam given in May. It is expected that all students in an AP course will take the AP exam. See your school counselor if you have a financial hardship. Once a student has begun an AP course, he/she is required to remain in the course for the duration of the year. Class changes will not be made for student requesting to drop AP courses after the school year has begun.

#### **Matriculation**

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

### **Required High School Student Class Load:**

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

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

**(Seniors must take at least two classes per day on the block schedule.)**

Please Note: Although Concurrent Courses, Distance Education, Dual Credit, External Courses, and Work Experience are considered equivalent coursework, students must receive **prior approval** of the counselor and administration prior to enrollment.

## **PHYSICAL EDUCATION II WAIVER CREDIT**

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

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

**Baseball**-Varsity, JV

**Basketball**-Varsity, JV, B-Team

**Bowling**-Varsity, B-Team

**Cheerleaders**, Varsity, JV, B-Team

**Cross Country**-Varsity

**Dance Group**

**Drill Team**

**Flag Football**-Varsity, JV, B-Team

**Football**-Varsity, JV, B-Team

**Golf**, Varsity

**Marching Band/Flags/Mascots**

**Soccer**-Varsity, JV, B-Team

**Softball**-Varsity, JV

**Swimming**-Varsity

**Tennis**-Varsity

**Track**-Varsity

**Volleyball**-Varsity, JV, B-Team

**Wrestling**-Varsity

Team Managers are not eligible for the P.E. Waiver; however, they may be eligible for Community Service credit.

NOTE: Transfer students may qualify if the sport can be verified.

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

## CLARK COUNTY SCHOOL DISTRICT ATHLETIC ELIGIBILITY

### Requirements are as follows:

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

### Maintenance of Eligibility:

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

## NCAA INITIAL ELIGIBILITY REQUIREMENTS

In order to participate in collegiate athletics, students must register with the NCAA at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). This should be initiated in the student's junior year. NCAA Division I and Division II require 16 core courses. See the charts below.

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

**Beginning August 1, 2016, Division I core GPA to be eligible for competition is 2.300.** Student-athletes that do not meet the 2.300 core GPA may still be eligible for practice and athletic aid, but not competition, as an Academic Redshirt. The Division I ACT/SAT minimum score is determined by the core GPA on the Division I sliding scale. Division

II requires a minimum SAT score of 820 or ACT sum score of 68 and a core GPA of 2.0. **Beginning August 1, 2018, Division II core GPA to be eligible for competition is 2.200.** Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA.

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

<u>Required Courses*</u>	<u>Division I</u>	<u>Division II</u>
English	4	3
Math (Algebra I or higher)	3	2
Science (min 1 lab)	2	2
Additional in above	1	3
Social Studies	2	2
Additional Core Courses**	4	4

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

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

**Clark County School District**  
**Instructional Design & Professional Learning Division**  
**8-12 Mathematics Placement Guidelines**

**Placement guidelines for specific courses:** The following courses should be followed after completion of Algebra II or Algebra II H. Courses are listed from most rigorous to least rigorous.

**College Preparatory Mathematics:** In preparation for college-level mathematics, this one-year course is the study of advanced mathematical topics and their applications, including trigonometry, probability, and statistics. emphasis is on refining problem-solving skills through modeling and project-based-learning.

College Preparatory Mathematics is intended for the college-bound students who are considering studies in sciences, economics, engineering, education, business, arts, or social sciences.

Students should have passed Algebra II or Algebra II H to enroll in this course. Students who have not passed Algebra II should repeat that course and students who earned a marginal grade in Algebra II should enroll in Topics of Modern Mathematics.

**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.

AP Statistics is intended for the college-bound students who are considering studies in sciences, economics, engineering, education, business, arts, or social sciences.

Students should have passed Algebra II or Algebra II H to enroll in this course. Students who have not passed Algebra II should repeat that course and students who earned a marginal grade in Algebra II should enroll in Topics of Modern Mathematics.

**Topics in Modern Mathematics:** This one-year **senior-level** course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. It contains advanced algebra topics, probability, statistics, trigonometry, and geometry, in addition to modern topics such as number theory, apportionment, graph theory, game theory, non-Euclidean geometries, and history of mathematics.

Topics in Modern Mathematics is intended for college-bound students who are considering studies in business, arts, social sciences, or programs at two-year colleges not requiring mathematics beyond college algebra. Students considering studies in the sciences, economics, engineering, or elementary education should enroll in College Preparatory Mathematics or AP Statistics.

Students should have passed Algebra II or Algebra II H to enroll in this course. Students who have not passed Algebra II should repeat that course. Students with minimal advanced algebra skills will have difficulty in this course.

**Mathematics of Personal Finance:** This one-year course is the study of personal finance for **senior-level** students. Students will develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. Mathematics of Personal Finance is intended for students who plan to enter the work force immediately after high school. It does not serve as college-preparatory mathematics. Students who plan to pursue higher education may enroll, but should be concurrently enrolled in the appropriate college-prep or college-level course in their sequence.



is Course	Equivalent Mathematics Course Credit (s)				
<b>Pre-Algebra</b>	Pre-Algebra				
<b>Algebra</b>	Algebra I	Algebra I Honors+			
<b>Geometry</b>	Intuitive Geometry+	Geometry	Geometry Honors		
<b>Algebra II</b>	Applied Algebra II++	Algebra II	Algebra II Honors	Algebra II/Trig Honors++	Algebra II Honors (Common Core as of 2013-14)
<b>Trigonometry</b>		Trigonometry+++ .5 cr	Trigonometry Honors+++ .5 cr		
<b>Probability and Statistics</b>		Prob & Stats .5 or 1.0 cr	Prob & Stats Honors .5 or 1.0 cr		
<b>Pre-Calculus</b>	Pre-Calculus Honors+ .5 or 1.0 cr/ Pre-calculus Honors BC	Pre-calculus Honors+++ .5 or 1.0 cr	Pre-calculus Honors AB		
<b>Calculus</b>	Calculus Honors+++/ AP Calculus BC	AP Calculus AB			
<b>Statistics</b>	AP Statistics				
<b>Math Applications</b>	Math Applications				
<b>Mathematics of Personal Finance</b>	Mathematics of Personal Finance				
<b>Topics in Modern Mathematics</b>	Topics in Modern Mathematics				
<b>College Preparatory Mathematics</b>	College Preparatory Mathematics				

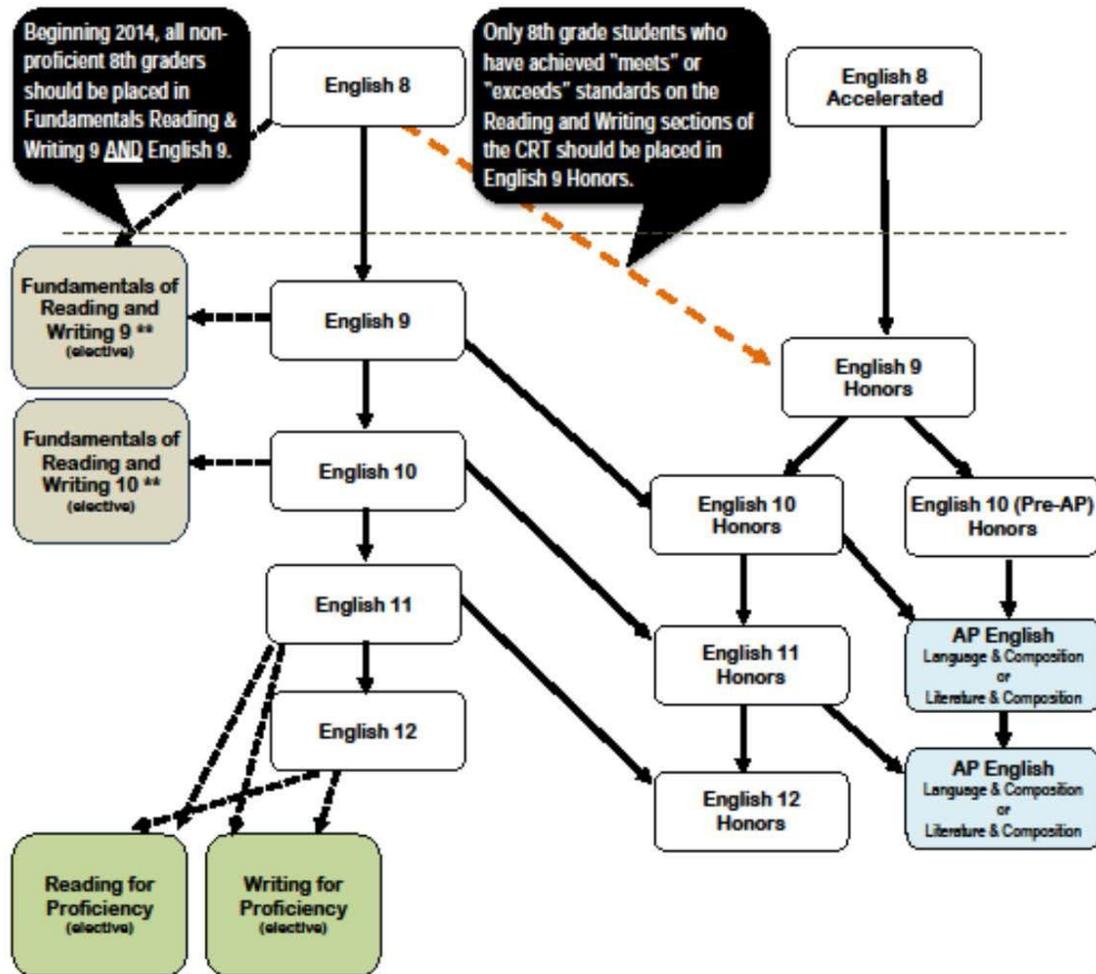
Students are eligible for one credit of each course, except for Trigonometry.

