

Cheyenne High School Course Catalog Contents 2021-2022



Cheyenne High School

3200 W. Alexander Road.

North Las Vegas, Nevada 89032

(702) 799-4830

2021-2022

For the 2021-2022 academic year, our goals and school wide focus center around ensuring that we meet the needs of every student in every classroom without exceptions; without excuses. We understand the significance of being part of a community as students grow and develop, and we strive to support our students by offering a variety of clubs, sports, activities, and organizations in which to participate.

This course catalog is your tool for selecting the appropriate courses to meet your academic goals, the district's graduation requirements, and the Cheyenne learning community's high expectations for your individual achievement. It is important that you spend time reading the contents to ensure that you have the information you need to plan for an outstanding year. You have complete access to your counselor, teachers, administrators, and me to assist you as you prepare for success in high school.

Again, I am excited about your future at Cheyenne High School. Your education is paramount and I am certain that wise course selections will provide the fundamental academic structure you need for continued success.

Dr. Zachary Robbins
Principal

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CHEYENNE HIGH SCHOOL

MISSION STATEMENT

The mission of Cheyenne High School is R.E.A.C.H For the Future! R.E.A.C.H. stands for Respect, Empower, Achieve, Community, Honor.

STATEMENT OF BELIEFS

1. All students can learn.
2. A safe and non-threatening environment is essential to student learning.
3. Students, staff, family, and the community share the responsibility for student learning and for preparing students for their futures.
4. The school community will foster a caring environment that cultivates close personal relationships and builds character.

THE STORY BEHIND THE SHIELD

Cheyenne High School opened in 1991. The shield design is modeled after an actual Native American Shield from the Cheyenne tribe. The shield itself was carried into battle by Cheyenne warriors to protect them and give them strength. The shield is a symbol of pride, strength, and integrity. The four quadrants of the shield represent the four seasons. The medicine wheels represent respect and honor. The eagle in the center of the shield represents wisdom. Finally, the seventeen feathers represent the developmental years on the way to adulthood. In essence, the symbol represents the battle we all face as we become an adult. It also represents the battle against the desert. Stay safe in all your travels through uncertain roads this year. The shield will be behind you.

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

COURSE OFFERING POLICY

Every effort will be made to offer a variety of course choices for the students at Cheyenne High School. However, courses may appear in the catalog but may not be offered during the following school year due to lack of student enrollment and/or student requests.

CCSD GUIDANCE & COUNSELING WEBSITE

The Guidance and Counseling website can be found at cceu.ccsd.net that 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 of examples of what is available on the website.

CHEYENNE HIGH SCHOOL WEBSITE

The Cheyenne High School Website is designed to provide students and parents with information on the school program. Different pages have been created including students, administration, teachers, counselors, announcements, calendar, news, library, sports, and links. Parents and students can also access the Infinite Campus program. The program provides a direct link to student information, attendance, emergency information, grades, progress, course history, immunization records, classes, grade book, graduation

requirements, transcripts, course requests, parent information, and enrollment history. For details visit: <http://www.ccsd.net/schools/cheyenne/>

SCHOOL DISTRICT CALENDAR


This calendar is subject to change. Please review the current calendar online at: <https://ccsd.net/district/calendar/>

GRADUATION REQUIREMENTS

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

DIPLOMAS

Clark County School District Diploma Types (in alphabetical order)

		Advanced Diploma	Advanced Honors Diploma		College and Career Ready Diploma ***	Standard Diploma and Alternative Diploma
			Honors Units	Total Units		
Credit Category	English	4	3	4	4	4
	Mathematics	4	2	4	4	3
	Science	3	2	3	3	2
	Social Studies	3 *	2	3	3 *	2
	PE	2	-	2	2	2
	Health	0.5	-	0.5	0.5	0.5
	Computers	0.5	-	0.5	0.5	0.5
	Arts/Hum/CTE	1	-	1	1	1 *
	Flex Credit	-	-		-	2 **
	Foreign Language	-	1	-	-	-
	Electives	6	2	6	6	6
	Total	24	12	24	24	23
	GPA	3.25 unweighted	3.25 unweighted		3.25 weighted	-

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

^	The current GPA cap is 4.800. There will be no GPA cap beginning with the Cohort of 2021.
^^	Students earning an Alternative Diploma will take the NAA exam <i>in lieu of</i> the ACT with Writing.
*	To satisfy either the Arts/Humanities/CTE state requirement for the standard diploma or the additional social studies requirement for the other diplomas, CCSD students must: <ul style="list-style-type: none"> ● Pass semesters 1 and 2 of World History, <i>or</i> ● Pass semesters 1 and 2 of Geography, <i>or</i> ● Pass semester 1 of World History and semester 2 of Geography, <i>or</i> ● Pass semester 1 of Geography and semester 2 of World History.
**	Flex credits can be: a 2nd <i>or</i> 3rd year CTE concentrator course <i>in one program</i> of study, <i>or</i> a 4th year of math (<i>including Algebra II or higher</i>), <i>or</i> a 3rd year of science, <i>or</i> a 3rd year of social studies.
***	For the College and Career Ready Diploma, students must: <ol style="list-style-type: none"> 1. Complete requirements in the table above, <i>including Algebra II or higher</i>, with a 3.25 weighted GPA, <i>and</i>

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

CORE ENROLLMENT EXPECTATIONS

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

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

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

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

REQUIRED HIGH SCHOOL CLASS LOAD

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

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

* *The Nevada Department of Education establishes the standards for students that are considered college and career ready. Please see your school counselor for details, or review the Nevada Department of Education [guidance memo](#).* SOURCES: NAC 387.345, AB 7

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

EARLY GRADUATION

The administration and guidance staff of Cheyenne High School discourages students from pursuing early graduation. Four years of high school instruction are very beneficial to academic and social development.

However, there are circumstances when students do choose to complete graduation requirements ahead of their class. Students who wish to graduate early must have their request approved by the principal before the beginning of the last semester in which they will be in attendance. Students must begin the process by meeting with their counselor. **Students who have not participated in taking all required exams (End of Course Exams and ACT) will not be approved for early graduation.**

Specifically, 11th grade students will not be promoted to 12th grade status until all required exams, including End of Course and ACT, are recorded by CCSD on the student's transcript and any out-of-school coursework is completed. Until this occurs, 11th grade students seeking early graduation, may not participate in any Senior activities unless they are enrolled in the Competency-Based Early Graduate Program. Consequently, early graduates may not meet the yearbook deadline to be pictured with the Senior Students that complete all graduation requirements for their cohort year may graduate early with approval from the school of full-time enrollment. Please contact your school counselor with specific questions.

COMPETENCY-BASED EDUCATION

Cheyenne High School participates in a competency-based education pilot program along with several other schools throughout Nevada. This program is a unique opportunity for students to earn high school credits in a nontraditional way. There are three programs included in the Competency-Based Education pilot.

CREDIT BY EXAM (CBE)

Grade: 9-12

Credit By Exam is designed to help credit deficient Cheyenne High School students recover credits at an accelerated rate. Students may earn credit by scoring 60% or better on a semester final for a course they previously failed. Credit by exam is offered at the beginning of each semester. There is a per-exam fee.

Pre-requisites: Counselor Recommendation

ACCELERATED PROGRAM

Grade: 9, 10, 11

This program is designed to accelerate the rate at which motivated students can earn course credits. Students enrolled in the Competency-Based Education Accelerated Program can earn the following credits in one year in these course pairings: English 9 Honors/English 10 Honors, Algebra I/Geometry Honors, and Chemistry Honors/Physics Honors.

Pre-requisites: Counselor Recommendation

EARLY GRADUATE PROGRAM

Grade: 11

Cheyenne High School participates in a competency-based education pilot program along with several other schools throughout Nevada. Cheyenne's program is designed to accelerate the rate at which motivated students can earn course credits. Students in the Early Graduate Program work toward graduation at the end of 11th grade. Courses eligible for acceleration include: English 11H, English 12H, US History of AP US History, US Government (students must participate in We The People). Students are required to earn 80% or higher in these accelerated courses.

