

# Cheyenne High School Course Catalog

## 2024-2025



**Cheyenne High School**  
3200 W. Alexander Road.  
North Las Vegas, Nevada 89032  
(702) 799-4830

2024-2025

For the 2024-2025 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.

Mr. Anthony Nunez  
Principal

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# SCHOOL DISTRICT CALENDAR

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

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

## PATHWAY TO GRADUATION FOR STUDENTS

1. Participate in academic planning meetings with a school counselor.
2. Enroll in coursework that will help to achieve your educational goals.
3. Parents/Guardians must review and approve the Academic Plan.
4. Take the ACT with Writing during junior year, at no cost. Students pursuing the Alternative Diploma\* will take the NAA instead.
5. Earn a diploma.

\* Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the Nevada Alternate Assessment (NAA) instead of the ACT. This diploma is included in a school's graduation rate, and students remain eligible for IDEA services until their 22nd birthday.

## CORE ENROLLMENT EXPECTATIONS

The Clark County School District (CCSD) strives to prepare students for success in post-secondary education and in the workforce by providing a rigorous curriculum. The Core Enrollment Expectations are consistent with Nevada Revised Statute (NRS) 389.018 and aligned with the State of Nevada Millennium Scholarship minimum core curriculum requirements. To meet the requirements set forth by the Nevada State Board of Education, all students are enrolled in the Core Enrollment Areas of Study.

Core Enrollment Areas of Study	Units
English	4
Mathematics (including Algebra II or higher)	4
Natural Science	3
Social Studies and History	3
<b>Total</b>	<b>14</b>

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

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

## **TESTING**

### **Required: College and Career Readiness Assessment**

The College and Career Readiness Assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year at no cost. It is recommended that all students take the ACT in the spring of the junior year. Some colleges/universities will use an ACT score for placement in college 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.

SOURCE: CCSD Regulation 5127, NRS 390.610

### **Optional: ACT National Career Readiness Certificate (NCRC)**

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

### **Optional: Armed Services Vocational Aptitude Battery (ASVAB)**

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

### **Optional: SAT**

The SAT is used by many 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](http://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 scores of 480 in Reading and 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](http://www.khanacademy.org)). This test is typically taken in Grades 08, 10, and 11. The examinations for students in Grades 08 and 10 are at no cost. Please contact your school counselor with additional questions.

## DIPLOMA TYPES

Credit Categories	Advanced	College and Career Ready	Standard
	Advanced Honors <sup>(a)</sup>	<sup>(b)</sup>	Alternative <sup>(c)</sup>
English	4	4	4
Mathematics	4	4	3
Science	3	3	2
WrldHist/Geo/Hum	1 <sup>(d)</sup>	1 <sup>(d)</sup>	-
US History	1	1	1
American Govt	0.5	0.5	0.5
Economics and Fin Lit	0.5	0.5	0.5
Physical Ed	2	2	2
Health Ed	0.5	0.5	0.5
Use of Computers	0.5	0.5	0.5
Arts/Hum/CTE	1	1	1 <sup>(d)</sup>
Electives	6	6	6
Flex Credit	-	-	2 <sup>(e)</sup>
Total	24	24	23
GPA Requirement	3.25 unweighted	3.25 weighted	-

(a) The Advanced Honors Diploma is based on the Advanced Diploma and requires 12 of the 24 credits to be Honors or higher in the following credit categories: English (3), Mathematics (2), Science (2), Social Studies (2), Foreign Language (1), and any other Credit Category (2). This diploma will continue to be an option for students through the Cohort of 2025. CCSD Regulation 5127.

(b) Additional College and Career Ready Diploma requirements:

- One (1) of the mathematics credits must be Algebra II or higher, and
- Proficiency in two languages, or two (2) credits in: AP\* courses, IB\* courses, Dual Enrollment/Dual Credit courses, a CTE\* program of study, Work-Based Learning courses, or a world language course, and
- Earn a College-Ready endorsement or a Career-Ready endorsement, or earn both.