+Retired after the 11-12 school year

++Retired after the 12-13 school year

+++Retired after the 13-14 school year

# HIGH SCHOOL ENGLISH LANGUAGE ARTS COURSE SEQUENCE



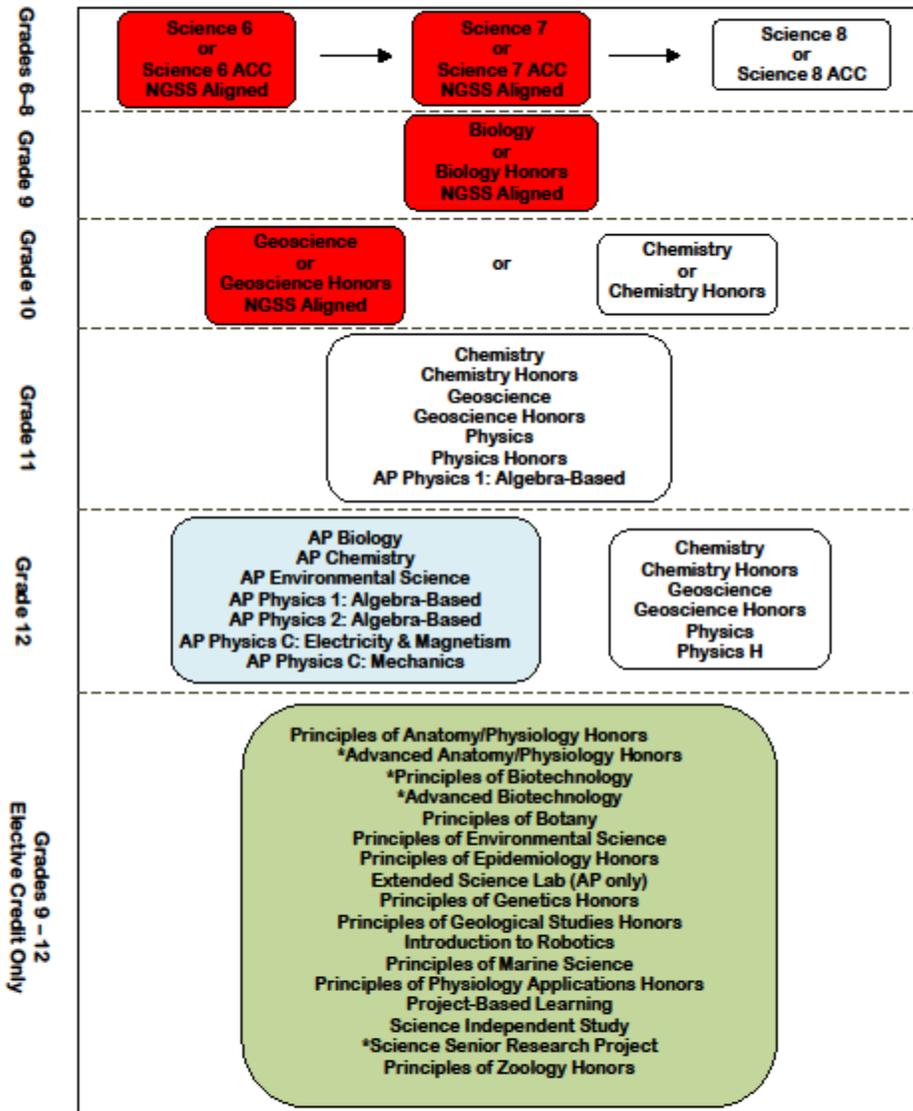
**Notes:**

- Fundamentals of Reading and Writing are elective courses for students who need additional time to master grade-level skills. These one-year courses may be repeated. \*\* High schools may elect to use Reasoning in Mathematics and English as an elective course for students needing additional time to master reading/writing and mathematics pre-requisite and/or grade-level skills.
- Blue shading indicates College Board Advanced Placement courses.
- Green shading indicates the course is used to prepare students for graduation eligibility exam(s); Reading for Proficiency and Writing for Proficiency are elective courses designed for 11<sup>th</sup> and 12<sup>th</sup> grade students who have not passed their end-of-course-exam(s).

# Secondary Science Course Sequence



## Secondary Science Course Sequence 2016–2017



**Notes:**

- Red shading indicates courses aligned to the revised NVACS for Science based on the Next Generation Science Standards.
- Blue shading indicates College Board courses, which can be taken concurrently with another science course as a 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade student.
- Green shading indicates courses for elective credit only. \* Indicates elective site-specific only courses.

## CTE COLLEGE CREDIT

CTE College Credit provides an opportunity for secondary students who complete state-approved programs in career and technical education (CTE) to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit, the high school coursework aligns to postsecondary courses and the teacher of record is a high school CTE teacher.

To qualify for the CTE College Credit, students must:

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

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

<b>BUSINESS &amp; MARKETING EDUCATION</b>		
BUSINESS, MANAGEMENT & ADMINISTRATION		
Program Name	Course Sequence	State Skill Standards
Administrative Services	<u>Core Course Sequence</u> Business Software Applications *Complete Course Sequence Not Offered	Administrative Services
Business Management	<u>Core Course Sequence</u> Principles of Business & Marketing Business Management I Business Management II <u>Complementary Course (s)</u> Business Management Adv Studies	Business Management
TRANSPORTATION, DISTRIBUTION & LOGISTICS		
Automotive Technology	<u>Core Course Sequence</u> Automotive Technology I Automotive Technology II Automotive Technology III/Adv Studies	Automotive Technology
ARTS, A/V TECHNOLOGY & COMMUNICATION		
Photography	<u>Core Course Sequence</u> Photography I Photography II Photography III/Adv Studies/AP	Photography
Theatre Technology	<u>Core Course Sequence</u> Theatre Technology I Theatre Technology II Theatre Technology III	Theatre Technology
Video Production	<u>Core Course Sequence</u> Video Production I Video Production II Video Production III/Adv Studies	Video Production

## EXTERNAL CREDIT OPTIONS

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

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

### Maximum Credit Options

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

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

Community Service Credit	A maximum of one credit may be earned for students who complete 120 hours of volunteer service with an approved community agency. One-half credit may be earned for 60 hours of service; court mandated hours do not count for Community Service credit
Correspondence Credit	Credits may be earned for courses completed online from approved institutions. The costs of courses vary. Students must conform to the procedures set by the credit granting institution.
Credit By Exam (CBE)	Students may earn credit by obtaining a score of 70% or better on an examination for a course they have not taken previously or are not enrolled in currently. For a complete list of credit by exam course offerings and fees, see the NVLA website at <a href="http://nvlearningacademy.net/">http://nvlearningacademy.net/</a> . Credit by Exam cannot count toward Honors credit.
Dual Credit	High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three credit college/university course equals one-half unit of high school credit.
Educational Travel Credit	A maximum of one credit may be granted to students who keep a journal while traveling for 42 consecutive days or 1/2 credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit.
Enrichment Program Credit	Students may receive credit for academically accelerated courses taken at accredited institutions.
Music Equivalent Credit	A maximum of one credit may be granted to students participating in a music program not offered by the Clark County School District. Credit granting is monitored by the CCSD Department of Fine Arts. Specific application forms must be submitted along with time log. Call (702) 799-8531 for more information.
Physical Education II Waiver	Option II PE Waiver requires 120 hours of external course work completed under the direct supervision of a qualified instructor or coach who is a credentialed and/or licensed professional outside the school district. The activity must be geared toward competition or performance-based, and it is expected that the student will compete/perform in the activity.

## **CONCURRENT CREDIT OPTIONS**

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

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

## **COMMUNITY SERVICE CREDIT**

Students in grades 9-12 may earn a maximum of one external credit for volunteering with an approved community agency. Generally, the agency is non-profit. Sixty hours of volunteer work earns .5 credit. One hundred twenty hours are needed to earn one (1) credit. The hours may not count if they are court mandated. Students are required to submit a **time sheet** and **summary** of their experiences. Students may complete hours over the summer. The following is the process:

### **The Process**

- The External Credit application (CCF-850) for each ½ credit must be completed and signed by the student, parent, counselor, and administrative designee.
- The counselor will send a parent approval letter which describes the community service credit. (Sample included)
- The parent must authorize this credit by signing the parent approval letter. (Sample included)
- The counselor sends an agency letter to the supporting community agency. (Sample included)
- The hours must be completed within the agreed upon time frame. The student keeps track of the weekly time sheet and turns it in with a completed summary sheet to the counselor or teacher at an agreed upon date.
- The counselor will turn in the CCF-850 form to the Registrar: A "P" for passing as no letter grade is issued.
- School team managers are eligible for community service credit.
- Eagle Scout project hours may be used for community service credit.

## **DISTANCE LEARNING**

NDE maintains an Approved Distance Education Course Provider list.

- Apex Learning
- CompassLearning
- Edgenuity
- CCSD District-developed courses

Students are enrolled in distance education courses within the Infinite Campus Student Information System (SIS), assigned to a highly qualified licensed teacher, (NAC 388.835) and are simultaneously enrolled in the course within the Learning Management System (LMS) (NAC 387.193). Per NAC 387.345, schools will ensure that students are enrolled in coursework which allows them to complete a minimum of 6 credits per academic year (grades 6-11) or a minimum of 4 credits per academic year (grade 12). The Infinite Campus SIS must demonstrate these minimums.

Upon enrollment a written agreement (NAC 388.866) is presented with information regarding:

- NCAA regulations for non-traditional courses
- a timeline for course completion
- methods by which progress is assessed
- how attendance for the course(s) will be taken

Attendance in distance education programs (7<sup>th</sup> digit A or D) is based on the student and teacher meeting weekly either face-to-face or virtually to discuss student progress, or documented progress in the online course within the LMS. Each week, the course instructor will record positive attendance within Infinite Campus SIS. Once per week, the HQ teacher will input the period of attendance as demonstrated by course progress within the online learning management system.

**Weekly positive attendance based on two-way communication** If the student does not make attendance, via progress in the online course learning management system, documented two-way communication between the student and teacher may be used as an attendance marker. Two-way communication, including but not limited to face-to-face, phone, instant messaging, or email will be properly documented providing evidence of exchange with:

- teacher and student name
- course title
- date of contact
- substantive notes of discussion of the student's progress

## **COLLEGE READINESS ASSESSMENTS**

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

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

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

**NEVADA SYSTEM OF HIGHER EDUCATION (NSHE) CORE COURSE REQUIREMENTS FOR UNIVERSITY ADMISSION AND GOVERNOR GUINN MILLENNIUM SCHOLARSHIP ELIGIBILITY**

*Students seeking admission to the universities must have a 3.00 (weighted) GPA in the required courses for admission.*

<b>ENGLISH 9 (Required)</b>		AP Biology	1	AP Micro/AP Human Geography)	1
Advanced Study English	.5-1	AP Chemistry	1	Global Diplomacy & The UN H	1
American Studies-English	1	AP Environmental Science	1	Humanities & American History	1
AP English Language & Comp	1	AP Physics 1: Algebra-Based	1	International Cultures	1
AP English Literature & Comp	1	AP Physics 2: Algebra-Based	1	International Relations	1
Comp I-A NSH8**	.5	AP Physics C: Electricity & Magnetism	1	Introduction to Classical Studies	1
Comp I-H NSHE**	1	AP Physics C: Mechanics	1	Introduction to Global Studies (7028)	1
Comp II-H NSHE**	1	Biology, H, II-IB, III-IB	1	Latin American History	1
English 9, 9H, 1, 10H, 11, 11H, 12, 12H	1	Chemistry, H, IB, II-IB, III-IB	1	Leadership Management	1
English 10 (Pre-AP) H	1	Chemistry H-AMSAT	1.5	Legal Debate & Mock Trial	1
Literature & Performance IB	1	Environmental Systems & Societies IB	1	Literature and the Law	.5
MYP English 9H, 10H	1	Geoscience H	1	Media and Policy Studies	1
		MYP Biology H	1	MYP Humanities	1
<b>MATHEMATICS (3 Req-University; 4 Required-Millennium)</b>		MYP Chemistry H	1	Peace and Conflict Studies	1
Adv Math/Tech Lab AMSAT	.5-2	Physics, H, II-IB		Philosophy	1
Adv Study Math	.5-1	Science Foundations	1	Psychology I, II-IB	1
Algebra I-AMSAT	1.5			Senior Seminar	1
AP Calculus AB, BC	1	<b>SOCIAL SCIENCE/STUDIES (3 Required)</b>		Sociology I, II	1
AP Calculus AB-AMSAT	1.5-2	Academic Decathlon	1	Studies in Ethnic Nationalism	1
AP Calculus BC-AMSAT	2	Advanced Study-Social Studies	.5-1	Survey of Social Studies	1
AP Statistics	1	African/American Experience	1	US Government, H, IB	1
Calculus III H-AMSAT	1.5	American Politics	1	US History, H, IB	1
College Algebra H-NSHE**	1	American Studies-History	1	The History of Popular Music	1
College Math H-NSHE**	1	Anthropology H	1	Trial Advocacy	1
College Preparatory Math	1	AP European History	1	World Affairs	1
Elem Algebra-NSHE**	1	AP Humn Geography	1	World and American Leaders	1
Elem Intern Algebra H-NHSE**	1	AP Macroeconomics	.5	World History, H, IB	1
Geometry, H	1	AP Microeconomics	.6		
Geometry H-AMSAT	1.5	AP Psychology	1	<b>MILLENNIUM CORE ONLY</b>	
Geometry Math Institute H	1	AP US Comparative Gov't & Politics	1	English 1, 2, 3, 4***	1
Intern Algebra-NSHE**	1	AP US Government & Politics	1	English Out of District	
Math of Personal Finance	1	AP US History	1	English 9, 12 D.A.L.E	1
Mathematics I IB	1	AP Worlds History	1	Math 1***	1
Mathematics II HL IB	1	Arts & Humanities	.5-1	Math 2***	1
Mathematical Studies I SL IB	1	Civil Leadership	1	Math Applications	1
MYP Algebra I	1	Civil & Criminal Law	1	Math out of District	
MYP Algebra II, IIH	1	Civil Rights & Liberties	1	Personal Finance 1***	1
MYP Geometry H	1	Classical Studies II	.5	Personal Finance 2***	1
Pre-Calculus AB H/BC H	1	Constitutional Law	1	Pre-Algebra	1
Pre-Calculus AB H-AMSAT	2	Contemporary Problems	1	Principles of Algebra III	1
Sr. Research Project Mathematics	1	Crime & Justice	1	Principles of Geometry***	1
Topics in Modern Math	1	Culture & Humanities	1	Science Applied I, II***	1
		Culture & Humanities	1	Science Out of District	
<b>NATURAL SCIENCE (3 Required)</b>		Economics, H, IB	.5-1	Social Studies Elective I, II	
ADV Anatomy/Physiology H	1	Economics for Hospitality & Tourism	.5	Social Studies Out of District	
Adv Biology (Pre AP) H-AMSAT	1.5	Fundamentals of Law & Research	1	US Government Applied***	1
Adv Biotechnology	1	Geography, IB	1	US History Applied***	1
		Geopolitical Economics (AP Macro	1	World History Applied***	1