Pre-requisites: Counselor Recommendation

FOREIGN EXCHANGE STUDENTS

Foreign exchange students who enroll at Cheyenne will not receive a Cheyenne High School diploma. Because of the tremendous variety of credits the foreign exchange students have accumulated prior to enrolling in Cheyenne and because of the Nevada Proficiency Examinations, district regulations prohibit foreign exchange students from earning a high school diploma. Foreign exchange students will be provided with a well-balanced program allowing them to experience the life of an American high school student. The Clark County School

District provides a ceremony for foreign exchange students.

SCHEDULE CHANGES

In making class choices, students should consider both graduation and college entrance requirements. After discussing their choices with a counselor, teacher, and parents, the selection is finalized. Much advanced planning and guidance are provided for each student prior to registration. If there is an error in the schedule, the student should attempt to see his/her counselor as soon as possible via the counselor's secretary by making an appointment. We recognize that schedule changes are disruptive to the students and teachers. **Class changes will NOT be granted to accommodate a change in a student's lunch period, if a student is failing, or if a student requests a different teacher.** Every effort will be made to keep students in originally scheduled classes. **Due to the State of Nevada Department of Education's guidelines, no student may change a class and receive credit after the eighteenth day of instruction (the third week of the semester).**

The following procedures shall be utilized when making schedule changes at Cheyenne High School:

1. Changes made by the counselors shall be made for the following reasons:
 - Class balancing
 - Graduation requirements
 - Minimum competency preparation for the End of Course Exams
 - Prerequisite problems
 - Inappropriate placement due to ability
 - Student already has earned credit in the class during previous enrollment including summer school course work
2. Changes requested by the teacher shall be considered for the following reasons:
 - Class balancing
 - Prerequisite problems
 - Inappropriate placement
3. Changes requested by the parents/guardians shall be considered after the following:
 - A meeting with the parent, teacher, student and counselor MUST occur
 - The counselor will communicate with the administration
 - After the meeting between the counselor and administrator, a determination will be made.
4. Seniors who wish to drop a course after the 18th day of a semester
 - Must meet with their counselor to explain reasons why – counselor will present information to administrator for approval;
 - Must provide legitimate documentation if student has gainful employment (letter from employer noting specific work hours);
 - Must have administrator approval.
 - Students will receive "F" for the semester on the transcript.

GRADE POINT AVERAGE (GPA)

The student's Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0).

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

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

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

For the Cohort of 2020, a maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive Bonus Points. This creates a Weighted GPA cap of 4.800 as the highest possible GPA.

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

ADVANTAGES OF THE HONORS COURSE OFFERINGS

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

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

HONORS/HIGH HONORS

Graduating seniors will be given special recognition at graduation ceremonies if they achieve honors status. This recognition will be based on the student's cumulative grade point average from 9th grade through the first semester of the senior year (algebra and foreign language classes taken for high school credit in the eighth grade will be included in the student's cumulative grade point average).

Students earning a 3.50-3.79 weighted GPA will graduate with "Honors." Students earning a 3.80 weighted GPA or higher will graduate with "High Honors."

VALEDICTORIAN AND SALUTATORIAN

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

NOTE: Final valedictorian(s) and salutatorian(s) will be determined upon the completion of all high school credit course work through the eighth semester.

MATRICULATION

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

ATTENDANCE REQUIREMENT

With increased state-mandated accountability, comes greater responsibility to young people. Students are required to attend all classes to which they are assigned. Students with ten (10) or more unverified absences in any class during a semester will be at risk for losing credit for that class.

GOLD SHIELD DISTINCTION

The Cheyenne Gold Shield distinction is awarded to seniors who complete a comprehensive, rigorous four-year academic program. Each senior who earns this diploma is required to have had training in mathematical processes, an effective knowledge of at least two languages (English included), and some experience in both

experimental science and the study of man. Students who elect to earn the Gold Shield Distinction will enroll in the same classes as the Advanced Honors graduates; however, the number of courses required is different with this program, and students maintain a more rigorous schedule.

To earn the Gold Shield distinction, the graduate must meet all the regular high school graduation requirements. The Gold Shield candidate must maintain good character and refrain from contact with the formal disciplinary process and procedure. In addition, the graduate must meet the following course requirements and maintain both an unweighted minimum GPA of 3.25 and a minimum GPA with Bonus Points of 3.85.

Subject Area	Required Number of Honors Courses
English H/AP	4
Math H/AP	4
Science H/AP	3
Social Science H/AP	3
Foreign Language H/AP*	2
Elective Credit H/AP**	1

*Since the first year of foreign language is not an Honors course, the same foreign language must be studied for a minimum of three (3) years.

**Elective credit may be fulfilled in an approved Honors or AP class in foreign language, math, science, social science, or computers.

Consideration will be given to equivalent classes successfully completed at another high school for students who have not been enrolled at Cheyenne High School for four years and who indicate an interest in earning the Gold Shield Distinction. Successful completion of all requirements will result in an Advanced Honors Diploma with a Gold Shield.

ACADEMIC PLANNING

COLLEGE AND CAREER READINESS

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

CAREER AND TECHNICAL EDUCATION

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.

FOUR-YEAR COURSE PLANS

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

The plan includes students and parents:

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

COLLEGE AND CAREER READINESS ASSESSMENT

All juniors will take the ACT with Writing exam in the spring. The college and career readiness assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year. It is recommended that all students take the ACT in the spring of the junior year, as most four-year colleges/universities require test scores for admission. In addition, some colleges/universities and NCAA Division I Initial Eligibility (for student-athletes) require a minimum score on the ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

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

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

ACT National Career Readiness Certificate (NCRC)

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

Armed Services Vocational Aptitude Battery (ASVAB)

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

SAT

The SAT is used by most colleges and universities to make admissions decisions. It is a multiple-choice test administered by the College Board. The purpose of the SAT is to measure college readiness by providing colleges with common scores to compare all students. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken during the spring of grade 11 and fall of grade

12. There is a cost associated with this exam, but fee waivers may be available to those that qualify. Students that earn a 480 in Reading and a 530 in Math will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

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

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a great way to prepare for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can be useful in determining which Advanced Placement (AP) coursework may be appropriate during high school. Free online test preparation is available through Khan Academy (www.khanacademy.org). This test is typically taken in grades 8, 10, and 11. Please contact your school counselor with additional questions.

EARNING CREDIT

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credits at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits in high school, and must be pre-approved by the school of full-time enrollment. When a student attends a CCSD school full-time and earns credit at another school at the same time, this is known as concurrent credit. Beginning with the 2018-2019 school year, Dual Credit coursework is no longer considered external credit.

INTERNAL CREDIT

CREDIT BY EXAM (CBE)

Students may earn credit by earning a score of 70% or better or an examination for a course they have not taken previously or are not enrolled in currently.

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.

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.

HONORS, ADVANCED PLACEMENT (AP)

The Advanced Placement (AP) Program is a cooperative educational endeavor with the College Board in Princeton, New Jersey. Through this program, sophomores, juniors and seniors in high school take courses that have been developed with college-level material and expectations.

Since the AP curriculum goes into more depth than the regular courses, there is a greater opportunity for individual progress and achievement. The Advanced Placement examinations are given each May. All examinations consist of an essay or problem-solving section and a series of multiple-choice questions. At the completion of the course, each student is expected to take this examination. Exams are graded by the College Board and scores are given on the following basis:

Five: Extremely well qualified

Four: Well qualified

Three: Qualified

Two: Possibly Qualified

One: No recommendation

In many cases, universities will award three college credits for a score of THREE, six credits for a score of FOUR, and nine credits for a score of FIVE. One should check the college catalog for the policy of the college you are planning to attend. Awarding of college credits is at the discretion of each university. Students enrolled in AP classes are expected to take the AP exam in May. See your counselor if you have financial hardship.