(c) Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the NAA\* instead of the ACT. This diploma is included in a school's graduation rate, and students remain

eligible for IDEA\* services until their 22nd birthday.

- (d) CCSD students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma or the World History/Geography credit for the other diplomas.
- (e) Flex Credits are: a 2nd or 3rd year CTE\* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography.

A district approved computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework. Please see your school counselor for details. Senate Bill 200, 2017.

Beginning with the Cohort of 2024, the maximum weighted GPA\* that can be earned is 4.950. This is achieved by earning a 4.0 unweighted GPA and 0.950 bonus points.

\***AP:** Advanced Placement, **IB:** International Baccalaureate, **CTE:** Career and Technical Education, **NAA:** Nevada Alternate Assessment, **IDEA:** Individuals with Disabilities Education Act, **GPA:** Grade Point Average.

SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents, Senate Bill 200, 2017

## **GRADE PLACEMENT**

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

SOURCE: CCSD Regulation 5123

## **ACADEMIC PLANNING**

### **ACADEMIC PLANS**

Each Grade 9 student must have an approved four-year academic plan in Infinite Campus by the end of the 1st semester. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school, and must be aligned to a specific diploma type. The plan may also include, without limitation, the designation of a career pathway and enrollment in Dual Enrollment, career and technical education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Honors (H) courses.

The Grade 9 student and their parent/guardian will work in consultation with a school counselor to develop an academic plan, approve the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary. Please contact your school directly for instructions on how to approve your child's academic plan online.

For students enrolling in high school after Grade 9, an academic plan will be created with appropriate grade-level modifications.

The academic plan must be used as a guide for the student and the parent/guardian to plan, monitor, and

manage the student’s educational and occupational development, and make determinations of the appropriate course of study. If a student does not satisfy all of the goals set forth in the academic plan, then the student is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

SOURCES: NRS 388.205, CCSD Regulation 5127, AB 117

## ***PROGRAMS AND PROGRESS***

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

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

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

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

- In the Portal, use the **Progress Report** to monitor progress toward specific Graduation or Academic Programs.
- To view this report in Campus Parent or Campus Student, go to **Documents > Other > Academic Plan Progress Report**. Choose the plan you would like to review from the drop down menu.

## ***REQUIRED HIGH SCHOOL ACADEMIC LOAD***

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

- Grade 9, 10, and 11 students must be enrolled in at least six periods at the school of full-time enrollment.
- Grade 12 students who **are not** college and career ready\* must be enrolled in at least six periods at the school of full-time enrollment.
- Grade 12 students who **are** college and career ready\* must be enrolled in at least four periods at the school of full-time enrollment.

\* The Nevada Department of Education established the criteria for college and career readiness. Please see your school counselor for details, or review the Nevada Department of Education [AB 7 & AB 117 FAQ](#).

SOURCES: NAC 387.345, AB 7

## ***EARLY GRADUATION***

Students who 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.

## ***SCHEDULE CHANGES***

To ensure students receive the required amount of instruction to earn credit, schools may only change courses until a predetermined specific date each semester, as determined by the school schedule. The school will communicate with students and their families about these deadlines. Please contact your school counselor with questions.

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g. Apex, Edgenuity) allow students to earn credit through digital instruction and are excluded from these guidelines.

A unit of credit is awarded for a course containing at least 120 hours of instruction or 60 hours per semester. Courses contain 120 hours of instruction, excluding passing periods.

