

Spring Valley High School

Course Catalog

2019-2020



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CLARK COUNTY SCHOOL DISTRICT MISSION STATEMENT

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

SPRING VALLEY HIGH SCHOOL MISSION STATEMENT

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

Motto: "Success with Honor and Spirit"

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

CCSD does not knowingly 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 in, 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, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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

What is cheating?

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

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

What is plagiarism?

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

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

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

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

SPRING VALLEY HIGH SCHOOL ACADEMIC HONESTY POLICY

Philosophy:

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

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

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

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

It is the policy of Spring Valley High School that:

- All students understand the meaning and significance of academic honesty, and that all teachers develop and support this understanding
- All work produced by students is their own
- All work that includes the ideas, words, or work of others will be fully acknowledged
- All students will understand the difference between collaboration and collusion
- All students will understand and obey rules relating to proper conduct during examinations
- All students will understand and demonstrate responsible use of hand-held technology at all times, especially in testing environments

The aim of this policy is to:

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

Academic Honesty:

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

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

What constitutes academic dishonesty?

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

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

What constitutes plagiarism?

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

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

How can you be sure you are not plagiarizing?

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

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

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

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

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

Students are responsible for:

- Reading and understanding this policy
- Ensuring that all work submitted for assessment is their authentic work
- Acknowledging the work or ideas of others when used in their work
- Maintaining possession of their work, and for not allowing it to be utilized by another student
- Clarifying teacher instructions and expectations for all assessed work
- Adhering to the SVHS Standard Testing Procedures in all exam settings

Teachers are responsible for:

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

Parents are responsible for:

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

Administrators are responsible for:

- Reading and understanding this policy
- Assist in the implementation of school-wide testing procedures for all exams
- Reviewing and approving assessments for teachers they supervise
- Enforcing the consequences articulated in this policy

In addition to this guidance, IB and AP students should also keep the following in mind:

- There are strict guidelines for student behavior in exam sessions. The coordinator will go over them with you prior to the exam session, and they will be displayed prominently around the school.
- On most IB and AP assessments you will be asked to sign a declaration that the work submitted is your own work. Submitting work that is not your own will have serious consequences.
- There is a list of approved calculators for all IB and AP Math and Science exams. Teachers will verify that the calculator you use in class is approved, but it is ultimately your responsibility to know if it is allowed or not.

In general, keep in mind that IB and AP graders have no way of knowing if an act of misconduct was accidental or not. This means they must assume that you know the rules, and that any misconduct is deliberate. Do not put yourself in a position where a grader has to deny you a result that in some cases you have been working on for years.

Consequences of Academic Malpractice

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

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

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

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

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

Additionally, any incident of academic misconduct on an official IB assessment will in most cases result in no grade being issued. This means that the student in question will not have completed the full requirements of the program, and as a result will necessarily forfeit the IB Diploma.

Acknowledgements

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

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

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

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

SPRING VALLEY HIGH SCHOOL ASSESSMENT POLICY

Philosophy:

It is our belief that all assessments should provide both students and teachers the opportunity to reflect on progress and learning. To that end, we strive to create assessment tasks that are relevant, challenging, and student-centered, so that students have a range of opportunities to demonstrate learning and mastery of material. The Nevada Academic Content Standards (NVACS) and the subject specific aims and objectives of the IBMYP and IBDP are used to shape instruction and to design assessment tasks. Student performance on assessment tasks is evaluated collaboratively to guide instruction and to address areas for academic growth. Our approach to assessment is grounded in the principles of authenticity, transparency, and consistency.

Formative and Summative Assessment:

A wide variety of assessment tasks are utilized to evaluate student progress. Formative assessments occur regularly during the instructional process and are used as a guide for teachers and students. Unsatisfactory performance on formative tasks can indicate that a teacher needs to alter pacing, review a concept more thoroughly, or provide additional support, whereas a student may use the same measure to address and adjust their approach to note-taking, review, or class discussion. It is our intention that formative tasks be seen as opportunities to practice a new skill or understanding, and as such are weighted at a maximum of 10% in the student's final grade. Note-taking is an essential skill and all students are held accountable for maintaining organized notes in all of their classes. These notes are also weighted at 10% in the final grade calculation.

Summative assessments are generally given at the end of a unit of study and/or the end of a grading period, and are meant to represent the culmination of a student's mastery of a topic, skill, or concept. Summative assessments are often project based and provide students with an opportunity to demonstrate what they know in a variety of formats before advancing to new concepts and skills. Additionally, summative assessments are used to determine IBMYP achievement levels. At Spring Valley High School, summative assessment tasks are weighted at 80% in the student's final grade.

Examples of assessment include:

- Class discussions
- Socratic seminars
- Journal entries
- Projects
- Presentations
- Labs
- Essays/Research
- Exams
- Creative writing
- Performances

Furthermore, Spring Valley utilizes an A/B block schedule in which students attend four 85 minute classes each day. This extended time supports a wider range of assessment types, student collaboration, and gives teachers more time to provide meaningful feedback to students.

THE INTERNATIONAL BACCALAUREATE PROGRAM HISTORY

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

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

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

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

THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE:

As IB learners we strive to be:

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

INTERNATIONAL BACCALAUREATE MAGNET COURSE SEQUENCE

9th Grade	10th Grade	11th Grade	12th Grade
English 9 H MYP	English 10 H MYP	Lang. and Lit. I-IB	Lang. and Lit. II-IB
Arts & Humanities H Human Geography AP	World History IB	U.S. History IB	U.S. Government IB
Biology I H MYP	Chemistry I H MYP	Biology II IB, Chemistry II IB	Biology III IB, Chemistry III IB
Geometry H MYP or Algebra I or Algebra II H	Algebra II H MYP or Geometry H MYP Pre-Calculus H AB	Math Studies I IB, Mathematics I IB	Math Studies II IB or Mathematics II IB
Foreign Lang. I MYP or Foreign Lang. II H MYP	Foreign Lang. II H MYP or Foreign Lang. III-IB	Foreign Lang. II H, III, IV, or V- IB	Foreign Lang. III, IV or V- IB
Physical Education	Physical Education	IB Elective	IB Elective
Elective	Elective	Theory of Knowledge I- IB	Theory of Knowledge II- IB
Health (if not taken in summer)	Elective	Elective	Elective

THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM

Recording and Reporting Student Achievement in the MYP:

Each subject in the IB Middle Years Program has corresponding grading criteria for assessments completed in each year of the course. Each subject has four criteria (A,B,C,D), and each criteria has levels ranging from 0 - 8. An example from 10th grade Social Studies is included below. Students will receive the complete IB Assessment Criteria for each subject with their course expectations in each class, and teachers will take the time to ensure that all students are familiar with them. These criteria are an important tool for both parents and students, as they clarify the teacher's expectations. At Spring Valley we will communicate achievement levels based on these criteria to students and parents at the end of each semester via a supplemental report card that reflects achievement for each of the four criteria in each subject. Beginning in the 2017 – 2018 school year we will utilize a program called Managebac™ that will generate IBMYP specific report cards for each student.

Example of Criteria A for 10th grade Individuals and Societies course:

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

- i. Use a wide range of terminology in context
- ii. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below
1-2	The student: i.uses limited relevant terminology ii.demonstrated basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3-4	The student: i.uses some terminology accurately and appropriately ii.demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations, and examples.
5-6	The student: i.uses a range of terminology accurately and appropriately ii.demonstrated substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7-8	The student: i. consistently uses a wide range of terminology effectively ii.demonstrated excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Note the increasing level of sophistication necessary to achieve the higher achievement levels.