AP English Language/Composition	AP Human Geography
AP English Literature/Composition	AP U.S. History
AP Statistics	AP U.S. Government/Politics
AP Biology	AP Psychology
AP Chemistry	AP Computer Science A
AP Environmental Science	AP Computer Science Principles
AP Spanish Language and Culture	AP 2D Art and Design
	AP Drawing

HIGH SCHOOL CREDIT TAKEN IN MIDDLE SCHOOL

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

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

EXTERNAL CREDIT

External credits may be granted for coursework completed outside of the Clark County School District (CCSD) while a student is enrolled in CCSD beyond the regular school day. A maximum of six (6) external credits can be applied toward graduation from high school. No external credit will be granted without prior approval and completion of the appropriate application. See your counselor for prior approval and application.

COMMUNITY SERVICE

0.5 elective credit may be granted for volunteering 60 hours (1.0 credit for 120 hours) of time at a school-approved

community agency (1 credit max). Court mandated hours do not count for Community Service Credit.

ONLINE COURSE

High school credit may be granted for courses completed online from approved institutions. The cost of course varies. Students must conform to the procedures set by the credit granting institution.

EDUCATION TRAVEL CREDIT

0.5 elective credit may be granted for a 21 consecutive days educational trip/tour (1.0 credit for 42 consecutive days) to students who keep a journal while traveling. Students must submit their completed journals for evaluation to determine credit.

ENRICHMENT PROGRAM

Students may receive credit for academically accelerated courses taken at accredited institutions.

PHYSICAL EDUCATION II WAIVER CREDIT

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

Baseball – Varsity, Junior Varsity Basketball – Varsity, Junior Varsity, B-Team Bowling Cheerleaders – Varsity, Junior Varsity, B-Team Cross Country – Varsity Flag Football – Varsity, Junior Varsity, B-Team Football – Varsity, Junior Varsity, B-Team Golf – Varsity	Marching Band/Flags/Mascots Soccer – Varsity, Junior Varsity Softball – Varsity, Junior Varsity, B-Team Swimming – Varsity Tennis – Varsity Track – Varsity Volleyball – Varsity, Junior Varsity, B-Team Wrestling – Varsity, Junior Varsity
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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 a fee. Call 702-799-8531 for more information.

CONCURRENT CREDIT

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

- **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/>.

- **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/>.

DUPLICATE COURSEWORK – REPEATING COURSES

A student may repeat a course but shall not receive additional credit for the repeated course. The higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course (RP) notation.

STUDENT-ATHLETES

CCSD ATHLETIC ELIGIBILITY REQUIREMENTS

Transfer Rules

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

Age Limitations

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

Physical Examinations

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

Residency Rules

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

Academic Requirements

- Must be enrolled in at least two (2) units of credit and regularly attending school
- Students must have successfully completed at least two (2) units of credit the immediate preceding semester.

- Students must obtain a grade point average of at least 2.0 for the immediate preceding semester.
- Students must maintain a passing grade in all classes during the season in which they are participating.
- All incoming freshmen are initially academically eligible.

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

NCAA INITIAL ELIGIBILITY REQUIREMENTS

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

To be eligible to compete in NCAA sports in the first year at a Division 1 school, students must graduate high school and meet all the following requirements:

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

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

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

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

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
 - 4 credits in English
 - 3 credits in math
 - 3 credits in social studies
 - 3 credits in natural science
- SAT or ACT Test Scores:

- The new SAT Critical Reading and Math combined score of 1120
- The ACT Composite score of 22
- Nevada Advanced Diploma

FOUR-YEAR COLLEGE OR UNIVERSITY

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

PUBLIC COMMUNITY COLLEGE

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

PRIVATE JUNIOR COLLEGE

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

CONTINUING EDUCATION CLASSES

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

LIFE SKILLS TRAINING PROGRAMS

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

APPRENTICESHIPS

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

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

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

JOB CORPS

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

CITY YEAR AND AMERICORPS

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

MILITARY

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

NEVADA SCHOLARSHIPS**MILLENNIUM SCHOLARSHIP**

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

PUBLIC EDUCATION FOUNDATION

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

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

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

NEVADA PROMISE SCHOLARSHIP

The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last-dollar financial aid to Nevada students attending one of the state's four community colleges: College of Southern

Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps eligible students pay for up to three years of tuition and mandatory fees. Please contact your school counselor with additional questions, or visit www.csn.edu/promise.

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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

What is cheating?

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

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

What is plagiarism?

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

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

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

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

CHEYENNE HIGH SCHOOL COURSE OFFERINGS AND DESCRIPTIONS

COURSE SELECTION GUIDELINES

The information in this publication has been compiled to assist students in planning their four years of high school course work. Courses that will be offered next fall are courses that are available for selection during spring registration. Courses may only be offered if enough students enroll in the course. If enrollment is below school requirements, courses may be dropped and cancelled. Students may be rescheduled into alternate courses. With this in mind, students are encouraged to select alternate courses that are appropriate for their ability level and area of interest.

The following important information should be reviewed by students and parents before selecting classes:

- Review graduation requirements.
- Set educational goals to prepare you for your post-high school plans and career interests.
- Discuss your career options with your parents and your school counselor.
- Complete the sample four-year High School Plan form in this book and keep it for reference in selecting your courses in the years ahead.

Research the requirements for the College or University you are considering in order to ensure that you are selecting appropriate courses.

Read the course descriptions carefully before you register. Discuss your course selections with your parents, teachers, and counselors before registration. Choose courses that will challenge you and that will prepare you for college and/or a career.

In the event some of your electives are filled, you will be given your alternative choice(s). Student schedules are computer-generated and based upon the courses selected during spring registration. Students may not select their teachers.

Since much advance planning and guidance are provided for each student prior to registration, schedule changes will not be made after registration.

After 15 days into the semester, no student may change a class due to the required number of hours to earn credit. If a course is dropped **after 18 days of instruction, the student will receive an “F” on the semester transcript, and therefore, receive no credit for the course.**

ALL students should enroll in classes that are academically challenging.

All 9th, 10th, and 11th grade students must enroll in eight classes. During the 12th grade year, all students are required to enroll in at least four classes. Exceptions may be granted for extenuating circumstances only pending administrator approval.

Financial Hardship

A family’s difficulty purchasing all of the desired or necessary items for the student and/or paying necessary fees will not prevent a student’s enrollment in any course. Cheyenne High School will pay the fee if there is a financial hardship.

VISUAL ARTS

9 th Grade	Art I Ceramics I Design Crafts Drawing I Painting I
10 th Grade	Art I Ceramics I Ceramics II Design Crafts Drawing I Drawing II Painting I Painting II Publications II
11 th Grade	Art I Ceramics I Ceramics II Design Crafts Drawing I Drawing II Painting I Painting II Publications II
12 th Grade	Art I Ceramics I Ceramics II Drawing II Painting I Painting II Publications II AP 2-D Art and Design AP Drawing

All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

Art I

Fee: \$30.00

Grades: 9-12

This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including

appreciation 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 arts/humanities credit required for graduation.

Prerequisites: **None**

Ceramics I

Fee \$40.00

Grades: 9-12

This one-year course is designed to provide students with a strong foundation of ceramics through the study of basic techniques and knowledge of three-dimensional design. In this beginning class, students will explore hand-building and wheel-throwing methods. Through collaboration and production, connections will be made between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

Prerequisites: **None**

Ceramics II

Fee \$40.00

Grades: 10-12

This one-year course is designed for students who have successfully completed Ceramics I and will include an in-depth study of techniques and knowledge of three-dimensional design. Students will develop hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation.