SOURCE: NAC 389.040

## ***EARNING CREDIT***

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

- **Internal credits** are taken at a CCSD school.
  - Dual Enrollment coursework taken in a CCSD classroom is considered to be internal credit.
- **External credits** are taken outside of the school district.
  - External credits are limited to 6.0 total credits in high school, and must be pre-approved by the school of full-time enrollment.
  - Dual Credit coursework taken at a higher education institution (not in a CCSD classroom) is considered to be external credit.
- **Concurrent credits** are taken when a student attends a CCSD school full-time and earns credit at another school at the same time. Concurrent credits must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

### **Internal Credit**

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

#### **High School Credit Taken in Middle School**

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

- Algebra I
- Geometry Honors



- A Foreign Language

### **Honors and College-Level Course Offerings**

The CCSD Honors and College-Level Course Offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential, while providing college and career readiness skills in preparation for postsecondary enrollment. College-Level Course Offerings include AP, IB, and Dual Enrollment coursework.

AP and IB students shall demonstrate preparation for college-level instruction by taking the AP or IB examinations sponsored by the College Board and the International Baccalaureate. Students are required to take the AP or IB examinations for each course. Parents/guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

SOURCE: CCSD Regulation 5127

### **Career and Technical Education (CTE)**

Career and Technical Education in Nevada is organized into sixteen (16) nationally and federally recognized clusters. Each high school in CCSD may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses. Additional information can be found online at: <http://www.doe.nv.gov/CTE/>

#### **Dual Enrollment**

Students take a college-level course at the school of full-time enrollment that is taught by an approved instructor. There is typically a cost. Dual Enrollment courses taught through a formal cooperative agreement with CCSD are considered to be internal credit.

#### **CTE College Credit**

Students complete state-approved programs in CTE to earn postsecondary credit at no cost to the student. CTE College Credit is articulated credit (the high school coursework aligns to postsecondary courses) and the teacher of record is a high school CTE teacher. Students complete an application through the college of their choice (e.g. CSN).

To qualify for the CTE College Credit, students must earn a 3.0 GPA in the CTE course sequence, pass the state end-of-program technical content assessment, and pass the state Workplace Readiness assessment for employability skills.

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

## **Credit by Exam (CBE)**

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

### **CBE Policies**

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

## **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. CCSD enrollment includes coursework taken during the school year and during summer months. Dual Credit courses taken outside of CCSD are considered to be external credits. A maximum of six (6) external credits can be applied toward graduation from high school. A maximum of three (3) external credits can be earned in the combined core areas of English, mathematics, science, and social studies.

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

### **Dual Credit**

Students take coursework outside of the regular school day from an approved and accredited college/university. There is typically a cost.

### **Community Service**

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

### **Educational Travel Credit**

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

travel credit supporting documentation.

### **Enrichment Program**

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

### **Online/Correspondence Course**

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

### **Music Equivalent Credit**

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

## **Concurrent Credit**

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

## **Physical Education Exemption**

Nevada Administrative Code (NAC) [389.488](#) specifies that a school district may exempt a student's physical education requirement under certain conditions, including the following:

- Physical or mental condition and the request is supported by a written statement from a physician;
- Religious belief and the request is supported by a written statement from the pupil's parent or guardian;
- Enrollment in the Reserve Officer Training Corps;
- Intended enrollment in a program which is comparable to the course in physical education;
- A school district shall exempt a pupil from not more than one credit in physical education if the pupil participates in interscholastic athletics, on a drill team, in a marching band, in a dance group or on a cheerleading squad.

## ***STUDENT-ATHLETES***

### **Physical Education Exemption**

An exemption for 1.0 credit of Physical Education shall be granted if a student actively participates in a school-sponsored activity for 120 hours in interscholastic athletics, on a drill team, in a marching band, in a dance group, or on a cheerleading squad.

## **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 enrolled through Change of School Assignment (COSA) are ineligible for 180 school days. Grades 09-11 students may file a sub-varsity appeal.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private/charter or private/charter to public school are ineligible for 180 school days.
- Students enrolled on Shared Housing are ineligible for 180 school days.
- Students who transfer from a magnet or COSA enrollment 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 and uploaded into Register My Athlete.