Twice a year parents will receive an additional report card that reports a level for each of these criteria as a way for students and parents to monitor progress. This additional report card will be based on the teacher's holistic evaluation of student progress. These achievement levels will NOT count in the final calculation of a student's quarter or semester grade, and should be seen as another way for students and parents to evaluate growth and performance against an international standard.

At Spring Valley we utilize a 0 – 8 grading scale (instead of a traditional 0 – 100 scale) in all of our classes. We have made this change to maintain greater mathematical consistency in all of our grading practices, and to better align with IB achievement levels. Infinite Campus automatically converts this 0 - 8 score into a percentage. The table below shows the percentage a 0 – 8 score will reflect in Infinite Campus.

MYP Criteria Score	0	1	2	3-4	5-6	7-8
Percentage Score in IC	Student did not attempt task	56% or below	57-67%	68-80%	81-92%	93-100%

IBMYP teachers do the following to ensure consistency when determining achievement levels:

- Use the appropriate grade level MYP subject group assessment criteria rubrics
- Provide exemplars to students to clarify the descriptors in rubrics
- Standardize grading practices by using weekly professional development time to compare grading and agree on levels for summative tasks
- Standardize expectations by writing common unit plans and summative assessment tasks

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

Recording and Reporting Student Achievement: IBDP

The recording and reporting of student progress in the IB Diploma Program is also based on the school's goal of authenticity, transparency, and consistency. To that end, teachers utilize IBDP objectives and assessment criteria in the creation of units of study, and develop formative and summative assessment tasks that support the final internal and external assessments required by IB. These assessment criteria are given to students in each class at the beginning of the 11th grade year, along with a two year master calendar for all formal IB assessments. These documents are also available to our parents and the community on the school's website.

Parents can monitor student progress in a variety of ways including Infinite Campus, which will display achievement levels according to the school wide 0 – 8 point scale, and on Managebac™, which will show progress according to the specific assessment criteria for each subject. Students will also receive a formal IBDP report card twice a year in each of the two years of the program to show progress towards the IB diploma.

IBDP teachers do the following to ensure consistency when determining achievement levels:

- Use the appropriate IBDP subject group assessment criteria rubrics
- Provide assessment criteria to students and parents
- Provide opportunities for student self-assessment and peer assessment
- Provide exemplars to students to clarify the descriptors in rubrics
- Standardize grading practices by using weekly professional development time to compare grading and agree on levels for summative tasks
- Standardize expectations by writing common unit plans and summative assessment tasks

Earning the IB Diploma: An Explanation of IB Assessment

IB Diploma candidates will study six subjects and will earn a final level of achievement on a 0 – 7 scale. That final level is based on a variety of work done during and at the end of the course. There are two types of formal IB assessment used to assess final achievement levels for all IBDP candidates. Student performance on these assessments can lead to the award of the IB Diploma if students reach a minimum combined score of 24 points upon completion of required coursework in their six subjects. Students can also earn points (0 – 3 points total) for successful completion of the Extended Essay and Theory of Knowledge coursework.

Unlike Advanced Placement courses, which rely almost entirely on student performance on standardized exams given at the end of a course, IB divides assessment into two types; internal assessment (IA) and external assessment (EA). IA's are done over an extended period of time, with some support, and are assessed internally at the school site. EA's can be done over an extended period of time *or* in an exam setting, and are assessed externally by an IB examiner. These two types of assessment are combined to arrive at a student's final level of achievement towards earning an IB Diploma. We see this as a much more student centered system of assessment, because it gives student a variety of ways to demonstrate learning without the all or nothing aspect of performing well in an exam setting.

Stakeholder Responsibilities for both the Middle Years Program and the Diploma Program:

Teachers will:

- Maintain accurate and current records of student grades
- Provide timely feedback on student performance using IB assessment criteria
- Communicate expectations for student performance through the use of IB assessment criteria
- Collaborate with other teachers to create an assessment schedule that is both fair and supportive to students
- Assess each IB assessment criteria at least two times per year (MYP)
- Use formative assessments to plan and modify instruction
- Work collaboratively to create common assessments and ensure accuracy in grading practices
- Differentiate instruction to meet the needs of all learners
- Maintain open communication with parents and students
- Counsel students on strengths and weaknesses when determining SL/HL options (DP)
- Create opportunities for students to practice both Internal and External Assessments, and give timely feedback using IBDP assessment criteria

Students will:

- Self-assess using IBMYP and DP assessment criteria
- Advocate for themselves and be effective communicators when working with their teachers
- Be principled when completing work, regardless of the weight or value of the assignment
- Attend class every day, and take initiative when classes or assessments are missed
- Be open and communicate about struggles or lack of understanding at all times
- Nurture relationships with peers, teachers, and parents in the interest of being a successful student
- Work with teachers to establish due dates for work, and then meet those deadlines every time

Parents will:

- Get login credentials and check Infinite Campus and Managebac™ regularly
- Encourage students to use agendas and then check them regularly
- Become familiar with IB assessment criteria in all subjects
- Have daily conversations with students about their progress, struggles, and concerns
- Provide a quiet and structured environment that is conducive to learning
- Communicate with teachers often, and get involved in the Grizzly community

Communicating the Assessment Policy:

The Assessment Policy, as well as our Academic Honesty Policy, Language Policy and Inclusion Policy are available on our school website. These documents are also distributed in both hard copies and electronic copies of our teacher handbook, and are available to the public at the front desk in the main office.

Reviewing the Policy:

Our Site Leadership Team, which is made up of our administrative team, IB Coordinator, AVID Coordinator, and teachers will review all policies on an annual basis and will make revisions as necessary.

SPRING VALLEY HIGH SCHOOL DIPLOMA PROGRAM LANGUAGE POLICY

Philosophy:

This language policy is anchored in the idea that fluency in a second or third language is an essential skill in an evolving and increasingly multi-cultural world. We also believe that there is no better way to demonstrate cultural competency and open-mindedness than by learning and speaking the language of a culture other than one's own. Furthermore, we believe that pursuing the IB Diploma is a particularly good path for non-native English speakers, because of the range of assessment types offered within IBDP subject groups.

Language Programs at Spring Valley High School:

Middle Years Program:

We offer Language A: Language and Literature in English to all of our grade 9 and 10 students at two levels, including: English 9: Regular, English 9 Honors, and English 10: Regular, English 10 Honors. We additionally offer Public Speaking, Journalism, and Speech and Debate as electives to students in grades 9 and 10. Furthermore, we have a school wide expectation that all teachers, across all subject areas, are language teachers. Our teacher performance evaluation tool (Nevada Educator Performance Framework) supports this expectation.

As a magnet school we recruit our students from a wide geographic area. In terms of second language acquisition, these students can come to us with three years of continual study in a second language, or no prior experience with a second language at all.

Students transitioning to SVHS from our MYP partner school Johnson Junior High School will continue their study of either Spanish or Mandarin, so that they will have a full five years of language acquisition by the end of the MYP. Students recruited to join our student body from the district at large will continue in the second language they began in their respective schools, if offered at SVHS, or they will choose a first year second language from either: Spanish, French, Mandarin Chinese, or Japanese. These students will be expected to study the language throughout their four years with us.

Diploma Program:

Students continuing their IB course of study as IB Diploma candidates will continue on to the two year IBDP Language and Literature course, which will prepare them for the Language and Literature High Level exam.