\*\* Completion of a three credit, one-semester NSHE course counts for a "year" of that subject matter for the purposes of eligibility for the Millennium Scholarship.

\*\*\* Only students who are eligible through the IEP Process may receive credit for these approved Millennium Core courses.

## NSHE Core Course Requirements (continued)

### NEVADA SYSTEM OF HIGHER EDUCATION (NSHE) CORE COURSE REQUIREMENTS FOR UNIVERSITY ADMISSION AND GOVERNOR GUINN MILLENNIUM SCHOLARSHIP LIGIBILITY

The following courses are considered retired or not considered a core course in the Clark County School District:

#### THROUGH CLASS OF 2015

Applied Communications	1
Biology I, IH	1
Business Communications	1
Chemistry I, IH, IIH	1
Creative Writing	1
English I, IH, II, IIH, III, IV	1
English Block ( <b>Millennium Only</b> )	1-2
Forensics I	1
Journalism I ( <b>Millennium Only</b> )	1
MYP English IH, IIH	1
Intro to Molecular Biology H	1
Intuitive Geometry	1
MYP Algebra IH	1
Physics I, IH, IIH	1
Physics I IB	1
Principles of Science	1

#### THROUGH CLASS OF 2016

Algebra IH	1
Algebra I H-AMSAT	1.5
Algebra I-Math Institute H	1.5
Algebra II/Trig H	1
Algebra II/Trig H AMSAT	1.5
Applied Algebra II	1
Advanced Study-Science	.5-1
Anatomy/Physiology H, IIH	1
Biology II H	1
Biotechnology I, II	1
Botany	1
English Reading/Writing I, II, III, IV ( <b>Millennium Only</b> )	1
Environmental Science	1
Epidemiology H	1
Forensic Science, H	1
Genetics H	1
Geological Studies H	1
Integrated Bio & Chemistry	1

#### THROUGH CLASS OF 2016 (cont)

Marine Science	1
Modern Literature	1
MYP Algebra/Trig H	1
Physics Exploration	1
Professional Apps of Physiology H	1
Sr Research Proj Adv Science (AMSAT)	1
Technical Report Writing	1
World Literature	1
Zoology H	1

#### THROUGH CLASS OF 2017

AP Physics B, C	1
American Literature, H	1
Composition, H	1
English Literature, H	1
Modern Literature H	1
Multicultural Themes in Literature	1
World Literature H	1
Calculus H	1
Pre-Calculus, H	1
Probability & Statistics	1
Probability & Statistics H	.5-1
Trigonometry, H	1

#### THROUGH CLASS OF 2018

Mathematics HL IB	1
Mathematics SL IB	1
Mathematical Studies SL IB	1
Chemistry I H-AMSAT	1.5
MYP Biology I H	1
MYP Chemistry I H	1
<b>(Below Millennium Only)</b>	
English Applied I, II, III, IV ***	1
Consumer Math Applied ***	1
Contemporary math Applied ***	1
Math Applied ***	1

This document is pending final NSHE  
approval.

(Revision 5/19/15)

## SVHS 2017-2018 ELECTIVE COURSES BY GRADE LEVEL

9 <sup>th</sup> Grade Electives	10 <sup>th</sup> Grade Electives	11 <sup>th</sup> Grade Electives	12 <sup>th</sup> Grade Electives
<b>Arts: Performing</b>	<b>Arts: Performing</b>	<b>Arts: Performing</b>	<b>Arts: Performing</b>
Advanced Band	Advanced Band	Advanced Band	Advanced Band
Advanced Choir	Advanced Choir	Advanced Choir	Advanced Choir
Advanced Instrumental Studies	Advanced Dance Technique	Advanced Dance Technique	Advanced Dance Technique
Advanced Jazz Band	Advanced Guitar	Advanced Guitar	Advanced Guitar
Advanced Orchestra	Advanced Instrumental Studies	Advanced Instrumental Studies	Advanced Instrumental Studies
Beginning Guitar	Advanced Jazz Band	Advanced Jazz Band	Advanced Jazz Band
Beginning Orchestra	Advanced Orchestra	Advanced Orchestra	Advanced Orchestra
Chamber Orchestra	Advanced Study Performing Arts: Dance-Choreography	Advanced Study Performing Arts: Dance-Choreography	Advanced Study Performing Arts: Dance-Choreography
Dance I	Beginning Guitar	Beginning Guitar	Beginning Guitar
Intermediate Choir	Beginning Orchestra	Beginning Orchestra	Beginning Orchestra
Intermediate Orchestra	Chamber Orchestra	Chamber Orchestra	Chamber Orchestra
Marching Band	Dance I/II	Dance I / II	Dance I / II
Musical Theater	Intermediate Choir	Intermediate Choir	Intermediate Choir
Percussion Ensemble I / II	Intermediate Guitar	Intermediate Guitar	Intermediate Guitar
Rhythmic Precision (Color Guard)	Intermediate Orchestra	Intermediate Orchestra	Intermediate Orchestra
	Marching Band	Marching Band	Marching Band
	Music Theory	Music Theory	Music Theory
	Musical Theater	Musical Theater	Musical Theater
	Percussion Ensemble I / II	Percussion Ensemble I / II	Percussion Ensemble I / II
	Rhythmic Precision (Color Guard)	Rhythmic Precision (Color Guard)	Rhythmic Precision (Color Guard)
<b>Arts: Visual</b>	<b>Arts: Visual</b>	<b>Arts: Visual</b>	<b>Arts: Visual</b>
Art I	Art I	AP Studio Art Drawing	AP Studio Art Drawing
Ceramics I	Ceramics I / II	AP Studio Art: 2D	AP Studio Art: 2D
Design Crafts	Design Crafts	AP Studio Art: 3D	AP Studio Art: 3D
Drawing I	Drawing I / II	Art 1	Art 1
Painting I	Painting I / II	Ceramics I / II / III	Ceramics I / II / III

## SVHS 2017-2018 ELECTIVE COURSES BY GRADE LEVEL

9 <sup>th</sup> Grade Electives	10 <sup>th</sup> Grade Electives	11 <sup>th</sup> Grade Electives	12 <sup>th</sup> Grade Electives
<b>Arts: Visual cont</b>	<b>Arts: Visual cont</b>	<b>Arts: Visual cont</b>	<b>Arts: Visual cont</b>
Photography I	Photography I / II	Design Crafts	Design Crafts
Project Based Learning (Design)	Project Based Learning (Design)	Drawing I / II	Drawing I / II
Video Production I	Video Production I / II with Lab	Painting I / II	Painting I / II
		Photography I / II / III	Photography I / II / III
		Video Production I / II with lab / III with lab	Video Production I / II with lab/ III with lab
		Video Production Adv Studies	Video Production Adv Studies
<b>Automotive Technology</b>	<b>Automotive Technology</b>	<b>Automotive Technology</b>	<b>Automotive Technology</b>
Automotive Technology I	Automotive Technology I / II	Automotive Technology I / II / III	Automotive Technology I / II / III
		Automotive Technology Advanced Studies	Automotive Technology Advanced Studies
<b>AVID</b> (Advancement Via Individual Determination)			
AVID (Interview)	AVID (Interview)	AVID (Interview)	AVID (Interview)
<b>Business &amp; Computers</b>	<b>Business &amp; Computers</b>	<b>Business and Computers</b>	<b>Business &amp; Computers</b>
Business Management II	Business Management I / II	Applied Office Practice	Applied Office Practice
Business Software Applications	Business Software Applications	Business Management I / II	Business Management I / II
Principles of Business Marketing	Principles of Business Marketing	Business Software Applications	Business Software Applications
	School Related Work Experience (Student Store)	Cooperative Work Experience (Cafeteria)	Cooperative Work Experience (Cafeteria)
	JAG (Jobs for America's Graduates)	Principals of Business Marketing	Principals of Business Marketing
		School Related Work Experience	School Related Work Experience
		Student Aide	Student Aide
		Virtual Lab (APEX-Credit Retrieval)	Virtual Lab (APEX-Credit Retrieval)
		JAG (Jobs for America's Graduates)	JAG (Jobs for America's Graduates)

## SVHS 2017-0018 Elective Courses by Grade Level

9 <sup>th</sup> Grade Electives	10 <sup>th</sup> Grade Electives	11 <sup>th</sup> Grade Electives	12 <sup>th</sup> Grade Electives
<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
Journalism Foundations	Imaginative Writing	Imaginative Writing	Imaginative Writing
Mythology and Folklore	Journalism Foundations	Journalism Foundations	Journalism Foundations
Publications I	Journalism II	Journalism II	Journalism II
	Mythology and Folklore	Mythology and Folklore	Mythology and Folklore
	Publications I / II	Publications I / II	Publications I / II
<b>Foreign Language &amp; Culture (1 Language Required for 9<sup>th</sup> Gr)</b>	<b>Foreign Language &amp; Culture</b>	<b>Foreign Language &amp; Culture</b>	<b>Foreign Language &amp; Culture</b>
Chinese I MYP Chinese II Honors MYP	Chinese I MYP Chinese II Honors MYP Chinese III Honors	Chinese I MYP Chinese II Honors MYP Chinese III H	Chinese I MYP Chinese II Honors MYP Chinese III H
French I MYP	French I MYP French II Honors MYP	French I MYP French II Honors MYP	French I MYP French II Honors MYP
Japanese I MYP	Japanese I MYP Japanese II Honors MYP Japanese III Honors	Japanese I MYP Japanese II Honors MYP Japanese III Honors AP Japanese Language and Culture	Japanese I MYP Japanese II Honors MYP Japanese III Honors AP Japanese Language and Culture
Korean I	Korean I Korean II Honors Korean III Honors	Korean I Korean II Honors Korean III Honors	Korean I Korean II Honors Korean III Honors
Beginning Spanish Literacy Spanish I MYP Spanish II Honors MYP	Intermediate Spanish Literacy Spanish I MYP Spanish II Honors MYP Spanish III Honors	Intermediate Spanish Literacy Spanish I MYP Spanish II Honors MYP Spanish III Honors AP Spanish Language	Intermediate Spanish Literacy Spanish I MYP Spanish II Honors MYP Spanish III Honors AP Spanish Language
<b>Physical Education/Health</b>	<b>Physical Education/Health</b>	<b>Physical Education/Health</b>	<b>Physical Education/Health</b>
	Dance Flex & Tone	Dance Flex & Tone	Dance Flex & Tone
	Functional Fitness	Functional Fitness	Functional Fitness
	PE II Boys/Girls	Physical Conditioning with Weights	Physical Conditioning with Weights
		Sports Leadership	Sports Leadership