### **Residency Rules**

- Students are only eligible at 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 attend school.
- Students must have successfully completed at least two (2) units of credit the immediate preceding quarter or semester and can only fail one class.
- Students must obtain an unweighted grade point average of at least 2.0 for the immediate preceding semester.
- Students who do not meet the requirements above, may regain eligibility at a 3-week grade check by receiving all passing grades.
- Students must maintain a passing grade in all classes during the season in which they are participating.
- Students must be present for the entire instructional day on the day of a competition, event, trip their club or team is participating in.

- Exception: A parent/guardian may provide an excuse note to the attendance office, which may excuse their child from school that day, allowing their child to participate in an after school event.
- A list of these codes can be found [here](#).
- **All incoming freshmen are initially academically eligible.**

Please visit [www.ccsd.net](http://www.ccsd.net) to access the High School Athletic Eligibility Rules in greater detail

## **NCAA Initial Eligibility Requirements**

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

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

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

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

1. Complete 16 core courses:
  - a. Four years of English
  - b. Three years of math (Algebra I or higher)
  - c. Two years of natural/physical science (including one year of lab science if the high school offers it)
  - d. One additional year of English, math or natural/physical science
  - e. Two years of social science
  - f. Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Once the seventh semester begins, students may not repeat or replace any of those 10 courses to improve core-course GPA.
3. Earn at least a 2.300 GPA in core courses.

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:

- Complete the following high school course requirements:
  - 4 credits in English
  - 3 credits in math (Algebra I or higher)
  - 3 credits in social studies
  - 3 credits in natural science

**and**

- Have at least a 3.0 weighted GPA in the required high school courses above, or
- SAT Critical Reading and Math combined score of 1120, or
- ACT Composite score of 22, or
- 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/](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.

## **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](http://www.csn.edu/promise).

## **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 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 toward your child's school administration and/or the school district.

# NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

Clark County School District | 5100 W Sahara Ave, Las Vegas, Nevada 89146

702-799-CCSD | [www.ccsd.net](http://www.ccsd.net)



# 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 canceled. 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 <sup>th</sup> Grade	Art I Design Crafts
10 <sup>th</sup> Grade	Art I Ceramics I Design Crafts Drawing I Painting I
11 <sup>th</sup> Grade	Art I Ceramics I Ceramics II Design Crafts Drawing I Drawing II Painting I Painting II
12 <sup>th</sup> Grade	Art I Ceramics I Ceramics II Drawing II Painting I Painting II

***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: **Art I**

## **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**

# CAREER AND TECHNICAL EDUCATION

## BIOMEDICAL

9 <sup>th</sup> Grade	PLTW Principles of Biomed
10 <sup>th</sup> Grade	PLTW Human Body Systems
11 <sup>th</sup> Grade	Medical Interventions H
12 <sup>th</sup> 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 <sup>th</sup> Grade	Principles of Business
10 <sup>th</sup> Grade	Principles of Business Business Management
11 <sup>th</sup> Grade	Principles of Business Business Management

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

### **Principles of Business Marketing**

Grades: 9-12

This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Revised Spring 2022 Prerequisites: **None**

### **Business Management I**

Grades: 9-12

This one-year completer course is designed for students who have successfully completed Principles of Business and Marketing. Areas of emphasis include: financial analysis, management strategies and decision-making. Instructional practices incorporate integration of diversity awareness including appreciation 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 and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2022. Prerequisites: **“C” or better in Principles of Business Marketing or Teacher Approval**

## CULINARY ARTS/ BAKING & PASTRY

10 <sup>th</sup> Grade	Culinary Arts I Culinary Arts II Baking and Pastry I
11 <sup>th</sup> Grade	Culinary Arts II Culinary Arts III Baking and Pastry I Baking and Pastry II
12 <sup>th</sup> 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 <sup>th</sup> Grade	Teaching and Training I
10 <sup>th</sup> Grade	Teaching and Training I Teaching and Training II
11 <sup>th</sup> Grade	Teaching and Training I Teaching and Training II
12 <sup>th</sup> Grade	Teaching and Training I Teaching and Training II