Students who attended Spring Valley High School as MYP students and who opt to continue as IB Diploma candidates will be expected to continue their Language B course of study for 11th and 12th grade. These students can then choose either the Standard Level exam, or the Higher Level exam based on their strength in the course and teacher recommendation.

Students who enter Spring Valley High School as 11th graders and opt to pursue the IB Diploma Program can choose any of our language acquisition courses and begin at the level that suits them. If the student has no prior exposure to a second language they will choose between Ab Initio Standard Level, and the regular Standard Level exam for the language studied.

Mother Tongue Resources and Support at SVHS:

- Students needing English language support at the time of enrollment/registration can self-identify, or be identified by school staff. Once identified, we utilize the WIDA Access Exam to determine the level of support and accommodations necessary. These accommodations can be utilized in both classroom settings and on standardized tests. Our population of ELL students is low, but we do have two sections of ELL instruction using the Reading Horizons curriculum. Both teachers are trained in this curriculum and receive ongoing professional development and support.
- Through a partnership with the Catholic Relief Charities office of Migrant and Refugee Services, we are creating a master list of organizations that support and offer assistance to the many cultural groups represented on our campus. This list is sent home to parents with registration materials, and is given to every new enrollee at SVHS.
- We also maintain and are constantly increasing library resources to support both mother tongue languages and our language acquisition courses. We have hard copy books in English, Spanish, Chinese, and Japanese.
- We maintain a *News of the World* display in our library where we post actual newspapers in many of the languages spoken on our campus, as well as in our Language Acquisition course languages. This is updated and archived weekly, so students can not only read in their native language, but our foreign language department can utilize the materials in class.
- We have a growing team of identified student interpreters, who help us support students and families who are new to our country and schools. There are 34 languages spoken on our campus, and using this diversity as a resource is good for us, our community, and for the continued language development of our students.

Language across the Curriculum:

The idea that all teachers, in all subjects, are language teachers is one we are continually developing. As a whole-school IB Middle Years Program, we have embedded aspects of both the Language and Literature course and the Personal Project in all subject areas and classes. The use of non-literary texts from a variety of cultures informs Math and Science courses as much as our Language A and Language B classes. Individual components of the MYP Personal Project are divided up among subject areas, so it is common for a Science instructor to be teaching research skills or to do close reading exercises with published research or technical writing. With few exceptions, all of our DP students will come through our MYP, so this expectation will be the norm for them across all four years of high school.

SPRING VALLEY HIGH SCHOOL INCLUSION POLICY

Our Philosophy:

We believe that education is a basic human right. Furthermore we believe that all students have a desire to learn, and if met at their level of need and supported, will learn. We strive to provide access to programs that value learning diversity, and to create a school community that is inclusive and that celebrates and supports that diversity. In effect, all students have special needs, and deserve to be provided with opportunities that answer those needs. Providing these opportunities is the responsibility of all stakeholders in our school community including school leaders, teachers, students, and parents.

Instructional Practices:

Spring Valley High School adheres to the special education practices outlined in the Individuals with Disabilities Education Act (IDEA, 2004) and the Nevada Administrative Codes (NAC).

Individuals with Disabilities Education Act

IDEA is a federally mandated law that ensures all students with disabilities receive a free and appropriate public education in the least restrictive environment. This includes access to services and supports required to meet all educational needs.

Nevada Administrative Codes

NAC are regulations that the State of Nevada has implemented to ensure students with disabilities have access to a free and appropriate public education.

Overview of CCSD Policy for Special Needs Students:

- Service delivery for students on an Individualized Education Plan (IEP) is based on needs and is not driven solely by disability category
- Students are placed in the least restrictive environment that will provide educational benefit. This is mandated in IDEA (Individuals with Disabilities Education Act, 2004) and Nevada Administrative Codes
- Special education teachers have the knowledge and expertise to assist classroom teachers with accommodations and/or modifications that may be needed for individual students

The Clark County School District Gifted and Talented Education Program

This program is dedicated to maximizing the potential and meeting the exceptional educational and affective needs of identified gifted students from diverse populations. The CCSD provides gifted students with opportunities for intellectual challenge, engaging enrichments, and dynamic programming resulting in maximum growth. We strive to inspire creativity, passion for learning, leadership, and social responsibility.

Identification:

Students can be referred for special education services by parents, teachers, and/or they may self-identify. Once a student is identified and found eligible for special education services, a multi-disciplinary team consisting of, but not limited to the student, parents, teaching staff, and a special education liaison will determine appropriate services and support for the student. Upon the determination of special education eligibility the team will develop an IEP. All teachers and staff members with an educational interest in the student will be provided a copy of the IEP at the start of the school year and at any time revisions to the IEP take place. All relevant teaching staff will collaborate throughout the year to ensure the needs of the student are being met in all educational settings. Similarly, the CCSD offers services for students identified as highly gifted. The referral process can be initiated by parents or teachers, and the student evaluation process is ongoing throughout their schooling. The CCSD provides a Gifted and Talented Education (GATE) program for students in grades K – 5, or students can be evaluated for the Highly Gifted Program that provides services and support for students in grades K – 12. Status in these programs is determined using the General Ability Index, and measures of verbal, comprehension, visual, spatial, and fluid reasoning.

Instructional Strategies:

As a school, our goal is to exceed the access guaranteed by federal, state and local legislation and programs by valuing and continually developing the following practices identified in the IB document *Special Educational Needs within the IB Programme* (2010):

Differentiation – teachers will strive to identify the most effective strategies for each student, and develop learning opportunities that enable students to reach agreed upon goals.

Affirming Identity and Building Self-esteem – teachers will work to ensure that all students feel valued in order to affirm their developing sense of identity and to build self-esteem. Students with a firm sense of identity are more confident in taking the risks necessary for successful learning.

Valuing Prior Knowledge – teachers should assess existing knowledge, strengths, and interests prior to introducing a new unit of study, and then use that assessment to shape the learning processes and differentiation identified in the unit.

Scaffolding – teachers will incorporate smaller steps into their learning processes so that students can work towards mastery at different rates while also gaining in independence. Scaffolds such as pre-teaching, demonstrations, experiential learning, chunking information, graphic organizers can be utilized.

Extended Learning:

We will work with the entire school community to extend learning by:

- Creating a welcoming environment that values all student for who they are
- Maintaining expectations that are high, but realistic
- Listening to students and involving them in decisions that impact their success
- Providing students opportunities to reflect on their learning
- Usefully employing technologies that support the curriculum
- Creating a culture of collaboration
- Thoughtfully developing the IB Approaches to Learning
- Creating assessments that are flexible, diverse and relevant to each learner

Inclusion in the IB Diploma Program:

As a school we are committed to keeping all of our special programs, from our Career and Technical Education (CTE) pathways, to our IBMYP and DP as accessible as possible. Per Clark County School District policy, if a student with special needs fails to qualify for any magnet program a second review of the student in question is mandatory and automatic. This second review includes personnel from the central office, an administrator from the school site, the school's special education facilitator, and the program coordinator. At this time the student's Individualized Education Program and accommodations are reviewed, and a determination is made as to whether the student could succeed in the program if given adequate support. In the case of the IBDP this also includes a review of the accommodations available for IB assessments.

Conclusion:

Spring Valley High School is committed to meeting the needs of all students. By creating a school community that is inclusive, and that supports the diversity of all learners, we feel we can offer an educational opportunity that is unrivaled in the CCSD.