## SVHS 2017-2018 ELECTIVE COURSES BY GRADE LEVEL

9 <sup>th</sup> Grade Electives	10 <sup>th</sup> Grade Electives	11 <sup>th</sup> Grade Electives	12 <sup>th</sup> Grade Electives
<b>Drama Public Speaking</b>	<b>Drama Public Speaking</b>	<b>Drama Public Speaking</b>	<b>Drama Public Speaking</b>
Speech & Debate I	Advanced Study Performing Arts: Theater	Advanced Study Performing Arts: Theater	Advanced Study Performing Arts: Theater
Theater I			
Theater Technology	Speech & Debate I / II	Speech & Debate I / II / III	Speech & Debate I / II / III
	Theater I / II	Theater I / II / III	Theater I / II / III
	Theater Technology I / II	Theater Technology I / II / III	Theater Technology I / II / III
<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
	Principles of Marine Science	Principles of Anatomy/Physiology H Principles of Marine Science Principles of Zoology H	Principles of Anatomy/Physiology H Principles of Marine Science Principles of Zoology H
<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>	<b>Social Studies</b>
Global Diplomacy/United Nations Honors (MUN: Model United Nations)	Global Diplomacy/United Nations Honors (MUN: Model United Nations)	AP Psychology	AP Psychology
Personal Leadership	Personal Leadership	Contemporary Problems	Contemporary Problems
Principles of Leadership (STUCO)	Principles of Leadership (STUCO)	Global Diplomacy/United Nations Honors (MUN: Model United Nations)	Global Diplomacy/United Nations Honors (MUN: Model United Nations)
	Psychology I	History of Pop Music	History of Pop Music
		Personal Leadership	Personal Leadership
		Principles of Leadership (STUCO)	Principles of Leadership (STUCO)
		Psychology I	Psychology I / II

# Automotive Technology

Course	Grade Level	Course Description	Prerequisites
Automotive Technology I 61130001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course introduces students to the operational and scientific nature of the automotive component systems. This course focuses on the technological nature of the automobile, including the principles of measurement, atomic structure and properties, chemical reactions, and electronic principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	(CTE)
Automotive Technology II 61160002	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully completed Automotive Technology I. This course provides students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. Appropriate scientific, mathematical, and communication concepts are emphasized throughout this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	Students must take Auto Tech I. This is the second course in the Automotive Technology Program of Study sequence. (CTE)
Automotive Technology III 61190001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully completed Automotive Technology II. This course provides students with skill development in automotive drive train, heating and air conditioning services, and engine performance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	Students must take Auto Tech II. This is the third course in the Automotive Technology Program of Study sequence. (CTE)
Automotive Technology AS 61100001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides students who have achieved all content standards in Automotive Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	Students must take Auto Tech II. This is the third course in the Automotive Technology Program of Study sequence. (CTE)

# AVID

Course	Grade Level	Course Description	Prerequisites
AVID 79510001	9 <sup>th</sup> -12 <sup>th</sup>	<p>This one-year course, Advancement Via Individual Determination (AVID), is a national curriculum preparatory class for students who have been identified with high ability or talent but are not performing at grade level. It allows AVID students the opportunity to acquire skills and understanding at levels commensurate with their potential. This class will provide extra support for students to improve study skills, reading, and comprehension in all subject areas. Concurrent with enrollment in AVID, students will enroll in advanced-level college preparatory courses that fulfill college entrance requirements. Students will learn strategies in note taking, study skills, test taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading skills, and library research skills. Students will receive extensive help in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community will be included as an enhancement to the course curriculum. Ongoing home contact is integral to the success of the program. This course will fulfill one elective credit toward high school graduation. This course may be repeated.</p>	<p>9th-10th Grade: Students must have a desire to go to college. If interested, an application must be completed and returned to Mrs. Wilkerson in room 803. Approval is given by Mrs. Wilkerson.</p> <p>11th-12th Grade: An application, interview, and a minimum 3.0 GPA with honors/AP classes are required. Please see Mrs. Wilkerson in room 803.</p> <p>Applications can be found on the SVHS website at: <a href="http://www.springvalleyhs.com/avid">http://www.springvalleyhs.com/avid</a> You may contact Mrs. Wilkerson at <a href="mailto:mbwilkerson@interact.ccsd.net">mbwilkerson@interact.ccsd.net</a></p>

# Business & Computers

Course	Grade Level	Course Description	Prerequisites
Applied Office Practice 80050001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignment will be made and approved by the Applied Office Practice teacher-coordinator. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course will fulfill one of the elective credits required for graduation.	
Principles of Business Marketing 67620001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	(CTE)
Business Management I 61760001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully completed Principles of Business and Marketing. Areas of emphasis include customer relations, human resources, and management. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Students must take Principles of Business and Marketing. This is the second course in the Business Management Program of Study sequence. (CTE)

<p>Business Management II 61797001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Business Management I. Financial analysis that supports economic decision making in business is emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Students must take Business Management I. This is the third course in the Business Management Program of Study sequence. (CTE)</p>
<p>Business Management Advanced Studies</p>	<p>12<sup>th</sup></p>	<p>This one-year course provides students who have achieved all content standards in Business Management an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.</p>	<p>Students must take Business Management II. This is the fourth course in the Business Management Program of Study sequence. (CTE)</p>
<p>Business Software Applications 53160001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is an introduction to various aspects of computer technology. Students receive instruction in proper keyboarding techniques, word processing, spreadsheet, database, multimedia, and desktop publishing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.</p>	
<p>Cooperative Work Experience 80200001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to provide on-the-job experience to prepare students for entry-level positions in their field of career interest. Students are employed in the same career area as the Career and Technical Education (CTE) program of enrollment. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester and must pass their related CTE class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated for a total of two elective credits.</p>	
<p>Employability Skills (J.A.G) 80250001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course provides students with employability skills for career readiness. Topics include leadership, self-development skills, and professional-knowledge necessary to be successful in the workplace. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.</p>	

School Related Work Experience 81500001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	
Student Aide 81600001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.	
Student Tutor 8165001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics laboratories in an elementary, junior, or senior high school to assist with individual student instruction. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 2.0 accumulative grade point average and be knowledgeable in the academic area in which they are to assist. One-half credit per semester is earned upon the satisfactory completion of the program's requirements. <b>STUDENTS ARE LIMITED TO ONE CREDIT.</b> This course will fulfill one of the elective credits required for graduation.	AVID Coordinator approved
Study Skills 45560001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to increase academic success in the skills of critical thinking, reading, listening, writing, and speaking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	Counselor and Teacher recommendation only
Virtual Lab HS (APEX) 82950001	11 <sup>th</sup> -12 <sup>th</sup>	Credit retrieval through APEX.	Counselor Approval

# Drama & Public Speaking

Course	Grade Level	Course Description	Prerequisites
Speech and Debate I 14750001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.	
Speech and Debate II 14800001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.	
Speech and Debate III 14850001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is a continuation of Speech and Debate II and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	
Theater I 76150001	9 <sup>th</sup> -12 <sup>th</sup>	This first-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of the theatre, and to encourage social adjustment. This course will fulfill one of the elective credits required for graduation.	This class is for any student who is interested in learning Theatre. Prior experience is not needed.
Theater II 76200001	10 <sup>th</sup> -12 <sup>th</sup>	Second course in sequence- See Theater I	This course is for students who have successfully completed Theatre I.

Theater III 76250001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	This course is for students who have successfully completed Theatre II.
Theater Technology I 68270001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	This class is for any student who is interested in learning Technical Theatre. Prior experience is not needed. CTE Credit available upon 3 years.
Theater Technology II 68300001	10 <sup>th</sup> -12 <sup>th</sup>	Second course in the sequence- See Theater Technology I	This course is for students who have successfully completed Technical Theatre I. (CTE)
Theater Technology III 68330002	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully completed Theatre Technology II. Students execute front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	This course is for students who have successfully completed Technical Theatre II. (CTE)
Advanced Study Performing Arts (Theater) 74900001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course is offered to students whose individual desire is to pursue a study of their own interest through investigation and in-depth research for which there is no provision in the regular school curriculum. Students are expected to work independently and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Students must report to the supervising teacher once each week for assistance. Out-of-school research is considered homework and will not substitute for class attendance. Students are required to provide the coordinator and/or committee of interested or qualified persons with a written report or an oral presentation of the study. One credit per year is issued upon the satisfactory completion of course requirements. Students may repeat the course with approval of a counselor and/or administrator. This course will fulfill one arts/humanities credit required for graduation.	This course is designed for students that want to pursue a career/post-secondary education in Theatrical Arts. Students are required to have taken Theatre 1 and had an audition with the director for approval into the course.

# English

<p>English 9 1010001</p>	<p>9<sup>th</sup></p>	<p>This one-year course (Foundations in Composition and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	
<p>English 9 Honors 10104001</p>	<p>9<sup>th</sup></p>	<p>This one-year course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	

English 9 MYP 12500001	9 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and develops the skills of critical thinking, reading, listening, writing, and speaking. A variety of international literature selections are used for the improvement of literary strategies, literary appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
English 9 H MYP 12504001	9 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and develops the skills of critical thinking, reading, listening, writing, and speaking. This course is designated as honors level by the accelerated instructional pacing and depth of content. A variety of international literature selections are used for the improvement of literary strategies, literary appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
English 10 10300001	10 <sup>th</sup>	This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	

<p>English 10 MYP 12600001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is a continuation of the study of language, literature, and composition while expanding critical thinking, reading, listening, writing, and speaking. A variety of international literature genres are used for the further development of literary strategies, appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	
<p>English 10 (Pre-AP) Honors 10504001</p>	<p>10<sup>th</sup></p>	<p>This one-year course (Advanced Composition, Language, 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 by the accelerated instructional pacing and depth of content. This rigorous honors course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of American prose styles and genres. The course is also structured chronologically based on the genres and movements of American literature. Students are expected to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	
<p>English 10 H MYP 12604001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is a continuation of the study of language, literature, and composition while expanding critical thinking, reading, listening, writing, and speaking. A variety of international literature genres are used for the further development of literary strategies, appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	

English 11 10600001	11 <sup>th</sup>	This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
English 11 Honors 10604001	11 <sup>th</sup>	This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
AP English Language and Composition 11402001	11 <sup>th</sup>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	

<p>English 12 10800001</p>	<p>12<sup>th</sup></p>	<p>This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	
<p>English 12 Honors 10800001</p>	<p>12<sup>th</sup></p>	<p>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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	