Prerequisites: **“C” or better in Ceramics I**

Design Crafts

Grades: 9-12

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

Drawing I

Fee: \$30.00

Grades: 10-12

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

Prerequisites: **“C” or better in Art I or Teacher Approval**

Drawing II**Fee: \$30.00**

Grades: 11-12

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

Prerequisites: **“C” or better in Drawing I or Teacher Approval****Painting I****Fee: \$30.00**

Grades: 10-12

This one-year course is designed to give students a strong foundation for painting through the study of basic painting techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and evaluate art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of painting for communication and expression will be integrated into learning. Various styles and artists who have used painting throughout history are introduced. Through collaboration and production, connections will be made between painting and their academic studies, lives, and the world around them. 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 Arts/Humanities credit required for graduation.

Prerequisites: **“C” or better in Art I or Teacher Approval****Painting II****Fee: \$30.00**

Grades: 11-12

This one-year course is designed for students who have successfully completed Painting I to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and evaluating art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific painting styles and significant artists who have used painting throughout history are emphasized. Through collaboration and production, connections will be expanded between painting and their academic studies, lives, and the world around them. 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 Arts/Humanities credit required for graduation.

Prerequisites: **“C” or better in Painting I or Teacher Approval****AP 2-D Art and Design****Fee: \$40.00**

Grade: 12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) 2-D Art and Design examination. Highly motivated students will create a college level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. By AP guidelines, digital

images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.org/courses>. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP 2-D Art and Design Course Description published by the College Board. Teachers must utilize the current course description located at <http://apcentral.collegeboard.org>. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.

Prerequisites: **Teacher recommendation**

AP Drawing

Fee: \$30.00

Grade: 12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) Drawing examination. Highly motivated students will create a college level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the Sustained Investigation section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the Selected Works section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.org/courses>. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course Goals: Course goals are identified in the AP Drawing Course Description published by the College Board. Teachers must utilize the current course description located at <http://apcentral.collegeboard.org>. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.

Prerequisites: **“C” or better in Painting I or Teacher Approval**

Publications II

Grade: 10-12

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 and may be repeated.

Prerequisites: **“C” or better in Publications I or teacher approval**

CAREER AND TECHNICAL EDUCATION

BIOMEDICAL

9 th Grade	PLTW Principles of Biomed
10 th Grade	PLTW Human Body Systems
11 th Grade	Medical Interventions H
12 th Grade	Biomedical Innovation H

All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

PLTW Principles Biomed

Grade: 9

This one-year course aligns with Project Lead The Way expectations and introduces students to the human body systems and various health conditions. Topics emphasized are human medicine, research processes, and bioinformatics. 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.

Prerequisites: **None**

PLTW Human Body Systems

Grade: 10

This one-year course aligns with Project Lead The Way expectations and examines the interactions of the human body systems. Students design experiments to investigate the structures and functions of the human body. 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.

Prerequisites: **Successful completion of Principles of Biomed**

PLTW Medical Interventions H

Grade: 11

This one-year course aligns with Project Lead The Way expectations. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include advanced study of immunology, surgery, pharmacology, medical devices, medical terminology, community health, preventing and treating pathogenic disease, molecular biology, genetic testing and bioethics, oncology and diagnostics. 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. *Site-Specific Course

Prerequisites: **Successful completion of Human Body System**

PLTW Biomedical Innovation H

Grade: 12

This one-year course aligns with Project Lead the Way expectations. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include clinical medicine, human physiology, biomedical engineering, molecular biology, medical terminology, scientific and medical research and public health. 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. *Site-Specific Course

Prerequisites: **Successful completion of Medical Interventions H**

ADMINISTRATIVE SERVICES

9 th Grade	Business Software Applications
10 th Grade	Business Software Applications Office Management I
11 th Grade	Business Software Applications Office Management I Office Management II

All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

Business Software Applications

Grades: 9-12

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 one of the elective credits required for high school graduation.

Prerequisites: **None**

Office Management I

Grades: 9-12

This one-year course is designed for students who have successfully completed Business Software Applications. Areas of emphasis include communication, decision making, customer service, teamwork, leadership, and employee 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.

Prerequisites: **“C” or better in Business Software Applications or Teacher Approval**

Office Management II

Grades: 11-12

This one-year course is designed for students who have successfully completed Office Management I. Areas of emphasis include communication, decision making, customer service, teamwork, leadership, and employee 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.

Prerequisites: **“C” or better in Office Management I or Teacher Approval**

CULINARY ARTS/ BAKING & PASTRY

9 th Grade	Culinary Arts I
10 th Grade	Culinary Arts I Culinary Arts II Baking and Pastry I
11 th Grade	Culinary Arts II Culinary Arts III Baking and Pastry I Baking and Pastry II
12 th Grade	Culinary Arts II Culinary Arts III Culinary Arts AS Baking and Pastry I Baking and Pastry II

All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

Culinary Arts I

Fee: \$20.00

Grades: 9-10

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

Prerequisites: **None**

Culinary Arts II

Fee: \$40.00

Grades: 9-10

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

Prerequisites: **“C” or better in Culinary Arts I or Teacher Approval**

Culinary Arts III**Fee: \$50.00**

Grades: 11-12

This one-year course provides students who have successfully completed Culinary Arts II with the principles and techniques of food preparation. Students acquire advanced skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: **“C” or better in Culinary Arts II or Teacher Approval****Culinary Arts AS****Fee: \$50.00**

Grades: 12

This one-year course is offered to students who have achieved all content standards in Culinary Arts an advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. 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.

Prerequisites: **“C” or better in Culinary Arts III or Teacher Approval****Baking and Pastry I****Fee: \$40.00**

Grades: 10-12

This one-year course is designed for students who have successfully completed Culinary I. Areas of emphasis include baking and pastry equipment, techniques for preparing breads and pastries, and business procedures. 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.

Prerequisites: **“C” or better in Culinary Arts I or Teacher Approval****Baking and Pastry II****Fee: \$50.00**

Grades: 11-12

This one-year course is designed for students who have successfully completed Baking & Pastry I. Areas of emphasis include processes in baking and pastry, menu planning, preparing specialty items, and business 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.

Prerequisites: **“C” or better in Baking and Pastry I or Teacher Approval****TEACHING & TRAINING**

9 th Grade	Teaching and Training I
10 th Grade	Teaching and Training II
11 th Grade	Teaching and Training III

All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

Teaching and Training I

Grade: 9

This one-year course provides students with an introduction to the principles of Teaching and Training. Areas of emphasis include teaching and learning theory, characteristics of an educator, planning and implementing developmentally appropriate activities, health and safety practices and fundamentals for development of learners in an educational setting. 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.

Prerequisites: **None****Teaching and Training II**

Grade: 10

This one-year course is designed for students who have successfully completed Teaching and Training I. Areas of emphasis include post-secondary options, careers, educational advocacy, educational trends and policies, classroom instruction, educational technologies and behavioral theorists. 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.

Prerequisites: **“C” or better in Teaching and Training I or Teacher Approval****Teaching and Training III**

Grade: 11

This one-year course is designed for students who have successfully completed Teaching and Training II. Areas of emphasis include professionalism and ethics in teaching, developmental theorists, educational philosophies, culturally responsive teaching, learning styles, assessment practices and classroom 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.

Prerequisites: **“C” or better in Teaching and Training II or Teacher Approval****COMPUTER SCIENCE**

9 th Grade	AP Computer Science Principles
10 th Grade	AP Computer Science Principles Computer Science II H
11 th Grade	AP Computer Science Principles Computer Science II H AP Computer Science A
12 th Grade	AP Computer Science Principles Computer Science II H AP Computer Science A

	Computer Science Advanced Studies
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All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

AP Computer Science Principles

Grades: 9-12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: **None**

Computer Science II H

Grades: 10-12

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

Prerequisites: **“C” or better in Computer Science I or Teacher Approval**

Computer Science Advanced Studies

Grade: 12

This one-year course provides students who have achieved all content standards in Computer Science 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.

Prerequisites: **“C” or better in Computer Science III H or Teacher Approval**

AP Computer Science A

Grades: 11-12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science A examination. This college-level curriculum emphasizes problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course Goals: Course goals are identified in the AP Computer Science A Course Description published by the College Board. Teachers must utilize the current course description located at <http://apcentral.collegeboard.com>. Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval.