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

### **Teaching and Training I**

Grade: 9-11

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: 10-12

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**

## COMPUTER SCIENCE

9 <sup>th</sup> Grade	AP Computer Science Principles Computer Science & Applications
10 <sup>th</sup> Grade	AP Computer Science Principles Computer Science & Applications
11 <sup>th</sup> Grade	AP Computer Science Principles Computer Science & Applications
12 <sup>th</sup> Grade	AP Computer Science Principles Computer Science & Applications

*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 & Applications

Grades: 9-12

This one-semester course provides students with skills in computer science and applications. Areas of emphasis include computer science, computational thinking, productivity applications, digital citizenship, and integrated technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades eight through twelve. This course fulfills the one-half computer science credit required for high school graduation. Revised Spring 2022. Prerequisites: **None**



## CYBERSECURITY

9 <sup>th</sup> Grade	Cybersecurity I
10 <sup>th</sup> Grade	Cybersecurity I Cybersecurity II
11 <sup>th</sup> Grade	Cybersecurity I Cybersecurity II Cybersecurity III H
12 <sup>th</sup> Grade	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**

## VIDEO PRODUCTION

9 <sup>th</sup> Grade	Video Production I
10 <sup>th</sup> Grade	Video Production I Video Production II
11 <sup>th</sup> Grade	Video Production I Video Production II Video Production III
12 <sup>th</sup> Grade	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**

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

## ENGLISH/LANGUAGE ARTS

Grade	Course	Elective Choices
9 <sup>th</sup> Grade	English 9 Pre-AP English I H Pre-AP Extended English Lab	Imaginative Writing Journalism Foundation Study Skills
10 <sup>th</sup> Grade	English 10 Pre-AP English II H Pre-AP Extended English Lab	Imaginative Writing Journalism Foundation Journalism II Mythology and Folklore Study Skills Speech and Debate I Speech and Debate II
11 <sup>th</sup> Grade	English 11 AP English Language/Composition AP English Literature/Composition Dual Enrollment English 101 Dual Enrollment Communication 101	Imaginative Writing Journalism Foundation Journalism II Mythology and Folklore Speech and Debate I Speech and Debate II
12 <sup>th</sup> Grade	English 12 AP English Language/Composition AP English Literature/Composition Dual Enrollment English 101 Dual Enrollment English 102 Dual Enrollment Communication 101	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**

### **Pre-AP Extended English 1 Lab**

Grade: 9

Pre-AP English 1 Extended Lab encourages a focus on equipping students with the skills to engage directly with a variety of literary and nonfiction texts. With that focus in mind, Pre AP English 1 Extended Lab is designed to include a culturally diverse body of texts along with hands-on activities that both engage and challenge students. Prerequisites: **Concurrent Enrollment in Pre-AP English 1 is a requirement for this course**

### **Pre-AP Extended English 2 Lab**

Grade: 10

Pre-AP English 2 Extended Lab encourages a focus on equipping students with the skills to engage directly with a variety of literary and nonfiction texts. With that focus in mind, Pre AP English 2 Extension Lab is designed to include a culturally diverse body of texts along with hands-on activities that both engage and challenge students. Prerequisites: **Concurrent Enrollment in Pre-AP English 2 is a requirement for this course**

### **Pre-AP English 1 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 Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP® Program. 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. \*This is a Site-Specific Course. Revised Spring 2023

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**

### **Pre-AP English 2 H**

Grade: 10

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP® Program. 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. \*This is a Site-Specific Course. Revised Spring 2023. 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**

### **Dual Enrollment English 101**

Grade: 11-12

(UNR) YEAR-LONG Dual Enrollment Course: Offers a rhetorical approach to writing and communicating, meaning students will explore writing in-context, with a range of related constraints and opportunities. This approach develops writing habits that will enable students to write effectively in their core curriculum courses, their majors and programs, and in their professional and public lives.

This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022.