<p>Advanced Study English 11000001</p>	<p>12<sup>th</sup></p>	<p>This one-semester course provides students with extended experiences in English in conjunction with, or beyond, honors-level English courses. To be eligible for this course, students must be concurrently enrolled in an Honors, Advanced Placement (AP), or International Baccalaureate (IB) course or have successfully completed both AP English Language and Composition and AP English Literature and Composition. Students are expected to work independently as they pursue in-depth reading, analysis of text(s), and research of concepts and/or language particular to their fields of interest. Advanced Study English may be taken only with the approval of the school curriculum administrator and a supervising English teacher. Students are required to submit to the coordinator and/or committee of interested or qualified persons a written report or an oral presentation of the study. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one half of an English credit required for high school graduation and is repeatable.</p>	
<p>AP English Literature and Composition 11502001</p>	<p>12<sup>th</sup></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.</p>	
<p>Language and Literature I IB 12953001</p>	<p>11<sup>th</sup></p>	<p>This one-year course for International Baccalaureate students is designed to expose students to both literary and non-literary texts, ranging from advertising to contemporary and classical literature, as well as the cultures in which they were produced. The course develops the understanding of the ways in which formal elements are used to create meaning in a text, and how the cultural perspective of both the reader and the writer shapes that meaning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

Language and Literature II IB	12 <sup>th</sup>	<p>This one-year course for International Baccalaureate students who have successfully completed Language and Literature I IB. The course exposes students to both literary and non-literary texts, ranging from advertising to contemporary and classical literature, as well as the cultures in which they were produced. The course develops further understanding of the ways in which formal elements are used to create meaning in text, and how the cultural perspective of both the reader and writer shapes that meaning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.</p> <p><b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
Literature I IB 12803001	11 <sup>th</sup>	<p>This one-year course for International Baccalaureate (IB) students provides an in-depth exploration of literature with an emphasis on developing critical thinking as well as the student's spoken and written expression. In addition to studying multiple genres of literature, and a range of critical approaches, students are exposed to different cultural contexts via the study of works in translation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.</p> <p><b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

<p>Literature II IB 12903002</p>	<p>12<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students who have successfully completed Literature I IB. The course provides an in-depth exploration of literature with an emphasis on further developing critical thinking as well as the student's spoken and written expression. In addition to studying multiple genres of literature, and a range of critical approaches, students are exposed to different cultural contexts via the study of works in translation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.</p> <p><b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
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# English Electives

Course	Grade Level	Course Description	Prerequisites
English Language Learner I 15150001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course emphasizes the development of reading, writing, and listening and speaking skills of students with limited English proficiency. This course provides opportunities for practice in correct usage of standard English. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. <b>This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of the English credits required for high school graduation.</b>	Counselor placement WIDA scores 1 and 2 overall
English Language Learner II 15200001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is a continuation of English Language Learner I and provides students with limited English proficiency the opportunity to speak, read, and write English. More complex reading and writing skills are introduced. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. <b>This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of the English credits required for high school graduation.</b>	Counselor placement WIDA scores 1 and 2 overall
English Language Learner III 15250001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is a continuation of the basic communication concepts presented in English Language Learner I and English Language Learner II with an emphasis on preparing the student with limited English proficiency for successful participation in the general-education program. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. <b>This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of the English credits required for high school graduation.</b>	Counselor placement WIDA scores 3 and 4 overall
English Language Learner IV 15300001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is a continuation of the basic communication concepts presented in English Language Learner II and English Language Learner III with emphasis on preparing the student with limited English proficiency for successful participation in the general-education program. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. <b>This course fulfills one of the elective credits required for high school graduation. This course does not fulfill one of English credits required for high school graduation.</b>	Counselor placement WIDA scores 3 and 4 overall

<p>Imaginative Writing 14250001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Journalism Foundations 14300001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Journalism II 14350001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is a continuation of the study and practice of advanced journalistic skills with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students produce the school newspaper. Students apply press law and ethics, student privacy, and intellectual property rights during the production of the newspaper. Students explore different technologies used to publish a newspaper, including online publications of the newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Successful completion of Journalism Foundations.</p>
<p>Mythology and Folklore 14450001</p>	<p>9<sup>th</sup>-10<sup>th</sup></p>	<p>This one-year course is an introduction to mythology and folklore emphasizing its influence in literature. This course emphasizes the relationships among literature, culture, philosophy, and psychology. Literature, composition, discussion, and critical-thinking skills are taught concurrently. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Publications I 14550001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	

<p>Publications II 1460001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is a continuation of Publications I and is designed for the study and application of the elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students produce a school yearbook demonstrating critical thinking, writing, photography, and technology skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Successful completion of Publications I.</p>
<p>Theory of Knowledge I IB 81903001</p>	<p>11<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students and is designed to develop an awareness of how knowledge is constructed, critically examined, evaluated, and renewed by communities and individuals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

<p>Theory of Knowledge II IB 81963001</p>	<p>12<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students who have successfully completed Theory of Knowledge I IB and provides students further opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. Students consider the role and nature of knowledge in their own culture, in the cultures of others, and in the wider world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.</p> <p><b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
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# Health and Physical Education

Course	Grade Level	Course Description	Prerequisites
Dance Flex and Tone 50980001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides students with practical training in dance conditioning and fitness as related to training the contemporary dancer. Major topics include alignment and dance anatomy, flexibility, strengthening, proper use of exercise equipment, and safety. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated.	This course is designed as a dance-conditioning class. It is for dancers or athletes serious about pursuing flexibility and strength training through pilates-based exercises. Students should have prior dance experience or be involved with athletics outside of class.
Freshman Studies 80500001	9 <sup>th</sup>	This one-year course is designed for ninth grade students to provide a smooth transition into the high school setting and develop a sense of community and ownership. Emphasis will be placed on developing a long-range educational plan. This course will fulfill one elective credit required for high school graduation.	
Functional Fitness 54500001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides students the opportunity to participate in CrossFit Kids® to develop a health-enhancing level of physical fitness. This course can only be taught by instructors who have passed the CrossFit® Level I Certificate Course and completed the CrossFit® Kids Course. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in constantly varied functional fitness movements at high intensity levels. Students develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills up to two physical education credits required for high school graduation and may be repeated.	Passed PE I with a B or higher. Can be taken for a PE II credit. Course can be repeated for an elective credit. Students must maintain a B or higher in the class to repeat it the following year.

<p>Health Education 51000001</p>	<p>9<sup>th</sup>-11<sup>th</sup></p>	<p>This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. The course fulfills the one-half credit of health required for high school graduation.</p>	
<p>Physical Conditioning with Weights 54600001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is an activity-oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training and builds upon the knowledge gained in Physical Education I and II. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Fitness-related vocabulary, desirable health habits, physical conditioning, skill development and safety are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Passed PE I with a B or higher and earned a PE II waiver by participating on a school athletic team. Students must maintain a B or higher in the class to repeat it the following year.</p>
<p>Physical Education I 50100001</p>	<p>9<sup>th</sup></p>	<p>This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal-setting, and health-related fitness knowledge. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences, team sports, individual and dual sports, dance/rhythms, and lifetime recreational activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.</p>	

<p>Physical Education II 50200001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in activities that apply movement principles found in team sports, individual/dual sports, fitness and wellness activities, dance/rhythms, and lifetime recreational activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.</p>	
<p>Sports Leadership</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>The purpose of this class is to build on the athletic fundamentals of leadership. With the theory in mind that a player-led team is more successful than a coach-led team, the purpose of this course is to assist coaches with the implementation of developing athletic leaders. Through the use of socratic seminars, philosophical chairs, guest speakers and motivational readings, we will use this course to expand student athletes' knowledge of the fundamentals in leadership. Spring Valley's motto, <i>Success with Honor and Spirit</i>, will guide the focus and vision for the course.</p>	<p>Junior/Seniors only. Students must be recommended by a coach, club advisor, or teacher. Then must have a final interview with Coach Hemberger for approval.</p>

# Mathematics

Course	Grade Level	Course Description	Prerequisites
Algebra I 20200001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.	If earned D/F in math 8, then concurrently enrolled in Fundamental Math Concepts. If earned C or higher in math 8, then enrolled only in this course.
Algebra I MYP 205090001	9 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and 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. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation and meets the District requirement of the successful completion of Algebra I or above.	
Algebra II 20900001	10 <sup>th</sup> - 2 <sup>th</sup>	This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	

<p>Algebra II Honors 20904001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	<p>Student earned a B or higher in Algebra I AND student earned a B+ or higher in Geometry OR student earned a C or higher in Geometry Honors</p>
<p>Algebra II MYP 21159001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	
<p>Algebra II Honors MYP 21204001</p>	<p>10<sup>th</sup>-11<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	

<p>AP Statistics 22502001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year Advanced Placement course is intended for students who are preparing for further study in disciplines requiring statistical course work. This course includes describing patterns in data and departures from patterns, planning and conducting a statistical study, exploring random phenomena using probability and simulation, estimating population parameters, and testing statistical hypotheses. The use of technology, including calculators and computer software, is an integral part of this course. This course is intended to prepare students for taking the Advanced Placement Examination in Statistics. This course will fulfill one of the mathematics credits required for high school graduation.</p>	<p>Student earned a B or higher in Algebra II OR student earned a C or higher in Algebra II Honors</p> <ul style="list-style-type: none"> <li>• STRONGLY RECOMMENDED students take this course as a senior. Sophomores in Algebra II should continue to Pre-Calculus if possible.</li> </ul>
<p>AP Calculus AB 21802001</p>	<p>12<sup>th</sup></p>	<p>This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus AB examination. This course will fulfill one of the mathematics credits required for high school graduation.</p>	<p>Students should have earned a B or higher in Pre-Calculus AB Honors OR Students coming from Algebra II Honors should have earned an "A" AND have teacher recommendation.</p>
<p>College Preparatory Mathematics 22870001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This rigorous one-year course is designed for students who have successfully completed Algebra II. In preparation for college-level mathematics, the focus of this course is the study of advanced mathematical topics and their applications. Emphasis is on refining problem solving skills through modeling and project-based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators or computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	<p>Student has earned a grade of C or better in Elementary (pre-Algebra) Algebra, Geometry, and intermediate (Algebra I) /Advanced Algebra (Algebra II)</p>
<p>Fundamental Math Concepts 24800001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student's course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).</p>	<p>Enrolled concurrently with Algebra I. Must have taken Math 8 or Pre-Algebra last year Earned a D or lower last year in their math course.</p>

Geometry 20600001	10 <sup>th</sup> -11 <sup>th</sup>	This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	
Geometry Honors 20604001	10 <sup>th</sup> -11 <sup>th</sup>	This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	Students should have earned a B or higher in Algebra I.
Geometry MYP 20850001	9 <sup>th</sup> -10 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to provide students with a rigorous study of Euclidean Geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	
Geometry Honors MYP 20854001	9 <sup>th</sup> -10 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to study Euclidean Geometry. This course is designated as honors level by the accelerated instructional pacing and depth of content. It 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. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	Students need to be enrolled in the magnet cohort at Spring Valley High School AND earned a B or higher in Algebra I.