Prerequisites: **Successful completion of Computer Science II or Teacher approval**

CYBERSECURITY

9 th Grade	Cybersecurity I
10 th Grade	Cybersecurity I Cybersecurity II
11 th Grade	Cybersecurity I Cybersecurity II Cybersecurity III H
12 th Grade	Cybersecurity I Cybersecurity II Cybersecurity IIIH Cybersecurity AS

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

Cybersecurity I

Grades: 9-12

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

Prerequisites: **None**

Cybersecurity II

Grades: 10-12

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

Prerequisites: **“C” or better in Cybersecurity I or Teacher approval**

Cybersecurity III H

Grades: 11-12

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

Prerequisites: **“C” or better in Cybersecurity II or Teacher approval**

Cybersecurity AS

Grade: 12

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

Prerequisites: **“C” or better in Cybersecurity III or Teacher approval****MULTIMEDIA COMMUNICATIONS/GRAPHIC DESIGN**

9 th Grade	Multimedia Communications I
10 th Grade	Multimedia Communications I Multimedia Communications II
11 th Grade	Multimedia Communications I Multimedia Communications II
12 th Grade	Multimedia Communications I Multimedia Communications II Graphic Design AS

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

Multimedia Communications I

Grades: 9-12

This one-year course introduces students to media technologies used in business for digital communication. Areas of emphasis include: website development, user interface, video, photo, written content, social media marketing, and front-end design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

Prerequisites: **None****Multimedia Communications II**

Grades: 9-12

This course is designed for students who have successfully completed Multimedia Communications I. Areas of emphasis include website development, user interface, video, photo, written content, social media marketing, front-end design and advanced content and media creation techniques used in business for digital communication. 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 Arts/Humanities/CTE credits required for high school graduation.

Prerequisites: **Multimedia Communications I**

Graphic Design AS**Grades:**

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

Prerequisites: **Graphic Design III**

VIDEO PRODUCTION

9 th Grade	Video Production I
10 th Grade	Video Production I Video Production II
11 th Grade	Video Production I Video Production II Video Production III
12 th Grade	Video Production I Video Production II Video Production III Video Production AS

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

Video Production I

Grades: 9-12

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.

Prerequisites: **None**

Video Production II

Grades: 10-12

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.

Prerequisite: **“C” or better in Video Production I**

Video Production III

Grades: 11-12

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.

Prerequisite: **“C” or better in Video Production II**

Video Production AS

Grades: 12

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

Prerequisite: **“C” or better in Video Production III**

ANIMATION

10 th Grade	Animation II
11 th Grade	Animation II Animation III H
12 th Grade	Animation II Animation III H

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

Animation II

Grades: 10-12

This one-year course provides students with the principles of traditional two-dimensional cell and computer animation, as well as 3-D animation and graphics. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: **“C” or better in Animation I or Teacher Approval**

Animation III H

Grades: 11-12

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

Prerequisites: **“C” or better in Animation II or Teacher Approval**

ENGLISH/LANGUAGE ARTS

Grade	Course	Elective Choices
9 th Grade	English 9 English 9 H	Imaginative Writing Journalism Foundation Study Skills
10 th Grade	English 10 English 10 H	Imaginative Writing Journalism Foundation Journalism II Mythology and Folklore Study Skills Speech and Debate I Speech and Debate II
11 th Grade	English 11 AP English Language/Composition AP English Literature/Composition	Imaginative Writing Journalism Foundation Journalism II Mythology and Folklore Speech and Debate I Speech and Debate II
12 th Grade	English 12 English 12 H AP English Language/Composition AP English Literature/Composition	Imaginative Writing Journalism Foundation Journalism II Mythology and Folklore Speech and Debate I Speech and Debate II

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

English 9

Grade: 9

This one-year course (Foundations in Composition and the Elements of Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but

in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. 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.

Prerequisites: **None**

English 9 H

Grade: 9

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.

Prerequisites: **“A” or “B” in English 8 or teacher recommendation**

English 10

Grade: 10

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

Prerequisites: **None**

English 10 H

Grade: 10

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

Prerequisites: **“A” or “B” in English 9/9 H or teacher recommendation**

English 11

Grade: 11

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

Prerequisites: **None****English 12**

Grade: 12

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

Prerequisites: **None****AP English Language/Composition**

Grade: 11-12

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.

Prerequisites: **Successful completion of English 9 H and English 10 H or teacher recommendation****AP English Literature/Composition**

Grade: 11-12

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.

Prerequisites: **Successful completion of English 9 H and English 10 H or teacher recommendation**

Imaginative Writing

Grade: 9-12

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.

Prerequisites: **None**

Journalism Foundation

Grade: 9-12

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 an online 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.

Prerequisites: **Earned a B or higher in the previous year's English course.**

Journalism II

Grade: 10-12

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 and may be repeated.

Prerequisites: **Successful completion of Journalism Foundation or teacher recommendation**

Mythology and Folklore

Grade: 10-12

This one-year course is a continuation of Mythology and Folklore and provides an opportunity for advance study of the influence of mythology and folklore on literature. This course emphasizes the Hero's Journey as a formalist method of literary production. The ideas of cross-cultural comparison of myths and folklore are broadened and expanded to include on-Western cultures. Literature, composition, rhetoric, discourse, and critical-thinking skills are taught concurrently. Story-telling as a method of presenting information 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.

Prerequisites: **None**

Mythology and Folklore II

Grade: 11-12

This one-year course is a continuation of Mythology and Folklore and provides an opportunity for advance study of the influence of mythology and folklore on literature. This course emphasizes the Hero’s Journey as a formalist method of literary production. The ideas of cross-cultural comparison of myths and folklore are broadened and expanded to includenon-Western cultures. Literature, composition, rhetoric, discourse, and critical thinking skills are taught concurrently. Story-telling as a method of presenting information 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.

Prerequisites: **Mythology and Folklore I**

Study Skills

Grade: 9-10

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.

Prerequisites: **None**

Speech and Debate I

Grade: 9-12

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.

Prerequisites: **None**

Speech and Debate II

Grade: 10-12

This one-year course is a continuation of Speech and Debate I 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.

Prerequisites: **“C” or better in Speech and Debate I or teacher approval**

FOREIGN LANGUAGE

9 th Grade	Spanish I Spanish II H Beginning Spanish Literacy Intermediate Spanish Literacy H
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10 th Grade	Spanish I Spanish II H Spanish III H Beginning Spanish Literacy Intermediate Spanish Literacy H Advanced Spanish Literacy H AP Spanish Language Culture
11 th Grade	Spanish I Spanish II H Spanish III H Spanish IV H Beginning Spanish Literacy Intermediate Spanish Literacy H Advanced Spanish Literacy H AP Spanish Language Culture
12 th Grade	Spanish I Spanish II H Spanish III H Spanish IV H Spanish V H Beginning Spanish Literacy Intermediate Spanish Literacy H Advanced Spanish Literacy H AP Spanish Language Culture

All classes are one-year courses unless stated otherwise. No changes will be made during the semester. It is highly recommended that students complete two years of foreign language to meet college application requirements for admission. Foreign Language courses will count as elective credits for graduation requirements.

Spanish I

Grades: 9-12

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

Prerequisites: **None**

Spanish II H

Grades: 9-12

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

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

Prerequisites: **“C” or better in Spanish I or teacher approval**

Spanish III H

Grades: 10-12

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

Prerequisites: **“C” or better in Spanish II H or teacher approval**

Spanish IV H

Grades: 11-12

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

Prerequisites: **“C” or better in Spanish III H or teacher approval**

Spanish V H

Grade: 12

This one-year course immerses students in authentic cultural contexts and language designed to develop and expand effective communication skills. It incorporates a variety of printed and electronic media in the Spanish language and culture. Emphasis is placed on refining the productive language skills of speaking and writing, with reading and listening skills serving as a context for communication. This course further reviews and refines increasingly complex and abstract grammatical and linguistic concepts in order to provide students with the ability to communicate at advanced levels within a contemporary framework. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.