Works Consulted: *Learning Diversity and Inclusion in IB Programmes*. Publication. Cardiff: International Baccalaureate Organization, 2016

Meeting Student Learning Diversity in the Classroom. Publication. Cardiff: International Baccalaureate Organization, 2013

Inclusive and SEN Policy: Discovery Canyon Campus. Policy. Colorado Springs, CO. 2016

SEN Policy: Basic Academy and Brown JHS. Policy. Henderson, NV. 2015

SPRING VALLEY HIGH SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

ADMISSIONS POLICY

Philosophy:

At Spring Valley High School we are dedicated to providing every student with challenging opportunities for academic and personal growth. Access to any course or program is based on our shared belief that desire is the most important predictor of student success, and the acknowledgement that success itself does not always look the same from one student to another.

Procedures:

IBMYP magnet students have applied to attend Spring Valley based on their desire to participate in the full IBDP. Therefore any MYP student who has successfully completed the Personal Project with a minimum score of 16 out of 32, and who has fulfilled the requirements for Service Learning may automatically continue into the IBDP if they choose.

Non-magnet students currently attending SVHS who wish to participate in the full IBDP can self-select, or may be recommended by a teacher. Once a student expresses interest in the program, a meeting with the IB Coordinator and the IB Counselor will be scheduled. At this meeting the student and parents will receive a detailed outline of the expectations and requirements of the program, and a full review of the student's transcript will take place. There is no minimum GPA required, but coursework, attendance, citizenship, and teacher recommendations will be considered, so that students and parents can make an informed decision about participation in this challenging program.

Per Clark County School District magnet policy, 10th graders currently attending a school other than SVHS may apply to attend Spring Valley as full IB Diploma candidates only. Applicants will be considered based on GPA, number of Honors/AP courses, attendance, citizenship, and available space in the program. The application and deadlines can be found at magnet.ccsd.net.

Students who do not wish to pursue the full IB Diploma can take one or more IBDP subjects by submitting a written statement to the IB Coordinator/Counselor that describes their interest in IB coursework, and by meeting the following minimum requirements:

Group 1 - Language and Literature: Successful completion of English 10 or English 10 Pre-AP/H, and teacher recommendation

Group 2 – Spanish B, French B, Japanese B, Korean B, Mandarin B: Successful completion of year 2 of the language, and teacher recommendation

Group 3 – History: Successful completion of two years of Individuals and Societies coursework and teacher recommendation Psychology: Successful completion of World History and English 10 or English 10 Honors, and teacher recommendation

Group 4 – Biology, Chemistry, or Sports, Exercise and Health Science: Successful completion of Biology I or Biology I-Honors, and Chemistry I or Chemistry I-Honors, and teacher recommendation

Students interested in Physics must also have successfully completed Algebra II-Honors, and have a teacher recommendation from their Math teacher.

Group 5 – Math Studies: Successful completion of Geometry I or Geometry I-Honors, and teacher recommendation Mathematics SL: Successful completion of Algebra II-Honors, and teacher recommendation

Group 6 – Dance: Successful completion of Dance II, and teacher recommendation

AVID: ADVANCEMENT VIA INDIVIDUAL DETERMINATION

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

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

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

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

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

PRE-REGISTRATION GENERAL INFORMATION

Courses that you select in December (later approved by your counselor) are the courses you will be required to attend during the 2019-2020 school year. Choose your classes carefully. **No schedule change requests will be approved** other than those governed by the following Schedule Change Policy statement. Your schedule will be automatically generated using Infinite Campus and will be based upon your teachers' recommendations, the courses that you choose, and the classes required for graduation.

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

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

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

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

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

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

ONLINE REGISTRATION

The CCSD Online Registration System is available in English and Spanish and is required to be completed on line annually. Parents can complete registration at home or at the zoned school. (Parent will need an active personal email account and an activation code from the school prior to registering.) Registration for the Clark County School District is scheduled to open in April, 2019.

Families with Currently Enrolled Students: Parents who have children currently enrolled in a CCSD school and finished the 2018-2019 school year with CCSD, will use their Campus Portal account to re-register their children as a returning student at campusportal.ccsd.net.

Families New to the Clark County School District: Parents of children new to CCSD can use the register.CCSD.net link to register their student. If your student left CCSD prior to the end of the 2018-2019 school year, parent will register the student as new to the district. After completing the online registration application, all required documents need to be brought to your child's zoned school and given to the Registrar. (Please see the list of required documents listed on the CCSD website).

SCHEDULE CHANGE POLICY/COURSE CHALLENGE

Procedure:

1. Students sign to acknowledge receipt of printouts of COURSE REQUESTS.
2. **Students with course issues must submit a change request form to their appropriate counselor no later than March 29, 2019.**
3. Changes to courses will be addressed based on the following:
 - a. Course no longer offered
 - b. Teacher recommendations
 - c. Student course challenge for a higher level
 - d. Change of elective - Note that requests are NOT guaranteed for electives.

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

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

COURSE FEES

CCSD Secondary Course Fees

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

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

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

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

Auto Technology Courses:

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

STEM Robotics:

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

English Elective Course:

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

Health:

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

Model United Nations: \$40

Performing Art Courses

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

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

Physical Education:

Uniform	\$20
Lock fee	\$5

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

EARLY GRADUATION

Juniors pursuing early graduation must complete an application in their grade-level house office. A junior will be reclassified to senior status AFTER ACT (with Writing) exam is taken and scores reported, Term 2 grades are posted and early grad intent has been confirmed with student and parent through the grade level counselor. **Early graduates must fulfill the graduation requirements of their original cohort year of graduation.**

ATTENDANCE REQUIREMENTS

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

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or 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.

FOUR YEAR ACADEMIC PLAN

Clark County School District Regulation 2127 states the following:

Each ninth-grade student must have an approved four-year academic plan. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and Honors courses. The ninth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary. For students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade level modifications. The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study. If a student does not satisfy all of the goals set forth in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

Aligned Course to Science Standards EOC Course Codes

Math 285 - Differential Equations
Biology 3010
Biology Honors 30104
AP Biology 30602
Adv Biology (Pre-AP) Honors – A.M.S.A.T. 30702
MYP Biology 3030
MYP Biology Honors 30304
Biology II IB 30403
Biology III B 30503
Principles of Biology 3320

Aligned Course to Math I Standards EOC Course Code

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

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

DUPLICATE COURSE WORK – REPEATING COURSES

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

A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an “F” will only be removed once. If applicable, all other “F’s” will remain on a transcript.

Students may not re-take courses in the traditional classroom setting. Students must meet with grade-level counselors to discuss available options such as Apex Learning and Nevada Learning Academy (NVLS). Course fees may be required and enrollment is not guaranteed.

CCSD GUIDANCE AND COUNSELING WEBSITE

The [Guidance and Counseling website](#) provides students and parents/guardians with information on school counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities, and post-secondary opportunities are just a few examples of information available on the website.

Learning Expectations

This document presents learning expectations for students based on the Nevada Academic Content Standards (NVACS) for English Language Arts, Mathematics, Science, and Social Studies. Also included are learning expectations in the areas of health, library, music, physical education, world language, and fine arts education. The learning expectations presented in this document can help you know how your child is doing in high school.

Tips and activities are provided to help your student learn at home. Contact your teen's teacher to learn more and discuss how you can help your student meet these learning expectations.