<p>Math of Personal Finance 2330001</p>	<p>12<sup>th</sup></p>	<p>This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).</p>	
<p>Mathematics I IB 23343001</p>	<p>11<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students and provides a detailed study of algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus concepts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use and application of technology, especially 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. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Mathematics II IB 23253001</p>	<p>12<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students and is designed for those students who have successfully completed Mathematics I IB. This course provides a detailed study of algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. Development of each topic features justification and proof of results. This course has an additional external assessment component based on one of the following topics: statistics and probability, sets, relations and groups, series and differential equations, and discrete mathematics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use and application of technology, especially 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. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

<p>Mathematical Studies I IB 23353001</p>	<p>11<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students and emphasizes the applications of mathematics, including statistical techniques. Major topics include numbers and algebra, descriptive statistics, logic, sets and probability, statistical applications, geometry and trigonometry, mathematical models, and introductory differential calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use and application of technology, especially 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. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Mathematical Studies II IB 23373001</p>	<p>12<sup>th</sup></p>	<p>Course Scope: This one-year course is for International Baccalaureate (IB) students who have successfully completed Mathematical Studies I IB. This course provides students the opportunity to further explore the following major topics of study: numbers and algebra, descriptive statistics, logic, sets and probability, statistical applications, geometry and trigonometry, mathematical models, and introductory differential calculus. Emphasis is placed developing mathematical reasoning through solving mathematical problems embedded in a wide range of contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use and application of technology, especially 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. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Pre-Calculus Honors AB 21454001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the introductory concepts of calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	<p>Student earned a B or higher in Algebra II OR Student earned a C or higher in Algebra II Honors</p>

Topics in Modern Math 23500001	12 <sup>th</sup>	This one-year senior level course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. Emphasis will be on refining problem solving skills through modeling and project-based learning. The use of technology, including calculators and computers, is an integral part of this course. The prerequisite for this course is successful completion of Algebra II. This course will fulfill one of the mathematics credits required for high school graduation.	
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# Performing Arts: Instrumental and Vocal

Course	Grade Level	Course Description	Prerequisites
Advanced Band 72300001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	Required to have been in band in middle school as a woodwind or brass student.
Advanced Choir 76600001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for high school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.	Experience in middle school choir required Or successful completion of Intermediate Choir.
Advanced Dance Technique 50750001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for high school students who have successfully completed an intermediate dance course and want to explore more advanced performance techniques. Major topics include the skills required for performance and creation in ballet, jazz, modern, tap, and theatrical dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation and may be repeated.	This course is for the advanced dancer who has successfully completed Dance I with high academic and citizenship scores. A placement audition and instructor approval is required.

<p>Advanced Guitar 72600001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an advanced level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p>	<p>This course is for students who have successfully completed Beginning and Intermediate Guitar. Students may be placed in this class without completing Beginning or Intermediate Guitar only if they have the recommendation of the teacher.</p>
<p>Advanced Instrumental Studies 72050001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for ninth through twelfth grade students to develop solo and small ensemble instrumental techniques and repertoire. Small ensemble and solo performance techniques are integral to the students' mastery of an instrument. In addition, exposure to the wide variety of literature in the solo and small ensemble repertoire encourages future study. This course may be repeated for credit. This course will fulfill one of the elective credits for graduation.</p>	
<p>Advanced Jazz Band 72400001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully demonstrated mastery of intermediate jazz skills and techniques. Areas of emphasis include jazz interpretation and exploration of advanced improvisation and composition techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.</p>	<p>Required to have been in band in middle school.</p>
<p>Advanced Orchestra 73350001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed an intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.</p>	<p>This course is for students who have successfully completed HS Intermediate Orchestra.</p>

<p>Advanced Study Performing Arts (Dance-Choreography) 74909001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is offered to students whose individual desire is to pursue a study of their own interest through investigation and in-depth research for which there is no provision in the regular school curriculum. Students are expected to work independently and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Students must report to the supervising teacher once each week for assistance. Out-of-school research is considered homework and will not substitute for class attendance. Students are required to provide the coordinator and/or committee of interested or qualified persons with a written report or an oral presentation of the study. One credit per year is issued upon the satisfactory completion of course requirements. Students may repeat the course with approval of a counselor and/or administrator. This course will fulfill one arts/humanities credit required for graduation.</p>	<p>This course is for the intermediate or advanced dancer who has successfully completed Dance I with high academic and citizenship scores and is concurrently enrolled in Dance II and/or HS Dance Advanced Technique. Instructor approval is required.</p>
<p>Beginning Guitar 72500001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p>	<p>This class is for any student who is interested in learning the guitar. Prior experience is not needed.</p>
<p>Beginning Orchestra 73250001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students with no previous orchestra experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.</p>	
<p>Chamber Orchestra 73500001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for high school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.</p>	<p>This course is designed for students that would like a second period of orchestra. Students must be enrolled in dual enrolled in Advanced Orchestra. May be enrolled in Chamber and Intermediate Orchestra (with consent of the director.)</p>

<p>Dance I 50500001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to develop an appreciation of dance as an art form. Through movement experiences, students communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities credit or one of the elective credits required for graduation.</p>	<p>This course is open to all interested students, previous movement experience is not required.</p>
<p>Dance II 50600001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced student. The student will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms. This course may be repeated for elective credit and will fulfill the Physical Education II credit required for graduation.</p>	<p>This course is for the intermediate dancer who has successfully completed Dance I with high academic and citizenship scores. A placement audition and instructor approval is required.</p>
<p>Intermediate Choir 76909001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for high school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, and the study of basic and advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.</p>	
<p>Intermediate Guitar 72559001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p>	<p>This course is for students who have successfully completed Beginning Guitar. Students may be placed in this class without completing Beginning Guitar if they have the recommendation of the teacher or completion of a middle school guitar class.</p>

Intermediate Orchestra 73300001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	Intermediate Orchestra is a continuation of MS Orchestra. It is intended for students with prior experience. All incoming freshmen should be placed in Intermediate Orchestra. Students with no prior experience need approval from the direct before they may enroll in this class.
Intermediate Orchestra Experienced 733309001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	
Marching Band 72450001	9 <sup>th</sup> -12 <sup>th</sup>	This one semester course is designed for students already participating in the concert band program. Marching band emphasizes both musical skills and the awareness of movement within time and space. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one half of one elective credit or one half of one Arts/Humanities credit required for high school graduation and may be repeated. <b>*Meets after school only and requires night and weekend commitments.</b>	
Music Theory 74050001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. The prerequisite for this course is prior instrumental experience or membership in a school vocal ensemble. This course will fulfill either the one Arts/Humanities credit or one elective credit required for graduation.	This course is for students currently enrolled in a band, orchestra, or guitar class.

<p>Musical Theater 75650001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for the college-bound or the student who seeks a professional career in musical theatre. The program is designed for the student already gifted with the basic abilities of acting, singing, and dancing in musical theatre performances. The course will further enhance and utilize skills through intensive and specialized course work. This course is open to students by audition only. Advancement is based upon a jury at the end of the first year of study as well as continued advisement sessions with the musical theatre faculty. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.</p>	
<p>Percussion Ensemble I 73580001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for providing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. This course will fulfill one art/humanities elective credit toward high school graduation.</p>	<p>No experience required. Taken simultaneously with Beginning Band.</p>
<p>Percussion Ensemble II 73600001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have experience playing percussion instruments or have completed Percussion Ensemble I. Students will develop advanced techniques of performance, notation reading, and musicality using a wide variety of percussion instruments and musical styles. Students will develop techniques for playing all percussion instruments in a variety of musical settings including marching band, concert band, jazz band, small ensembles, and indoor drum line. This course will fulfill one art/humanities elective credit toward high school graduation and is repeatable for credit.</p>	<p>Required to have been in band in middle school as a percussion student.</p>
<p>Rhythmic Precision (Color Guard) 71900001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation. <b>*Requires weekend and night commitments.</b></p>	<p>No experience required</p>

# Science

Course	Grade Level	Course Description	Prerequisites
AP Biology 30602001	11 <sup>th</sup> -12 <sup>th</sup>	<p>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.</p>	
AP Chemistry 31702001	10 <sup>th</sup> -12 <sup>th</sup>	<p>This one-year course is designed to provide a comprehensive background for those students desiring an in-depth study of chemical concepts. This course will focus on meeting the requirements of the College Board Advanced Placement Chemistry exam. Instructors should refer to the current Advanced Placement course description for examination specifics. Topics included are atomic theory and structure; chemical bonding; nuclear chemistry; gases, liquids and solids; solutions; reaction types; acids and bases; stoichiometry; equilibrium; kinetics; thermodynamics; electrochemistry; oxidation-reduction; descriptive chemistry; and an introduction to carbon chemistry. Laboratory work of quantitative and qualitative nature is used to develop manipulative skills and reinforce topic areas. It is recommended that students successfully complete a first year biology and a first year chemistry course before enrolling in AP Chemistry. This course will fulfill one of the two science credits required for high school graduation and college entrance requirements for laboratory science.</p>	

<p>AP Environmental Science 32702001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year advanced laboratory course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and human-made environmental problems, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving or preventing them, and to examine environmental law and global economic impacts. The appropriate use of technology is an integral part of this course. It is designed to meet the requirements of the College Board AP Environmental Science Examination. This course fulfills one of the science credits required for high school graduation and meets college entrance requirements for a laboratory science.</p>	<p>A or B in both Biology/Biology Honors AND Chemistry/Chemistry Honors</p>
<p>AP Physics 1: Algebra Based 32302001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	<p>Passing grades in Algebra II, Passed Physics OR Physics Honors</p>
<p>Biology 30100001</p>	<p>9<sup>th</sup>-10<sup>th</sup></p>	<p>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. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	

<p>Biology Honors 30104001</p>	<p>9<sup>th</sup>-10<sup>th</sup></p>	<p>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. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	
<p>Biology MYP 30300001</p>	<p>9<sup>th</sup>-10<sup>th</sup></p>	<p>This one-year course for the International Baccalaureate (IB) Middle Years Programme (MYP) is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation in Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.</p>	

<p>Biology Honors MYP 30304001</p>	<p>9<sup>th</sup>-10<sup>th</sup></p>	<p>This one-year course for the International Baccalaureate (IB) Middle Years Programme (MYP) 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 include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation in Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent research projects and inquiry-based learning experiences are integral parts of the course requirements. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.</p>	
<p>Biology II IB 30403001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This is a one-year advanced laboratory course. This course is designed for students desiring greater experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General areas of study will be molecular biology, cellular biology, genetics, organismal biology, population biology, and ecology. As an integral part of the course, emphasis will be placed on the influence of science and technology in contemporary society as well as career opportunities in the biological sciences. Biology I Honors is a pre-requisite. This course will fulfill one of the science credits required for graduation and college entrance requirements for laboratory science. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Biology III IB 30503001</p>	<p>12<sup>th</sup></p>	<p>This one-year, advanced biology course is an intensive laboratory and research-based study of biological concepts and their applications. It will fulfill the more rigorous requirements for students who will be testing on the IB High-level Biology Exam. Emphasis will be placed on laboratory investigations based on extension and options set out in the IB Biology Syllabus. In-depth content and theory will be presented to correlate the study of biology with current social and political issues. Enrolling students must be in twelfth grade and have earned a C or better in Biology II AP or IB. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

Chemistry 31000001	10 <sup>th</sup> -12 <sup>th</sup>	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 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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	
Chemistry Honors 31004001	10 <sup>th</sup> -12 <sup>th</sup>	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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	B or better in Algebra I and Biology Honors or A in Biology
Chemistry MYP 31300001	10 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP). This course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Science, Technology, and Society (STS) issues are an integral part of this course. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.	