Prerequisites: **“C” or better in Spanish IV H or AP Spanish Language and Culture, or teacher approval**

AP Spanish Language and Culture

Grades: 10-12

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.

Prerequisite: **“C” or better in Spanish III H, Spanish IV H, Spanish Literacy H, or teacher approval**

Beginning Spanish Literacy

Grades: 9-12

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

Prerequisites: **Fluent Spanish speaker**

Intermediate Spanish Literacy H

Grades: 9-12

This one-year course is designed for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level.

The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.

Prerequisites: **“C” or above in Beginning Spanish Literacy or teacher approval**

Advanced Spanish Literacy H

Grades: 10-12

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

Prerequisites: **“C” or above in Intermediate Spanish Literacy H or teacher approval**

MATHEMATICS

Grade	Course	Elective Choices
9 th Grade	Pre-Algebra Algebra I Geometry Geometry H	
10 th Grade	Algebra I Geometry Geometry H Algebra II Algebra II H	
11 th Grade	Geometry Geometry H Algebra II Algebra II H Pre-Calculus AB H AP Calculus AB AP Statistics College Prep Math	

12 th Grade	Geometry H Algebra II Algebra II H Pre-Calculus AB H AP Calculus AB AP Statistics Math of Personal Finance College Prep Math	
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All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

Pre-Algebra

Grades: 9

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

Prerequisites: **None**

Algebra I

Grades: 9-10

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.

Prerequisites: **None**

Algebra II

Grades: 10-12

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.

Prerequisites: **Algebra I**

Algebra II Honors

Grades: 10-12

This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It

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

Prerequisites: **“C” or above in Algebra I H and Geometry H is recommended**

Geometry

Grades: 9-11

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

Prerequisites: **Algebra I**

Geometry H

Grades: 9-12

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.

Prerequisites: **Successful completion of Algebra I H or “B” or above in Algebra I is recommended**

Pre-Calculus AB H

Grades: 11-12

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.

Prerequisites: **“C” or better in Algebra II H or teacher approval**

AP Calculus AB

Grades: 11-12

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.

Prerequisites: **“C” or above in Pre-Calculus H or teacher approval**

AP Statistics

Grades: 11-12

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.

Prerequisites: **“C” or above in Algebra II H or teacher approval**

Math of Personal Finance

Grade 12

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).

College Prep Math

Grade 11-12

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.

Prerequisites: **Algebra II**

SCIENCE

Grade	Courses	Elective Choices
9 th Grade	Biology Biology H	
10 th Grade	Geoscience Chemistry Chemistry H Physics Physics H Physical Science Environmental Science AP	
11 th Grade	Geoscience	Principles of Zoology H

	Geoscience H Chemistry Chemistry H Physics Physics H Physical Science Biology AP Chemistry AP AP Physics I: Alg-Based Environmental Science AP Anatomy and Physiology H	Science Independent Study Extended Science Lab
12 th Grade	Geoscience Geoscience H Chemistry Chemistry H Physics Physics H Physical Science Biology AP Chemistry AP AP Physics I:Alg-Based Environmental Science AP Anatomy and Physiology H	Principles of Zoology H Science Independent Study Extended Science Lab

All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

Biology

Grades: 9

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.

Prerequisites: **None**

Biology H

Grades: 9

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.

Prerequisites: **“B” or above in 8th Grade Science and Algebra 8**

Geoscience

Grades: 10-12

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.

Prerequisites: **None****Chemistry**

Grades: 10-12

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.

Prerequisites: **Biology****Chemistry H**

Grades: 10-12

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.

Prerequisites: **Algebra I or Algebra IH and Biology H with a "C" or above or teacher approval****Physics**

Grades: 10-12

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.

Prerequisites: **Algebra I "C" or better**

Physics H

Grades: 10-12

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.

Prerequisites: **Algebra I and Geometry with a “B” or above (or concurrent enrollment) or teacher approval**

Physical Science

Grades: 10-12

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

Prerequisites: **None**

AP Biology

Grade: 11-12

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 laboratory science.

Prerequisites: **Biology H with a “C” or above or teacher approval**

AP Chemistry

Grades 11-12

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. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have a financial hardship. NOTE: Students enrolled in AP Chemistry must be concurrently enrolled in Extended Science Lab.

Prerequisites: **Chemistry H with a “C” or above or teacher approval**

AP Physics I: Algebra-Based

Grades 11-12

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. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have a financial hardship. NOTE: Students enrolled in AP Physics must be concurrently enrolled in Extended Science Lab.

Prerequisites: **Physics H with a “B” or above, Algebra II/Geometry with a “B” or teacher approval**

AP Environmental Science

Grades 10-12

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 laboratory science. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have a financial hardship. NOTE: Students enrolled in AP Environmental Science must be concurrently enrolled in Extended Science Lab.

Prerequisites: **Chemistry H with a “C” or above or teacher approval**

Anatomy Physiology H

Grades 11-12

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

Prerequisites: **“C” or above in Biology/Biology Honors and Chemistry/Chemistry Honors.**

Principles of Zoology H

Grade 11-12

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.

Science Independent Study

Grade 9-12

This one-semester course provides students the opportunity to pursue a study of their own interest through investigation and lab-based research. Students collaborate with the supervising teacher to design and implement the topic of study. Individual students or teams of students are expected to work independently and consult with their supervising teacher at least once each week. The supervising teacher provides direction, monitors progress, and evaluates students' work. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students are required to complete written assignments and a final presentation. 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 half of one of the elective credits required for high school graduation and may be repeated.

Extended Science Lab

Grade 10-12

This one-year course is designed to provide extended laboratory experience for students concurrently enrolled in an Advanced Placement science course. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation

Prerequisites: **Students enrolled in Extended Science Lab must be concurrently enrolled in an Advanced Placement Science Course**

SOCIAL STUDIES

Grade	Courses	Elective Choices
9 th Grade	Human Geography AP	Civil Rights & Liberties
10 th Grade	World History AP Human Geography	Civil Rights & Liberties
11 th Grade	US History US History AP	Civil Rights & Liberties Psychology I Psychology AP The Study of African Amer. Exp.
12 th Grade	US Government US Government AP	Civil Rights & Liberties Psychology Psychology AP

All classes are one-year courses unless stated otherwise. No changes will be made at the semester.

Human Geography AP

Grade: 9-10

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This college-level curriculum provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of earth's surface. It focuses on the methods and tools geographers use to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation. This course earns weighted credit under the Honors Program. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have financial hardship.

Prerequisites: **None**

Civil Rights & Liberties

Grades: 9-10

This one-year course is a study of the civil rights and liberties of Americans, including a practical application of civil and criminal law within the United States. This course places emphasis on the historical and contemporary relevance of the Constitution and the Bill of Rights, while exploring the specific rights of criminal, civil, and juvenile clients. 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.

Prerequisites: **None**

World History

Grade: 10

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

Prerequisites: **None**

U.S. History

Grade: 11

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

Prerequisite: **None**

AP U.S. History

Grade: 11

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. This course earns weighted credit under the Honors Program. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have financial hardship.

Prerequisite: **“A” or “B” in AP World History or teacher recommendation****U.S. Government & Economics**

Grade: 12

This one-year course is a study of United States federal, state, local, and tribal governments as well as an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the U.S. Government credit required for high school graduation. Approved November 2018.

Prerequisite: **None****The Study of African American Experience**

Grades: 11 and 12

This one-year course provides students with an in-depth examination of the African-American experience in the United States. Students explore the contributions of African-American literature, art, drama, architecture, music, dance, history, and philosophy. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. The appropriate use of technology is an integral part of this course. This course fulfills the Arts/Humanities/CTE credit or one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

Prerequisite: **None****AP U.S. Government & Economics**

Grade: 12

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

Program. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have financial hardship.