### **Dual Enrollment English 102**

Grade: 12

(UNR) YEAR-LONG Dual Enrollment Course: Builds on rhetorical writing habits provided in earlier Core Writing courses and invites students to engage with contemporary rhetorical situations or problems by immersing themselves in the research practices, methods of analysis, and genres of writing necessary for engaged discussion in a public conversation. Students will compose in traditional print and multi-modal genres.

This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022.

### **Dual Enrollment Communications 101**

Grade: 11-12

(UNR) YEAR-LONG Dual Enrollment Course: Theory and practice in the composition and delivery of public speeches. Advanced techniques of message development, organization and style.

This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022.

### **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: **Passed Journalism Foundations with at least a C average or passed Journalism Foundations with a D average and the teacher's 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 non-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 include non-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 1**

#### **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 <sup>th</sup> Grade	Spanish I Spanish II H
10 <sup>th</sup> Grade	Spanish I Spanish II H
11 <sup>th</sup> Grade	Spanish I Spanish II H Dual Enrollment Spanish 226
12 <sup>th</sup> Grade	Spanish I Spanish II H Dual Enrollment Spanish 226

***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**

### **Dual Enrollment Spanish 226**

Grades: 11-12

(UNR) SPANISH FOR HERITAGE SPEAKERS I: Designed for students who have a Spanish language background or informal training in Spanish, but little or no formal training. Emphasis on grammar, transfer of literacy skills, vocabulary enrichment and cultural awareness.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Approved Spring 2023.

## MATHEMATICS

Grade	Course	Elective Choices
9 <sup>th</sup> Grade	Pre-Algebra Algebra I Geometry Geometry H	
10 <sup>th</sup> Grade	Algebra I Geometry Geometry H Algebra II Algebra II H	
11 <sup>th</sup> Grade	Geometry Geometry H Algebra II Algebra II H AP Statistics College Prep Math	
12 <sup>th</sup> Grade	Geometry H Algebra II Algebra II H AP Statistics Reasoning and Sense College Prep Math	

***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**

#### **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**

#### **Reason and Sense Making in Math**

Grade 12

This one-year course is a fourth-year mathematics course designed to be an alternative to precalculus that prepares students for entry to and success in credit bearing post secondary mathematics courses. It is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course fulfills one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Spring 2022.



## **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 <sup>th</sup> Grade	Biology Biology H	
10 <sup>th</sup> Grade	Geoscience Chemistry Chemistry H Physics Physics H Physical Science	
11 <sup>th</sup> Grade	Geoscience Geoscience H Chemistry Chemistry H Physics Physics H Physical Science Chemistry AP AP Environmental Science Anatomy and Physiology H	Principles of Zoology H Science Independent Study
12 <sup>th</sup> Grade	Geoscience Geoscience H Chemistry Chemistry H Physics Physics H Physical Science Chemistry AP AP Environmental Science Anatomy and Physiology H	Principles of Zoology H Science Independent Study

***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 8<sup>th</sup> 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 Environmental Science**

Grades 11-12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Environmental Science examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing field of environmental science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021

### **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**

### **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.

## SOCIAL STUDIES

Grade	Courses	Elective Choices
10 <sup>th</sup> Grade	World History AP Human Geography AP World History Modern	Civil Rights & Liberties
11 <sup>th</sup> Grade	US History US History AP	Civil Rights & Liberties Psychology I Psychology AP The Study of African Amer. Exp.
12 <sup>th</sup> Grade	American Government/ Econ and Financial Literacy AP US Government/Pol & Nevada Economics Dual Enrollment	Civil Rights & Liberties Psychology Psychology AP The Study of African Amer. Exp

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

### Human Geography AP

Grade: 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: 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**

### **AP World History Modern**

Grade: 10

This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering the scope of human history from 8,000 BCE to the present. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021. Prerequisite: **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**

### **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**

### **American Government**

Grades: 12

This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. 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 one-half American Government credit required for high school graduation. Approved Fall 2022 Prerequisite: **None**