<p>Chemistry H MYP 31304001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP). This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Science, Technology, and Society (STS) issues are an integral part of this course. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.</p>	
<p>Chemistry II IB 31503001</p>	<p>11<sup>th</sup></p>	<p>Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Chemistry III IB 31603001</p>	<p>12<sup>th</sup></p>	<p>This one-year, advanced chemistry course is an intensive laboratory and research-based study of chemistry concepts and their application. It will fulfill the more rigorous requirements for students who will be testing on the IB High-level Chemistry Exam. Emphasis will be placed on designing laboratory investigations based upon extension and options recommended in the IB Chemistry Syllabus. Students will be given opportunities to develop skills using computer-generated simulations. In-depth content and theory will be presented to correlate the study of chemistry with current social and political issues. Students who have previously taken the Chemistry II AP course and wish to enroll for more in-depth study are also eligible for enrollment. Enrolling students must be in twelfth grade and have earned a C or better in Chemistry II AP and Physics I (or concurrent enrollment). Students must also be enrolled in Algebra II/Trigonometry, Pre-calculus, or other higher math course. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Environmental Systems and Societies I IB 32803001</p>	<p>11<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students and is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of environmental systems. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

<p>Environmental Systems and Societies II IB 32853001</p>	<p>12<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate (IB) students and is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of environmental systems. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.</p> <p><b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Geoscience 30800001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	
<p>Geoscience Honors 30804001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	

<p>Geoscience MYP 30900001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to integrate scientific principles related to the Earth and its environment. Topics of this course include: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science are integrated. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.</p>	
<p>Geoscience Honors MYP 30904001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to integrate scientific principles related to the Earth and its environment. Topics of this course include: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science are integrated. This course is designated as honors level by the accelerated instructional pacing and depth of content. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.</p>	
<p>Physics 32000001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	<p>C or better in both semesters of Algebra I, Geometry, and Algebra II</p>

<p>Physics Honors 32004001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	<p>C or better in both semesters of Algebra I, Geometry, and Algebra II</p>
<p>Physics II IB 32203001</p>	<p>11<sup>th</sup></p>	<p>This one-year course is designed to provide a comprehensive background for those students desiring an in-depth study of mechanics and/or electromagnetism. A prerequisite for this course is concurrent enrollment or prior completion of Calculus. Topics in mechanics are kinematics, Newton's laws of motion, momentum, work, energy, power, rotational motion, angular momentum, and oscillation. Topics in electromagnetism are electrostatics, electrodynamics, and magnetism. Selected topics in optics, waves, thermodynamics, relativity, and modern physics will be studied in less depth. Laboratory experiences of a quantitative and qualitative nature are an essential element of this course. This course fulfills one credit of the high school graduation requirement for science and meets college entrance requirements for a laboratory science. NOTE: This course is designed to prepare the student for the Advanced Placement - Physics C examination in mechanics and/or electricity and magnetism. Instructors should refer to the current Advanced Placement course description for examination specifics. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Sports, Exercise, and Health Science I IB 51803001</p>	<p>11<sup>th</sup></p>	<p>Course Scope: This one-year course is for International Baccalaureate students and involves the study of the science that underpins physical performance. This course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition to provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Issues of international dimensions and ethics will be addressed by considering sport, exercise and health relative to the individual in a global context. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

<p>Sports Exercise and Health Science II IB 51853001</p>	<p>12<sup>th</sup></p>	<p>Course Scope: This one-year course is for International Baccalaureate students who have successfully completed Sports, Exercise, and Health Science I IB. This course provides students the opportunity to further explore the topics necessary to apply scientific principles and critically analyze human performance. Issues of international dimensions and ethics will be addressed by considering sport, exercise and health relative to the individual in a global context. This course has additional external assessment components. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
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# Science Electives

<p>Principles of Anatomy/Physiology Honors 34504001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Principles of Marine Science 35150001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is a survey of the physical and biological marine environment. Topics covered include the history of ocean exploration, properties of seawater, interactions between atmospheric and oceanic systems, a survey of oceanic life forms, and human interactions with the marine environment. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Completion of Biology/Biology H</p>
<p>Principles of Zoology Honors 35254001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students desiring an in-depth study of zoology. This course is designated as honors level by the accelerated instructional pacing and depth of content. General areas of study include levels of organization, evolutionary theory, ecological adaptations, and the anatomical and physiological characteristics of all major animal phyla. Emphasis will be placed on diversity within the animal kingdom as it relates to physiological adaptations and environmental pressures. This course serves to familiarize students with educational and occupational opportunities in the field of zoology. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Completion of Biology/Biology H</p>

# Social Studies

Course	Grade Level	Course Description	Prerequisites
<p style="text-align: center;">AP US Government and Politics 43002001</p>	<p style="text-align: center;">12<sup>th</sup></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college-level curriculum provides students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation.</p>	<p>Successful completion of AP U.S. History with a “C” or higher OR Successful completion of U.S. History Honors with a “B” or higher AND a teacher recommendation or student challenge</p>
<p style="text-align: center;">AP US Government and Politics (We The People) 43002201</p>	<p style="text-align: center;">12<sup>th</sup></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college-level curriculum provides students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation.</p>	<p>Outside time commitments for competition.</p>
<p style="text-align: center;">AP US History 42202001</p>	<p style="text-align: center;">11<sup>th</sup></p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This college-level curriculum provides an in-depth examination, synthesis, and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge is used throughout the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.</p>	<p>Successful completion of AP World History with a “C” or higher OR Successful completion of World History Honors with a “B” or higher AND a teacher recommendation or student challenge.</p>

AP Human Geography 40602001	9 <sup>th</sup>	The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.	Successful completion of 8th grade World Geography with a "B" or higher  AND successful completion of 8th grade English with a "B" or higher
AP World History 41402001	10 <sup>th</sup>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human World History examination. This college-level curriculum highlights the nature of changes in global frameworks and the causes and consequences, as well as comparisons among major societies from historical, geographical, political, economic, and cultural contexts. This course covers the scope of human history from 8,000 BCE to the present. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.	Successful completion of Arts and Humanities with a "B" or higher  AND successful completion of English 9 Honors with a "B" or higher
US Government 42400001	12 <sup>th</sup>	This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.	
US Government Honors 42404001	12 <sup>th</sup>	This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.	Successful completion of U.S. History Honors with a "C" or above  OR successful completion of U.S. History with a "B" or higher  AND a teacher recommendation or student challenge
US Government IB 42803001	12 <sup>th</sup>	Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b>	

US History 41605001	11 <sup>th</sup>	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.	
US History Honors 41604001	11 <sup>th</sup>	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.	Successful completion of World History Honors with a "C" or above  OR Successful completion of World History with a "B" or higher AND a teacher recommendation or student challenge
US History IB 42003001	11 <sup>th</sup>	Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b>	
World History 40800001	10 <sup>th</sup>	This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.	
World History Honors 40804001	10 <sup>th</sup>	This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.	Successful completion of Arts and Humanities with a "C" or above  AND Successful completion of English 9 with a "B" or above OR English 9 H with a "C" or above

<p>World History MYP 40900001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credit or the Arts/Humanities credit required for high school graduation.</p>	
<p>World History Honors MYP 40904001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credit or the Arts/Humanities credit required for high school graduation.</p>	
<p>World History IB 41203001</p>	<p>10<sup>th</sup></p>	<p>Course uses identified International Baccalaureate Curriculum.</p>	

# Social Studies Electives

Course	Grade Level	Course Description	Prerequisites
AP Psychology 44282001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. This college-level curriculum introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
Arts and Humanities 44320001	9 <sup>th</sup>	This one-year course is designed as an exploration of the arts and humanities. Students are exposed to the following disciplines: visual arts, philosophy, literature, religion, dance, music, drama, fashion, and architecture. Students study examples of these cultural roots of civilization through an interdisciplinary approach. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation.	
Arts and Humanities MYP 44330001	9 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) as an exploration of the arts and humanities. Students are exposed to the following disciplines: visual arts, philosophy, literature, religion, dance, music, drama, fashion, and architecture. Students study examples of these cultural roots of civilization through an interdisciplinary approach. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	

Arts and Humanities Honors MYP	9 <sup>th</sup>	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) as an exploration of the arts and humanities. Students are exposed to the following disciplines: visual arts, philosophy, literature, religion, dance, music, drama, fashion, and architecture. Students study examples of these cultural roots of civilization through an interdisciplinary approach. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities Honors credit required for high school graduation.	
Contemporary Problems 44560001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course examines the political, social, and economic issues and implications developed during the current year. Students evaluate current events from a variety of perspectives and analyze effects on society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	Desired that students concurrently enroll in "We the People"
Global Diplomacy and Model United Nations (MUN) 44834001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course examines the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns of a global community. This course is designated as honors level by the accelerated instructional pacing and depth of content. Through research, discussion, negotiation, and debate, students develop plausible solutions to the collective problems of the world. Students employ a variety of communications and critical-thinking skills to defend and advance their solutions. Students increase their skills in public speaking, research and writing, negotiation and powers of persuasion, leadership, organization, and interpersonal communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. <b>**Requires after school and weekend commitments</b>	
History of Pop Music 45680001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	

Principles of Leadership (STUCO) 45340001	9 <sup>th</sup> -12 <sup>th</sup>	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.	Students may enter via election, application, and/or with approval from Student Council Advisor
Personal Leadership 45280001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course will give students the opportunity for self-improvement through leadership and character development. Students will begin to discover and develop self-discipline, teamwork, and cooperation. Students will be offered a variety of opportunities, in and out of class, to serve in a leadership position by participating in school service projects that will encourage confidence to lead and participate in small groups. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. This course will fulfill one elective credit required for high school graduation.	
Psychology I 45400001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	
Psychology I IB 45403001	11 <sup>th</sup>	This one-year course is for International Baccalaureate (IB) students and is designed to give students a deeper understanding of the nature and scope of psychology through in-depth analysis, evaluation, and consolidation of learning. The course examines the interaction of biological, cognitive, and sociocultural influences on human behavior through a holistic approach. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b>	
Psychology II IB 45413001	12 <sup>th</sup>	This one-year course is for International Baccalaureate students who have successfully completed Psychology I IB and is designed to further explore the interaction of biological, cognitive, and sociocultural influences on human behavior through a holistic approach. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b>	

# Visual Arts

Course	Grade Level	Course Description	Prerequisites
AP Studio Art Drawing 70302001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Studio Art: Drawing examination and portfolio submission. This college-level curriculum facilitates the creation of a college-level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	Teacher Approval
AP Studio Art: 2D 70202001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Studio Art: 2-D Design examination and portfolio submission. This college-level curriculum facilitates students in the creation of a college-level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	Teacher Approval
AP Studio Art: 3D 70252001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Studio Art: 3-D Design examination and portfolio submission. This college-level curriculum facilitates the creation of a college-level portfolio demonstrating mastery of three-dimensional design. Through additive, subtractive, and/or fabricated processes, students create works that demonstrate a range of understanding and fundamental mastery of 3-D visual concerns and methods. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	Teacher Approval

Art I 70350001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year foundation course is designed to provide a basic understanding of the elements and principles of art as emphasized through the production of art, the study of art history, aesthetics, and art criticism. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	
Ceramics I 70550001	9 <sup>th</sup> -12 <sup>th</sup>	This first-year course is designed to provide experience in three-dimensional design as it applies to ceramics. This course includes an exploration of a variety of hand-building methods and an introduction to wheel techniques. Glaze techniques, tools, vocabulary development, safety factors, historical appreciation, and evaluation are a part of the course. Students are encouraged to exhibit their work.	
Ceramics II 70600001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year advanced course is designed to build upon the experience in three-dimensional design as it applies to ceramics. Students will refine hand building methods and learn or expand wheel techniques. Surface decoration, vocabulary development, studio participation and safety, historical appreciation, aesthetics and critique are to be continued in this course. This course will fulfill one elective credit required for high school graduation.	Completion of Ceramics I
Ceramics III 70650001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year advanced course is designed to follow Ceramics I and II and will build upon knowledge of three-dimensional design specific to ceramic arts. In this advanced class a student will further develop hand-building or wheel throwing skills or a combination of both. Vocabulary development, exploration of advanced surface decoration, the use of a variety of firing methods and communication of artistic ideas will be emphasized. Students will analyze and discuss their work and the work of others and will be required to exhibit their work. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill either one elective credit or one Arts/Humanities credit required for high school graduation.	Completion of Ceramics I & II
Design Crafts 70800001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to provide a wide variety of both two-dimensional and three-dimensional craft designs. A broad range of materials and techniques for design crafts are experienced through production. Students participate in art appreciation and critique, identify, analyze, and judge craft design. The historical influence and reflection of craft design with its regional variation are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	

<p>Drawing I 70850001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course provides students with a strong foundation for drawing through the study of basic techniques and the use of a variety of media and subject matter. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of drawing for communication and expression are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Drawing II 70900001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course expands knowledge and skill through an in-depth study of tools, techniques, media, and subject matter, and is a continuation of Drawing I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Completion of Drawing I</p>
<p>Painting I 71050001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to provide students with a strong foundation of painting through the study of basic techniques and the use of a variety of media. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of painting and painters throughout the ages are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Painting II 71100001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, and media associated with painting and is a continuation of Painting I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in study, planning, art making, and reflection. Specific painting styles and significant painters throughout history are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Completion of Painting I</p>

Photography I 67410001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course provides students with the fundamentals of commercial photography. Topics include photographic vision, operating cameras, image processing, output, and quality control. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	(CTE)
Photography II 67440001	10 <sup>th</sup> -12 <sup>th</sup>	This one-year course builds on the skills and knowledge acquired in Photography I. Students gain experience in the advanced principles of commercial photography as well as create and exhibit photographic work. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	Complete Photo I with a C or better (CTE)
Photography III 67470001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year, project-based course builds on the skills and knowledge acquired in Photography II. Students gain experience with the advanced principles of commercial photography. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	Complete Photo II with a C or better (CTE)
Photography AS 67380001	12 <sup>th</sup>	This one-year course provides students who have achieved all content standards in Photography an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	Complete Photo I-III with a C or better
Project Based Learning (Design) 45370001	9 <sup>th</sup> -10 <sup>th</sup>	This one-year course provides students an opportunity to complete a project-based investigation by applying research techniques related to a specified content area or topic. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation and may be repeated once.	