Prerequisite: **None**

U.S. Government & Economics H-We the People

Grade: 11-12

The “We the People”: The Citizen and the Constitution Program promotes civic competence and responsibility. 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.

Prerequisites: **None**

U.S. Government AP

Grade: 12

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. This course earns weighted credit under the Honors Program. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have financial hardship.

Prerequisite: **“A” or “B” in AP U.S. History or teacher recommendation**

Psychology I

Grades: 10-12

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.

Prerequisites: **None**

AP Psychology

Grades: 11-12

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. This course earns weighted credit under

the Honors Program. Students enrolled in AP classes are expected to take the AP exam in May. See your school counselor if you have financial hardship.

Prerequisites: **“A” or “B” in Psychology I or teacher recommendation**

PERFORMING ARTS

Instrumental Music/Rhythmic Precision

9 th Grade	Band HS Beginning Band HS Intermediate Music Appreciation Orchestra HS Beginning
10 th Grade	Band HS Beginning Band HS Intermediate Band HS Advanced Jazz Band Intermediate Jazz Band Advanced Marching Band Music Appreciation Orchestra HS Beginning Orchestra HS Intermediate Orchestra HS Advanced
11 th Grade	Band HS Beginning Band HS Intermediate Band HS Advanced Jazz Band Intermediate Jazz Band Advanced Marching Band Music Appreciation Orchestra HS Beginning Orchestra HS Intermediate Orchestra HS Advanced
12 th Grade	Band HS Beginning Band HS Intermediate Band HS Advanced Jazz Band Intermediate Jazz Band Advanced Marching Band Orchestra HS Beginning Orchestra HS Intermediate Orchestra HS Advanced Music Appreciation

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

NOTE: STUDENTS ENROLLED IN PERFORMING ARTS ARE EXPECTED TO FUNDRAISE TO OFFSET THE COST OF FEES.

Band HS BeginningFee: **\$40.00**

Grades: 9-12

This one-year course is designed for students who have successfully completed the skills required in beginning band. 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. Emphasis will be placed on providing each student with a variety of performing experiences. Students in this course will be divided into Brasswind and Woodwind instrument groups. Some brass instruments will be provided by the school at no charge to the student; however, form CCF-793 must be completed prior to receiving an instrument. Students will be required to attend additional practices and performances outside of the school day. Students in this course will be divided into Brasswind and Woodwind instrument groups. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. NOTE: Percussion students should enroll in Percussion Ensemble I – 5333 or Percussion II - 5334. Students in this course are required to also enroll in Marching Band - 5560.

Prerequisites: **Previous band experience, at least one-year private instruction, or instructor approval.**

Intermediate BandFee: **\$40.00**

Grades: 9-12

This one-year course is designed for students who have successfully completed the skills required in beginning band. 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. Emphasis will be placed on providing each student with a variety of performing experiences. Students in this course will be divided into Brasswind and Woodwind instrument groups. Some brass instruments will be provided by the school at no charge to the student; however, form CCF-793 must be completed prior to receiving an instrument. Students will be required to attend additional practices and performances outside of the school day. Students in this course will be divided into Brasswind and Woodwind instrument groups. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. NOTE: Percussion students should enroll in Percussion Ensemble I – 5333 or Percussion II - 5334. Students in this course are required to also enroll in Marching Band - 5560.

Prerequisites: **Previous band experience, at least one-year private instruction, or instructor approval.**

Advanced BandFee: **\$40.00**

Grades: 10-12

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. Students enrolled in this class must also be enrolled in Marching Band 5560, and are strongly encouraged to be concurrently enrolled in Intermediate Band 5530. Students are financially responsible for purchase of necessary equipment. Some brass instruments will be provided by the school at no charge to the student; however, form CCF-793 must be completed prior to receiving an instrument. Students will be required to attend additional practices and performances outside of the school day. Emphasis will be placed on providing each student with a variety

of performing experiences. NOTE: Percussion students should enroll in Percussion Ensemble I – 5333 or Percussion II - 5334.

Prerequisite: **Previous band experience, at least one-year private instruction, or instructor approval**

Marching Band

Fee: **\$40.00**

Grades: 10-12

This year-long course is designed for students already participating in the concert band or rhythmic precision programs. 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. The importance of sustained effort and practices stressed for technical proficiency. **Students will be required to attend a two-week band camp prior to the start of the school year.** Students will be required to attend additional practices and performances outside of the school day. Emphasis will be placed on providing each student with a variety of performing experiences. This course may be repeated for credit. Students are financially responsible for purchase of necessary marching equipment, however the school may be able to provide some of the required items. Instruments specific to marching band will be provided by the school at no charge to the student; however, form CCF-793 must be completed prior to receiving an instrument. Students may receive up to one credit of Physical Education II with successful completion of Marching Band. Wind and Percussion students must also be enrolled in Intermediate Band or Advanced Band, Percussion Ensemble I or Percussion Ensemble II. Color Guard members must also be enrolled in Rhythmic Precision. Time requirements for this course were well met through rehearsals and performance outside the school day.

Prerequisites: **Previous band experience, at least one-year private instruction or teacher approval.**

Music Appreciation

Grades: 9-12

This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

Prerequisites: **None**

Jazz Band Intermediate

Fee: **\$20.00**

Grades: 9-12

This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive direction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. 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. The importance of sustained effort and practice is stressed for technical accuracy. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. **Students must be concurrently enrolled in another instrumental performing arts class.** This includes, but is not limited to: Intermediate Band, Advanced Band Percussion Ensemble I or Percussion Ensemble II for the same instrument. Students will be required to attend additional practices and performances outside of the school day.

Prerequisite: **Previous band experience, at least one-year private instruction or teacher approval.**

Jazz Band AdvancedFee: **\$20.00**

Grades: 10-12

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. The importance of sustained effort and practice is stressed for technical accuracy. A variety of performing experiences will be provided. This course may be repeated for credit. This course will fulfill the one arts/humanities credit required for graduation. **Students must be concurrently enrolled in another instrumental performing arts class.** This includes, but is not limited to: Intermediate Band, Advanced Band, Percussion Ensemble I or Percussion Ensemble II for the same instrument. Students will be required to attend additional practices and performances outside of the school day.

Prerequisites: **Audition or teacher approval****Beginning Orchestra**

Grades: 9-12

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. Students are financially responsible for purchase of necessary equipment. String instruments can be provided by the school at no charge to the student (if available); however, form CCF-793 must be completed prior to receiving an instrument. Students will be required to attend additional practices and performances outside of the school day. Emphasis will be placed on participating in a variety of performing experiences. This course may be repeated for credit. This course will fulfill the one arts/humanities credit required for graduation. NOTE: Students are required to purchase/furnish their own uniform for this class.

Prerequisites: **None****Intermediate Orchestra**

Grades: 9-12

This one-year course is designed for students who have developed skills beyond those outlined and described in the Middle School Orchestra Syllabus. It includes further development of those skills necessary to become independent as a musician. The course emphasizes the place of string music in the students' musical heritage and the development in style, articulation, dynamics, rhythmic patterns, and tone throughout history. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Students are financially responsible for purchase of necessary equipment. String instruments can be provided by the school at no charge to the student (if available); however, form CCF-793 must be completed prior to receiving an instrument. Students will be required to attend additional practices and performances outside of the school day. Emphasis will be placed on participating in a variety of performing experiences. This course may be repeated for credit. This course will fulfill the one arts/humanities credit required for graduation. NOTE: Students are required to purchase/furnish their own uniform for this class.

Prerequisites: **Previous orchestra experience, at least one-year private instruction, or teacher approval**

Advanced Orchestra

Grades: 10-12

This one-year course is designed for students who have developed skills beyond those outlined and described in the Junior High School String Music Procedural Guide. It includes further development of those skills necessary to become independent as musicians. The course emphasizes the place of string music in Western musical heritage, style development, articulation, dynamics, rhythmic patterns, and tone throughout history. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Students are financially responsible for purchase of necessary equipment. String instruments can be provided by the school at no charge to the student (if available); however, form CCF-793 must be completed prior to receiving an instrument. Students will be required to attend additional practices and performances outside of the school day. Emphasis will be placed on having a variety of performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit required for graduation. NOTE: Students are required to purchase/furnish their own uniform for this class.