End of Course Examinations (EOC)

The Nevada State Board of Education has approved recommendations related to the transition of EOC Examinations to EOC finals. Therefore, starting with the 2018-2019 school year, the EOC final will count for 10% of the student's final grade and will increase 5 percentage points each year until reaching 20% of the grade in the 2020-2021 school year. Students will be required to pass the associated classes.

College and Career Readiness Assessment

All students must take Nevada's College and Career Readiness Assessment (The ACT with Writing) in their junior year. For additional information on Nevada state assessments, refer to www.doe.nv.gov.

Core Curriculum Requirements

CORE CURRICULUM	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Including Algebra II or	4
NATURAL SCIENCE	3
SOCIAL STUDIES AND HISTORY	3
TOTAL	14

The Clark County School District strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students will be enrolled in the Core Curriculum (see table). Students will be scheduled into a fourth year of mathematics (which will include Algebra II or higher), and a third year of science. Students that do not successfully complete Core Curriculum may still be eligible for a diploma.

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

- Opens doors to postsecondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions Expectations
 - 3.00 GPA (weighted or weighted with Bonus Points) *in the core curriculum*
 - Approved NSHE Core Curriculum (4 English, 3 Math, 3 Natural Science, 3 Social Science & History = 13 units)

- Prepares students for the Governor Guinn Millennium Scholarship
 - 3.25 *cumulative* GPA (weighted or weighted with Bonus Points) or 21 ACT composite score, or 990 combined SAT (taken prior to March 2016, or 1070 combined SAT (taken on or after March 2016) and the core curriculum (see table)
- Students may not take course work after graduation to meet Millennium Eligibility.

A student, including students accessing special education services, may be granted an enrollment exception to the Core Curriculum on a limited, individual basis. Please see a school counselor for details. Successful completion of this course of study will not impact a student's ability to earn a standard diploma.

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

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

Class of 2019

For a Standard Diploma, students must complete at least 22.5 of required credits and take the College and Career Readiness Assessment – ACT with Writing.

Class of 2020 and beyond

For a Standard Diploma, students must complete at least 22.5 of required credits and take the College and Career Readiness Assessment – ACT with Writing.

STANDARD DIPLOMA

To receive a standard high school diploma, each student must complete twenty-two and one-half (22.5) units of approved course work.

Standard Diploma	
Credit Type	Units
English	4
Mathematics	3
Science	2
World History or Geography*	1
US History	1
US Government	1
Physical Education	2
Health Education	0.5
21st Century Learning**	0.5
Electives	7.5
TOTAL	22.5

* World History or Geography taken in CCSD fulfills the Arts/Humanities or Career and Technical Education (CTE) state requirement.

** Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21st Century Learning graduation requirement.

Testing Requirements

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT with Writing) must take the ACT with Writing to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from this assessment participation requirement for graduation (NRS 389.807).

NOTE: End of Course (EOC) examinations have been transitioned from a graduation requirement to an End of Course final exam as required by AB7 of the 2017 legislative session.

ADVANCED DIPLOMA

To receive an Advanced Diploma Seal, each student must complete twenty-four (24) units of approved course work and achieve a minimum grade point average (GPA).

Advanced Diploma	
Students must earn a 3.250 Cumulative Grade Point Average (GPA) and complete the Units outlined below	
Credit Type	Units
English	4
Mathematics	4
Science	3
World History or Geography*	1
US History	1
US Government	1
Physical Education	2
Health Education	0.5
21st Century Learning**	0.5
Arts/Humanities/CTE***	1
Electives	6
TOTAL	24

* World History or Geography taken in CCSD fulfills the Arts/Humanities or Career and Technical Education (CTE) state requirement.

** Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21st Century Learning graduation requirement.

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

Testing Requirements

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from this assessment participation requirement for graduation (NRS 389.807).

NOTE: End of Course (EOC) examinations have been transitioned from a graduation requirement to an End of Course final exam as required by AB7 of the 2017 legislative session.

ADVANCED HONORS

To graduate with the Advanced Honors designation, each student must earn the Advanced Diploma with at least twelve (12) Bonus Point Units consisting of Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses as outlined below.

Advanced Honors	
Students must earn the Advanced Diploma and complete the Bonus Point Units outlined below	
Credit Type	Bonus Point Units
English	3
Mathematics	2
Science	2
World History, Geography, US History, or US Government	2
Foreign Language****	1
Electives	2
TOTAL	12

**** First year foreign language courses do not earn Bonus Point Units in CCSD.

Testing Requirements

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from this assessment participation requirement for graduation (NRS 389.807).

NOTE: End of Course (EOC) examinations have been transitioned from a graduation requirement to an End of Course final exam as required by AB7 of the 2017 legislative session.

ADVANTAGES OF THE HONORS COURSE OFFERINGS

1. Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT or ACT scores.
2. Enrollment in the Advanced Honors Diploma course work will assist students in their preparation for college entrance exams.
3. The GPA weighted with Bonus Points is used when determining class rank.
- 4.

COLLEGE AND CAREER READINESS DIPLOMA

To earn the College and/or Career Ready Diploma, students must complete 24 units of approved coursework in the following courses with a 3.25 GPA or higher (weighted or unweighted) and complete additional items listed below:

College and Career Ready Diploma	
Credit Type	Units
English	4
Mathematics	4
Science	3
World History, Geography, US History, or US Government	3
Physical Education	2
Arts/Humanities/CTE	1
Health	½
Use of Computers	½
Electives	6
TOTAL	12

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

GRADUATION GUIDES

Cohort Year	2020	2021	2022	2023
GPA Cap	4.800 Weighted w/ Bonus Points	No GPA Cap <u>CCSD Regulation</u> <u>5127</u>	No GPA Cap <u>CCSD Regulation</u> <u>5127</u>	No GPA Cap <u>CCSD Regulation</u> <u>5127</u>
Test Requirements	College and Career Readiness Assessment (ACT with Writing)	College and Career Readiness Assessment (ACT with Writing)	College and Career Readiness Assessment (ACT with Writing)	College and Career Readiness Assessment (ACT with Writing)



Diploma Type	English	Mathematics	Science	Social Studies	PE	Health	Computers	Arts/Hum/CTE	Flex Credit	Foreign Language	Electives	Total	GPA
Standard (2019-2021)	4	3	2	2	2	0.5	0.5	1 *	-	-	7.5	22.5	no requirement
Standard (2022+)	4	3	2	2	2	0.5	0.5	1 *	2 **	-	6	23	no requirement
Advanced	4	4	3	3 *	2	0.5	0.5	1	-	-	6	24	3.25 unweighted
Advanced Honors (Honors Units Total Units)	3 4	2 4	2 3	2 3	- 2	- 0.5	- 0.5	- 1	-	1 -	2 6	12 24	3.25 unweighted
College and Career Ready ***	4	4	3	3 *	2	0.5	0.5	1	-	-	6	24	3.25 weighted or unweighted

GRADE POINT AVERAGE (GPA) CALCULATIONS

The GPA will be calculated on a 4-point scale (A=4, B=3, C=2, D=1, F=0)

For the Cohorts of 2019 and 2020, a maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive Bonus Points. This creates a GPA cap of 4.800 as the highest possible GPA.

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

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

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

Parents or guardians may waive the testing requirement related to Advanced Placement (AP) and International Baccalaureate (IB) by informing the school administration in writing.

MATRICULATION

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

REQUIRED HIGH SCHOOL CLASS LOAD

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

- Ninth, tenth, and eleventh grade students must be enrolled in six classes, or the equivalent of six periods per day (four periods per day on block schedule).
- Twelfth grade students may qualify for a reduced schedule based on specific requirements. Students wishing to apply for a reduced schedule should visit their grade-level house office for an application.