<p>Video Production I 68450001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course introduces students to video production. Emphasis is on script writing, video recording, editing, converging media, and publication. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>No prerequisite. For those students interested in the Video Production field and broadcast journalism. Recommended for incoming 9th and 10th grade students. This is the first course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education. (CTE)</p>
<p>Video Production II 68480001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Students must take Video Production I, this is the second course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education.</p>
<p>Video Production II Lab 68510001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Video Production II. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Video Production III 68540002</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Areas of emphasis include the development of various media and video productions for a variety of audiences. Project-based learning, collaboration, and project management are essential elements of this course. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Students must take Video Production II, have a B or better at semester and teacher recommendation. This is the third course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education.</p>

<p>Video Production III Lab 68570001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Video Production III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Video Production AS 68420001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Video Production III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Students must take Video Production III, have a B or better at semester and teacher recommendation. This is the fourth course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education.</p>

# World Languages

Course	Grade Level	Course Description	Prerequisites
AP Japanese Language 78052001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to prepare the student for the Advanced Placement Japanese Language and Culture examination. Instructors should refer to the current Advanced Placement course description for examination specifics. The students will sharpen listening, speaking, reading and writing skills as well as cultural understandings. This course will fulfill either one arts/humanities credit or one of the elective credits required for high school graduation.	AP Japanese is for students who have successfully completed Japanese I, Japanese IIH, and Japanese IIIH with a "C" or better and are planning on taking the AP Exam at the end of the school year.
AP Spanish Language and Culture 78502001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K 12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	AP Spanish is for students who have successfully completed Spanish I, Spanish IIH, and Spanish IIIH with a "C" or better and are planning on taking the AP Exam at the end of the school year.
Chinese I 77220001	9 <sup>th</sup>	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). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	

<p>Chinese I MYP 77379001</p>	<p>9<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student’s acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Chinese II Honors 77244001</p>	<p>9<sup>th</sup>-10<sup>th</sup></p>	<p>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. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	

<p>Chinese II H MYP 77384001</p>	<p>9<sup>th</sup>-10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Chinese III IB 77283001</p>	<p>11<sup>th</sup></p>	<p>Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Chinese IV IB 77323001</p>	<p>12<sup>th</sup></p>	<p>Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	
<p>Chinese V IB 77363001</p>	<p>12<sup>th</sup></p>	<p>This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in Chinese and understanding of Chinese culture. It furthers the student's ability to communicate Chinese in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting Chinese with other disciplines and comparing the native language to Chinese. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

<p>French I 77520001</p>	<p>9<sup>th</sup></p>	<p>This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>French I MYP 77680001</p>	<p>9<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism and the five areas of interaction: environments, human ingenuity, approaches to learning, health and social education, and community and service. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	

<p>French II Honors 77544001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed French I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>French II H MYP 77694001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP French I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism and the five areas of interaction: environments, human ingenuity, approaches to learning, health and social education, and community and service. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>French III IB 77583001</p>	<p>11<sup>th</sup></p>	<p>Course uses identified International Baccalaureate Curriculum <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

French IV IB 77623001	11 <sup>th</sup> -12 <sup>th</sup>	Course uses identified International Baccalaureate Curriculum <b>**This course will be offered beginning in the 2018-2019 school year</b>	
French V IB 77663001	12 <sup>th</sup>	This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in French and understanding of French culture. It furthers the student's ability to communicate French in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting French with other disciplines and comparing the native language to French. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b>	
Japanese I 78060001	9 <sup>th</sup>	This one-year course is designed to facilitate a student's acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	

<p>Japanese I MYP 78140001</p>	<p>9<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student’s acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Japanese II Honors 78074001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Japanese I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	

<p>Japanese II H MYP 78154001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP Japanese I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Japanese III H 78084001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Japanese II Honors or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	
<p>Japanese III IB 78093001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

Japanese IV IB 78113001	11 <sup>th</sup> -12 <sup>th</sup>	Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b>	
Japanese V IB 78133001	12 <sup>th</sup>	This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in Japanese and understanding of Japanese culture. It furthers the student's ability to communicate Japanese in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting Japanese with other disciplines and comparing the native language to Japanese. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b>	
Korean I 78200001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to facilitate a student's acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	

<p>Korean II H 78214001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Korean I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Korean III H 78224001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Korean II Honors or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	

<p>Korean IV H 78234001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Korean III Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	
<p>Spanish I 78520001</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>Spanish I is for students who do not speak Spanish at home, who have never studied Spanish before, or who have only taken an exploratory course in middle school.</p>

<p>Spanish I MYP 78630001</p>	<p>9th-12<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student’s acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Spanish II Honors 78534001</p>	<p>10<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	

<p>Spanish II MYP Honors 78644001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
<p>Spanish III Honors 78544001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students who have successfully completed Spanish II Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	
<p>Spanish III IB 78553001</p>	<p>11<sup>th</sup>-12<sup>th</sup></p>	<p>Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b></p>	

Spanish IV IB 78573001	11 <sup>th</sup> -12 <sup>th</sup>	Course uses identified International Baccalaureate Curriculum. <b>**This course will be offered beginning in the 2018-2019 school year</b>	
Spanish V IB 78593001	11 <sup>th</sup> -12 <sup>th</sup>	This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in Spanish and understanding of Spanish culture. It furthers the student's ability to communicate Spanish in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting Spanish with other disciplines and comparing the native language to Spanish. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. <b>**This course will be offered beginning in the 2018-2019 school year</b>	
Beginning Spanish Literacy 78600001	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed for students from a Spanish-speaking background to facilitate acquisition of the target language at the intermediate-low level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Students in the 9th or 10th grades who speak Spanish at home who would like to learn to read and write better.

<p>Intermediate Spanish Literacy H 78614001</p>	<p>10<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed for students from a Spanish-speaking background who have successfully complete Spanish for Spanish Speakers I 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. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
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# Student Support Services

Course	Grade Level	Course Description	Prerequisites
English 1 13105001	9 <sup>th</sup>	This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more mature ways such as controlling the language and structure of text; completing more complex writing assignments; reading a range of literary and informational texts, both classic and contemporary; delivering more oral presentations; and participating in a variety of conversations and collaborations with peers and adults. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation	Placement in this course is determined in conjunction with IEP.
English 2 13205001	10 <sup>th</sup>	This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.	Placement in this course is determined in conjunction with IEP.

<p>English 3 13305001</p>	<p>11<sup>th</sup></p>	<p>This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.</p>	<p>Placement in this course is determined in conjunction with IEP.</p>
<p>English 4 13405001</p>	<p>12<sup>th</sup></p>	<p>This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. The appropriate use of technology is an integral part of this course. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.</p>	<p>Placement in this course is determined in conjunction with IEP.</p>

<p>Math 1 23905001</p>	<p>9<sup>th</sup> - 12<sup>th</sup></p>	<p>This one-year course is designed to focus on five 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, developing, and using expressions and linear equations; 4) 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 5) drawing inferences about populations based on samples. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.</p>	<p>Placement in this course is determined in conjunction with IEP.</p>
<p>Math 2 23805001</p>	<p>9<sup>th</sup> - 12<sup>th</sup></p>	<p>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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.</p>	<p>Placement in this course is determined in conjunction with IEP.</p>
<p>Pre-Vocational Skills 82355101</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>This one-year course is designed to assist students in determining the occupational areas for which they might best prepare for post-secondary employment. Major topics include four major areas of work practice; classroom jobs, school and community work experiences, neighborhood jobs, and paid employment in the community. This course provides students the opportunity to learn about and practice work habits and skills applicable to a variety of jobs. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. The appropriate use of technology is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one elective credit required for high school graduation and is repeatable.</p>	<p>Learning objectives for this course are individualized and align with student's IEP goals and objectives.</p>

Principles of Algebra 20250001	9 <sup>th</sup> - 12 <sup>th</sup>	This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.	Placement in this course is determined in conjunction with IEP.
Principles of Geometry 20650001	9 <sup>th</sup> - 12 <sup>th</sup>	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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.	Placement in this course is determined in conjunction with IEP.
Science I	9 <sup>th</sup> -12 <sup>th</sup>	This one-year course is designed to explore the basic elements of science which are functional to everyday living. This course provides an integrated, standards-based approach by connecting concepts in life science, earth and space science, and physical science. Students gain a foundation in the nature of science and develop critical thinking skills through inquiry, experimentation, collaboration, and data collection with analysis. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit required for high school graduation and qualifies as a laboratory science.	

Science II	9 <sup>th</sup> -12 <sup>th</sup>	<p>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. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.</p>	
Social Living/ Independent Living Skills 82455001	9 <sup>th</sup> -12 <sup>th</sup>	<p>This one-year course gives students the opportunity for self-improvement through exploring who they are, the values they want to have, how to set short- and long-term goals, responsibility and leadership, and how to identify and overcome obstacles. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation and may be repeated.</p>	<p>Learning objectives for this course are individualized and align with student's IEP goals and objectives.</p>
Study Skills 82505001	9 <sup>th</sup> -12 <sup>th</sup>	<p>This one year course teaches students the process of organizing their thinking to acquire knowledge of new concepts and skills, and retain information that aids in their ability to study and successfully participate in all areas of academic studies. Strategies may include the use of mnemonics, effective reading strategies, concentration techniques, effective note taking, and time management and motivation techniques. 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. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. This repeatable course fulfills the one elective credit required for high school graduation.</p>	<p>Learning objectives for this course are individualized and align with student's IEP goals and objectives.</p>

<p>The Study of World History 43805201</p>	<p>10<sup>th</sup></p>	<p>This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to historical, geographical, political, economic, and cultural contexts. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.</p>	
<p>The Study of US Government 43405201</p>	<p>12<sup>th</sup></p>	<p>This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.</p>	
<p>Work Experience App 825555401</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>	<p>Please see your Special Education Facilitator at your site.</p>	<p>Learning objectives for this course are individualized and align with student's IEP goals and objectives.</p>