### **Economics and Financial Literacy**

Grades: 12

This one-semester course is designed to provide students with an understanding of economic ideas essential in today's world. 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. The appropriate use of technology is an integral part of this course. This course fulfills the one-half economics credit required for high school graduation. Approved Fall 2022 Prerequisite: **None**

### **AP US Government/Pol & Nevada Economics**

Grade: 12

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This course gives students an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the one-half American Government credit for the first semester and the one-half economics credit for the second semester required for high school graduation. Revised Fall 2022. Prerequisite: **None**

### **Dual Enrollment Political Science 101**

Grade: 12

INTRODUCTION TO AMERICAN POLITICS: A survey of the United States, national, state and local governments with emphasis on the cultural aspects of the governing process.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.

### **Dual Enrollment Economics 100**

Grade: 12

INTRODUCTION TO ECONOMICS: Selected microeconomic and macroeconomic principles applied in a non-technical manner to improve understanding of everyday problems and social issues.

This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022.

## **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 <sup>th</sup> Grade	Band HS Beginning Band HS Intermediate Music Appreciation Orchestra HS Beginning
10 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 Beginning**

Fee: **\$40.00**

Grades: 9-12

This one-year course 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 Band**

Fee: **\$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 Band

Fee: **\$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 Advanced**

Fee: **\$20.00**

Grades: 10-12

This one-year course 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 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 <sup>th</sup> Grade	Theater I Theater Tech I
10 <sup>th</sup> Grade	Theater I Theater II Theater Tech I Theater Tech II
11 <sup>th</sup> Grade	Theater I Theater II Theater III Theater Tech I Theater Tech II Theater Tech III
12 <sup>th</sup> 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 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 <sup>th</sup> Grade	Military Science I - JROTC
10 <sup>th</sup> Grade	Military Science I – JROTC Military Science II - JROTC
11 <sup>th</sup> Grade	Military Science I – JROTC Military Science II – JROTC Military Science III – JROTC
12 <sup>th</sup> Grade	Military Science I – JROTC Military Science II – JROTC Military Science III – JROTC Military Science IV – JROTC

***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**

### **Military Science 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**

### **Military Science 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

9 <sup>th</sup> Grade	School Related Work Experience – Student Cafeteria Worker
10 <sup>th</sup> Grade	School Related Work Experience – Student Cafeteria Worker
11 <sup>th</sup> Grade	School Related Work Experience – Student Cafeteria Worker
12 <sup>th</sup> 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 <sup>th</sup> Grade	English I English 9 CC Reading APP
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10 <sup>th</sup> Grade	English II English 10 CC Reading APP
11 <sup>th</sup> Grade	English III English 11 CC Reading APP
12 <sup>th</sup> 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 <sup>th</sup> Grade	Principles of Algebra Math I Algebra I CC
10 <sup>th</sup> Grade	Principles of Geometry Math II Geometry CC
11 <sup>th</sup> Grade	Personal Finance I Algebra II CC
12 <sup>th</sup> 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 <sup>th</sup> Grade	Principles of Biology Biology CC
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10 <sup>th</sup> Grade	Principles of Geoscience Geoscience CC
11 <sup>th</sup> Grade	Principles of Physical Science Physical Science CC
12 <sup>th</sup> Grade	

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

## SOCIAL STUDIES

9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	Study of World History World History CC
11 <sup>th</sup> Grade	Study of U.S. History U.S. History CC
12 <sup>th</sup> Grade	Study of American Government/Econ American Government/ Econ CC

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

## STUDENT SUPPORT SERVICES

9 <sup>th</sup> Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied
10 <sup>th</sup> Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied
11 <sup>th</sup> Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied

12 <sup>th</sup> Grade	Work Experience Applied Study Skills Applied Prevocations Applied Social Living Applied
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***All classes are one-year courses unless stated otherwise. No changes will be made during the semester.***