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

SPRING VALLEY HIGH SCHOOL MEDALLION PROGRAM:

The Spring Valley High School Medallion Program is designed to recognize students who have exhibited excellence in academic achievement above the Clark County School District's Advanced Honors Diploma requirements. These students have completed 15 Honors and/or AP courses in specific subjects and have an overall seven (7) semester GPA of 3.25 or higher without bonus points and 3.85 GPA or higher with bonus points.

VALEDICTORIAN AND SALUTATORIAN

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

PHYSICAL EDUCATION II WAIVER CREDIT

A waiver for Physical Education II shall be granted under the Nevada Administrative Code (NAC) 389.488, if a student actively participates in a school-sponsored activity for one hundred-twenty (120) hours in interscholastic athletics, on a drill team, in a marching band, in a dance group, or on a cheerleading squad.

Baseball – Varsity, Junior Varsity	Golf – Varsity
Basketball – Varsity, Junior Varsity, B-Team	Marching Band
Bowling – Varsity, B-Team	Soccer – Varsity, Junior Varsity, B-Team
Cheerleading – Varsity, Junior Varsity, B-Team	Softball – Varsity, Junior
Cross Country – Varsity	Swimming – Varsity
Dance Group	Tennis – Varsity
Rhythmic Precision – Color Guard	Track – Varsity
Flag Football – Varsity, Junior Varsity, B-Team	Volleyball – Varsity, Junior Varsity, B-Team
Football – Varsity, Junior Varsity, B-Team	Wrestling – Varsity, Junior Varsity

NCAA INITIAL ELIGIBILITY REQUIREMENTS

To participate in collegiate athletics, students must register with the NCAA at <https://web3.ncaa.org/ecwr3/> NCAA Division I and Division II require 16 core courses. See the charts below.

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

Beginning August 1, 2016, Division I core GPA to be eligible for competition is 2.300. Student-athletes that do not meet the 2.300 core GPA may still be eligible for practice and athletic aid, but not competition, as an Academic Redshirt. The Division I ACT/SAT minimum score is determined by the core GPA on the Division I sliding scale. Division II requires a minimum SAT score of 820 or ACT sum score of 68 and a core GPA of 2.0. Beginning August 1, 2018, Division II core GPA to be eligible for competition is 2.200. Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (<https://web3.ncaa.org/ecwr3/>). Only courses that appear on your school's list of NCAA Courses will be used in the calculation of the core GPA.

NOTE: Beginning August 1, 2016, a Division I student-athlete that fails to meet the 10 course requirement prior to graduation may not compete at the collegiate level, but may still receive athletics aid and practice with the team.

REQUIRED COURSES *	DIVISION I	DIVISION II
English	4	3
Mathematics (Algebra I or higher)	3	2
Science (minimum 1 lab science)	2	2
Additional In Above	1	3
Social Studies	2	2
Additional Core Courses **	4	4

* Required courses must be taught at or above grade level, be academic and college preparatory in nature, and be taught by a qualified instructor **OR** required courses must appear on the Approved Courses list for your high school (<https://web3.ncaa.org/ecwr3/>).

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

CLARK COUNTY SCHOOL DISTRICT ATHLETIC ELIGIBILITY

Initial Eligibility General Requirements

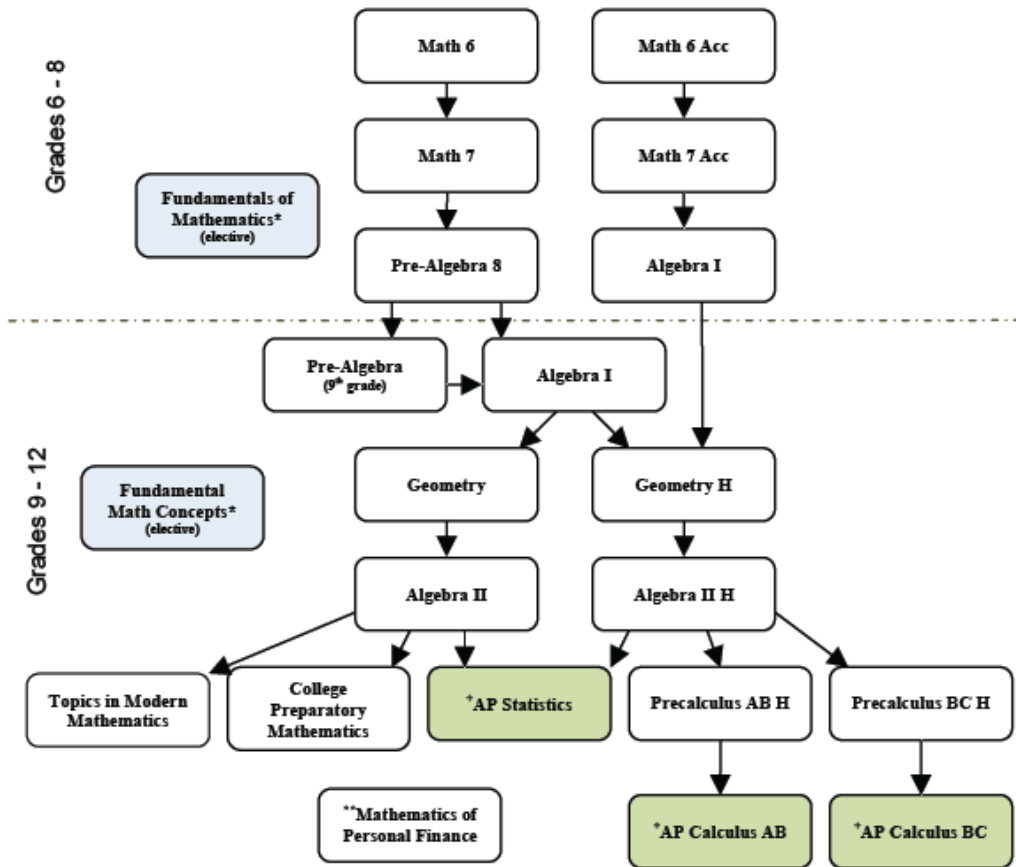
1. Must be enrolled in grades 9-12.
2. Must reside in the school of enrollment's attendance zone.
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding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

Maintaining Eligibility

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

RECOMMENDED COURSE SEQUENCES

Recommended Secondary Mathematics Course Sequence 2018–2019



Notes:

- [†]Indicates College Board courses. AP Statistics can be taken anytime after successful completion of Algebra II or Algebra II Honors.
- ^{*}Fundamentals of Mathematics and Fundamental Math Concepts are elective courses for students needing additional time to master pre-requisite skills. The courses may be repeated.
- ^{**}Mathematics of Personal Finance is for seniors only. There are no specific pre-requisites for this course.
- The coursework in Math 6 Acc, Math 7 Acc, and Algebra I in grades 6–8 are a compaction of the NVACS in Math 6–8 and Algebra I.
- Honors courses in high school consist of the base course plus additional topics included in the NVACS.
- Students may move between sequences at the appropriate levels based on student achievement and/or prerequisites. This flowchart does not preclude exceptions to its recommended flow.