Prerequisites: **Intermediate Orchestra, audition, or teacher approval.**

THEATER

9 th Grade	Theater I Theater Tech I
10 th Grade	Theater I Theater II Theater Tech I Theater Tech II
11 th Grade	Theater I Theater II Theater III Theater Tech I Theater Tech II Theater Tech III
12 th Grade	Theater I Theater II Theater III Theater IV Theater Tech I Theater Tech II Theater Tech III Theater Tech IV Theater Tech AS

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

Theater I

Grades: 9-12

This one-year course is designed to familiarize students with 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 theatre, and to encourage social adjustment. This course will fulfill one of the elective credits required for graduation. Students will be required to attend additional practices and performances outside of the school day.

Prerequisites: **None**

Theater II

Grades: 10-12

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

Prerequisites: **"C" or above in Theater I or teacher approval**

Theater III

Grades: 11-12

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

Prerequisites: **"C" or above in Theater II or teacher approval**

Theater IV

Grade: 12

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

Prerequisites: **"C" or above in Theater III or teacher approval**

Theater Design Technology I

Grades: 9-12

This one-year course will allow the students to explore technical theatre production skills. Students will be instructed in the design concepts of costumes, make-up, properties, publicity, scenery construction, sound, stage lighting, and stage management. This course fulfills one of the elective requirements for graduation. Twenty hours of onsite after school work must be completed per semester. Students will be required to attend additional practices and performances outside of the school day.

Prerequisites: **None**

Theater Design Technology II

Grades: 10-12

This one year course will allow the students to apply technical theatre production skills. Students will formulate design concepts in costumes, make-up, properties, publicity, scenery construction, sound, stage lighting, and stage management. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course fulfills one of the elective requirements for graduation. Twenty-five hours of onsite after school work must be completed per semester. Students will be required to attend additional practices and performances outside of the school day. This course fulfills one of the elective credits required for high school graduation.

Prerequisites: **“C” or above in Technical Theater I or teacher approval**

Theater Design Technology III

Grades: 11-12

This one year course will allow the students who have successfully completed Technical Theatre II. Students will design, construct and apply theatre production skills for all school productions. Students will assume leadership responsibilities for school plays, musicals, and other theatre-related performances. This course fulfills one of the elective requirements for graduation. Thirty hours of onsite after school work must be completed per semester. Students will be required to attend additional practices and performances outside of the school day.

Prerequisites: **“C” or above in Technical Theater II or teacher approval**

Theater Design Technology IV

Grades: 11-12

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

Prerequisites: **“C” or above in Technical Theater III or teacher approval**

Theater Tech AS

Grades: 11-12

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

Prerequisites: **“C” or above in Technical Theater IV or teacher approval**

MILITARY SCIENCE

NOTE: Successful completion of any ROTC class fulfills 1 PE credit required for graduation.

9 th Grade	Military Science I - JROTC
10 th Grade	Military Science I – JROTC Military Science II - JROTC
11 th Grade	Military Science I – JROTC Military Science II – JROTC Army JROTC III
12 th Grade	Military Science I – JROTC

	Military Science II – JROTC Army JROTC III Army JROTC IV
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All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

Military Science ROTC I

Grades: 9-12

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

Prerequisites: **None**

Military Science ROTC II

Grades: 10-12

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

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

Army Junior ROTC III

Grades: 11-12

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

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

Army Junior ROTC IV

Grade: 12

This one-year course is designed for fourth-year students in the Army Junior Reserve Officer Training Corps (JROTC). The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired United States Army officers and enlisted personnel utilizing curriculum provided by

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

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

WORK BASED LEARNING

<i>Work-Based Learning</i>	
9 th Grade	School Related Work Experience – Student Cafeteria Worker
10 th Grade	School Related Work Experience – Student Cafeteria Worker
11 th Grade	School Related Work Experience – Student Cafeteria Worker Applied Office Practice Student Aide
12 th Grade	School Related Work Experience – Student Cafeteria Worker Applied Office Practice Student Aide

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

Applied Office Practice

Grades: 11-12

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 assignments 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.

Prerequisites: **Cum 2.0 GPA, no "F's" or "U's" on the previous report card, no disciplinary record and less than 10 absences (excused and/or unverified) the previous semester**

Student Aide

Grades: 11-12

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 supervise teachers by a formal

application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.

Prerequisites: **Cum 2.0 GPA, no “F’s” or “U’s” on the previous report card, no disciplinary record and less than 10 absences (excused and/or unverified) the previous semester**

School Related Work Experience - Student Cafeteria Worker

Grades: 9-12

This one-year course provides students with job opportunities on the school campus. This course is designed to allow students to train in the school cafeteria. Under the direction of a food supervisor and a certified educator, students will gain experience in food service and handling and being responsible for customer service. Students may have the opportunity to earn a wage and be paid for the hours they work in addition to earning a credit. Please see the cafeteria director for more information. This course will fulfill one of the elective credits required for graduation. **A maximum to two (2) credits may be earned in this course.**

Prerequisites: **Application; Students will need a Health Card and Work Permit (if under age 16)**

STUDENT SUPPORT SERVICES DIVISION

The Cheyenne High School Special Education Program offers a continuum of services determined by each student’s Individual Educational Plan (IEP).

The Individuals with Disabilities Education Act (IDEA) mandates the placement of students in the “least restrictive” educational environment. The least restrictive environment means that students will be educated to the maximum extent appropriate with non-disabled students. An IEP committee, with parent and student involvement, plans the establishment and maintenance of the most appropriate program for each student. If necessary, the content is modified per the student’s IEP to meet the individual needs. Course descriptions of electives that are unique to the Special Education Program are listed below.

General Education Classes

General Education Classes/Consultative Support Students who are eligible for special education may be served in the general education classroom with reasonable accommodations and/or modifications. In the consultative model, the student’s progress is monitored in the content area classroom on a regular basis. The consulting special educator provides support, assistance, advice, and supplementary material to the content area teacher.

Cooperative Classes

The cooperative classroom is a co-teaching environment in which a special educator and the content area teacher work together on a daily basis to develop and implement instruction.

General Resource

General Resource rooms serve as a pull out program for students who require more individualized and one-on-one instruction. Academic subject areas will be addressed with an emphasis on study skills and strategies for success. The goal is to provide students with the curriculum content and teach the student how to become a successful learner in general education settings.

Specialized Classes

Specialized programs provide self-contained classrooms with students whose disabilities are moderate to severe. These students have documented educational needs that cannot be met in a less restrictive setting. Placement is determined through the IEP process and in conjunction with the Office of Case Management.

ENGLISH

9 th Grade	English I English 9 CC Reading APP
10 th Grade	English II English 10 CC Reading APP
11 th Grade	English III English 11 CC Reading APP
12 th Grade	English IV English 12 CC Reading APP

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

MATHEMATICS

9 th Grade	Principles of Algebra Math I Algebra I CC
10 th Grade	Principles of Geometry Math II Geometry CC
11 th Grade	Personal Finance I Algebra II CC
12 th Grade	Personal Finance II Math of Personal Finance CC

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

SCIENCE AND HEALTH

9 th Grade	Principles of Biology Biology CC
10 th Grade	Principles of Geoscience Geoscience CC
11 th Grade	Principles of Physical Science Physical Science CC
12 th Grade	

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

SOCIAL STUDIES

9 th Grade	
10 th Grade	Study of World History World History CC
11 th Grade	Study of U.S. History U.S. History CC
12 th Grade	Study of U.S. Government U.S. Government CC

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.

STUDENT SUPPORT SERVICES

9 th Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied
10 th Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied
11 th Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied
12 th Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied

All classes are one-year courses unless stated otherwise. No changes will be made during the semester.