Course	Equivalent Mathematics Course Credit (s)				
Pre-Algebra	Pre-Algebra				

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

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

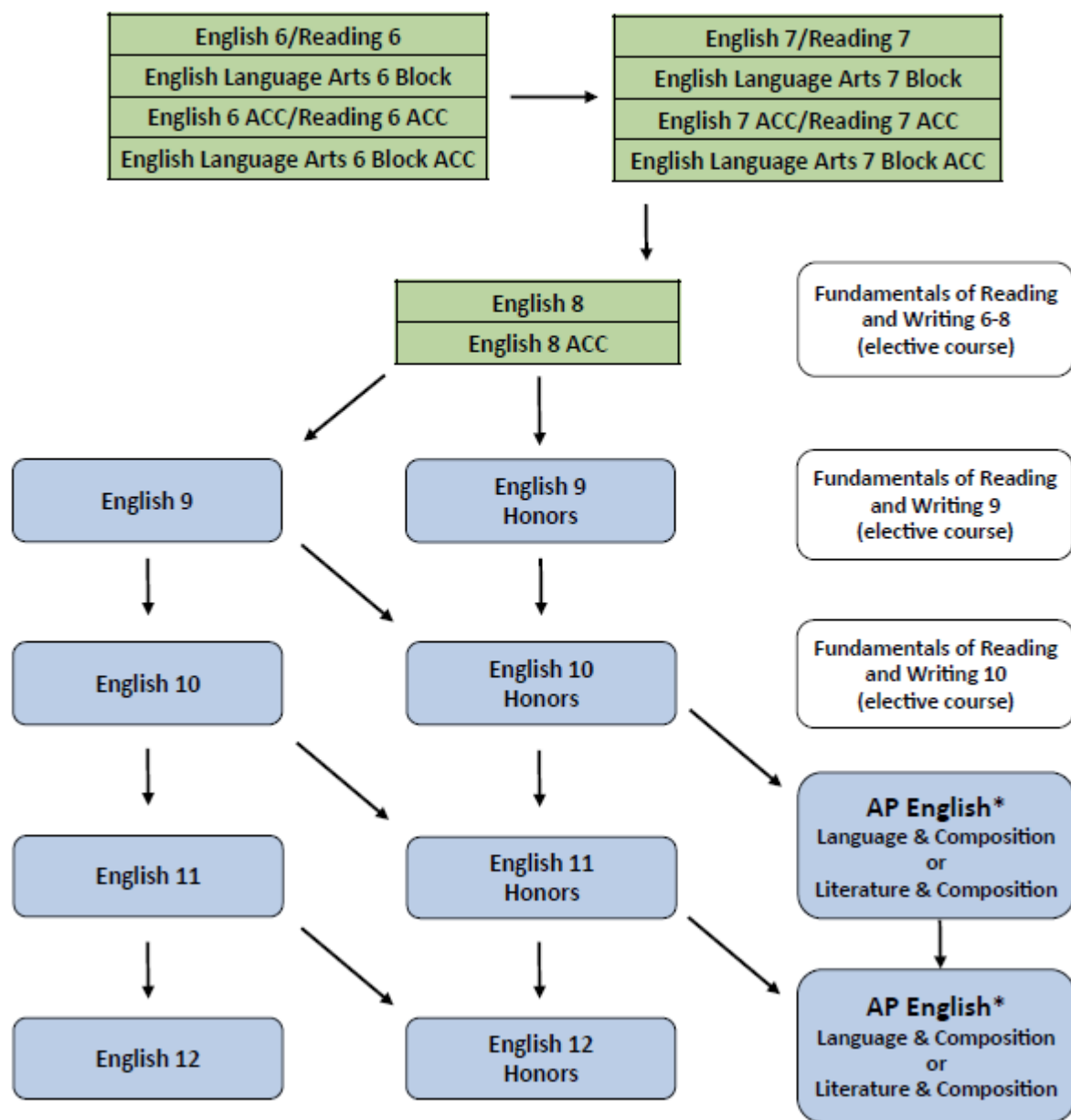
+Retired after the 11-12 school year

++Retired after the 12-13 school year

+++Retired after the 13-14 school year

Secondary English Language Arts Course Sequence

2018-2019



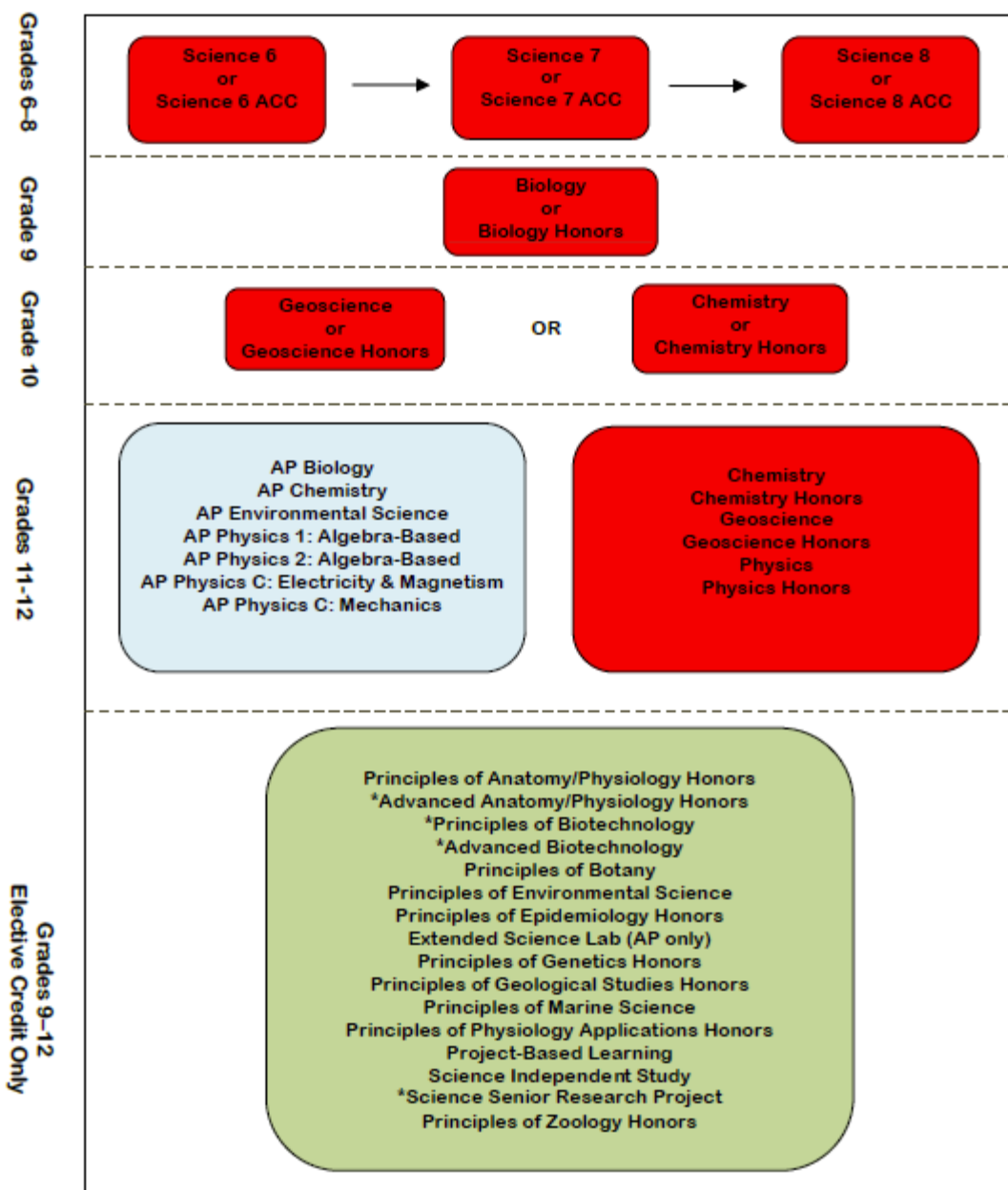
Notes:

- Green and blue shading indicate courses aligned to the Nevada Academic Content Standards for English Language Arts.
- *Fundamentals of Reading and Writing* elective courses for students who need additional time to master grade-level skills. These one-year courses may be repeated.
- *College Board Advanced Placement courses.

High School Science Curriculum



Secondary Science Course Sequence 2018-2019



Notes:

- Red shading indicates courses aligned to the revised NVACS for Science based on the Next Generation Science Standards.
- Blue shading indicates College Board courses, which can be taken concurrently with another science course.
- Green shading indicates courses for elective credit only.
- * Indicates elective site-specific only courses.

CAREER AND TECHNICAL EDUCATION (CTE) COLLEGE CREDIT

CTE College Credit provides an opportunity for secondary students who 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 course work aligns to postsecondary courses, and the teacher of record is a high school CTE teacher.

To qualify for the CTE College Credit, students must:

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

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

Although enrollment in CTE level one courses allows students to explore CTE options, once a student requests a next-level CTE course, it is the expectation that the student remains enrolled in the CTE sequence of courses to complete level three. Students will not be removed from CTE level three courses.

CAREER & TECHNICAL EDUCATION		
BUSINESS, MANAGEMENT & ADMINISTRATION		
Program Name	Course Sequence	State Skill Standards
Administrative Services	<u>Core Course Sequence</u> Business Software Applications *Complete Course Sequence Not Offered	Administrative Services
Business Management	<u>Core Course Sequence</u> Principles of Business & Marketing Business Management I Business Management II <u>Complementary Course (s)</u> Business Management Advanced Studies	Business Management
Teaching and Training	<u>Core Course Sequence</u> Teaching & Training I Teaching & Training II Teaching & Training III	Human Services
TRANSPORTATION, DISTRIBUTION & LOGISTICS		
Automotive Technology	<u>Core Course Sequence</u> Automotive Technology I Automotive Technology II Automotive Technology III/Advanced Studies	Automotive Technology
ARTS, A/V TECHNOLOGY & COMMUNICATION		
Photography	<u>Core Course Sequence</u> Photography I Photography II Photography III/Advanced Studies/AP	Photography
Theatre Technology	<u>Core Course Sequence</u> Theatre Technology I Theatre Technology II Theatre Technology III	Theatre Technology

Video Production	<u>Core Course Sequence</u> Video Production I Video Production II Video Production III/Advanced Studies	Video Production
Computer Science	<u>Core Course Sequence</u> AP Computer Science Principles Computer Science II Honors AP Computer Science A/Advanced Studies	Technology

COMMUNITY SERVICE CREDIT

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

The Process

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

CONCURRENT CREDIT OPTIONS

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

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

EXTERNAL CREDIT OPTIONS

External credits are credits earned beyond the regular school day. Students currently enrolled in a Clark County high school may earn a maximum of six (6) external credits toward graduation. If a student completes a recognized Advanced Placement (AP) curriculum from an accredited institution, AP credit will be awarded. Honors designation will be awarded for approved dual credit courses.

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

MAXIMUM CREDIT OPTIONS

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

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

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

DISTANCE LEARNING

NDE maintains an Approved Distance Education Course Provider list.

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

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

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

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

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

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

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

COLLEGE READINESS ASSESSMENTS

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

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

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

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

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

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

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

NSHE Core Course Requirements (continued)

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

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

THROUGH CLASS OF 2015

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

THROUGH CLASS OF 2016

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

THROUGH CLASS OF 2016 (cont)

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

THROUGH CLASS OF 2017

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

THROUGH CLASS OF 2018

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

This document is pending final NSHE
approval.

(Revision 5/19/15)

NEVADA UNIVERSITY ADMISSION REQUIREMENTS

Board of Regents Handbook Website: <http://system.nevada.edu/Nshe/>

1- Students seeking admission to a university must complete the following high school course requirements:

(NSHE, 2017)

High School Course	Units
English: emphasis on composition, rhetoric, and American, English and world literatures	4
Mathematics: algebra or higher level mathematics, including first and second year algebra, geometry analytic geometry, trigonometry, pre-calculus, probability and statistics and other advanced mathematics	3
Natural Science: (lab or simulation) including biology, chemistry or physics, with at least two years in a laboratory science	3
Social Science/Studies: including world history and geography, U.S. History, economics, government or law	3
Total:	13

In addition to high school course requirements, students seeking admission to the universities must meet the following:

- a. have at least a 3.0 (weighted) grade point average in the required high school courses for admission (English, math, natural science, and social science course work);
- b. or a combined score from the SAT Critical Reading and SAT Math sections of at least 1040; or an ACT composite score of at least 22;
- c. or a Nevada Advanced High School Diploma.

9th Grade Electives

\$=Fee for course, payment plans available
 !=Prerequisite, teacher recommendation or audition/interview required

Automotive Technology

Automotive Technology I (\$)

AVID

Advancement Via Individual Determination (AVID) (!)

Business & Computers

Business Software Applications
 Teaching and Training I
 Principles of Business Marketing
 AP Computer Science Principles
 School Related Work Experience
 -Cafeteria (!)
 School Related Work Experience
 -Student Store (!)

Drama & Public Speaking

Speech & Debate I (\$)
 MYP Theater I (\$)
 Theater Technology I (\$)

English

Journalism Foundations (\$)
 Mythology and Folklore
 Publications I (Yearbook)

Health and Physical Education

Navy Junior ROTC I

Performing Arts

Advanced Band (\$) (!)
 Advanced Choir (\$) (!)
 Advanced Instrumental Studies (\$) (!)
 Advanced Jazz Band (\$) (!)
 Advanced Orchestra (\$) (!)
 MYP Beginning Guitar (\$)
 Chamber Orchestra (\$) (!)
 MYP Dance I (\$)
 Intermediate Band (\$) (!)
 Intermediate Choir (\$)
 Intermediate Orchestra (\$) (!)
 Intermediate Orchestra Experienced (\$) (!)
 Marching Band (\$)
 Music Appreciation
 Rhythmic Precision (Color Guard) (\$) (!)
 MYP Beginning Band

Science

STEM Robotics

Social Studies

Global Diplomacy & United Nations-Honors
 -Model United Nations/MUN (\$)
 History of Pop Music
 Principles of Leadership (STUCO) (!)
 AP Art History
 The African American Experience

Visual Arts

MYP Art I (\$)
 MYP Ceramics I (\$)
 MYP Drawing I (\$)
 MYP Painting I (\$)
 Photography I (\$)
 Video Production I

10th Grade Electives

\$ = Fee for course, payment plans available
 ! = Prerequisite, teacher recommendation or audition/interview required

Automotive Technology

Automotive Technology I/II (\$)

AVID

Advancement Via Individual Determination (AVID) (!)

Business & Computers

Business Management I (!)

Business Software Applications

Teaching and Training I/II (!)

Employability Skills: JAG (!)

(Jobs for America's Graduates)

Principles of Business Marketing

AP Computer Science Principles

Computer Science II Honors (!)

School Related Work Experience-Cafeteria (!)

School Related Work Experience -Student Store (!)

Drama & Public Speaking

Speech & Debate I/II (\$)

MYP Theater I/II (\$)

Theater Technology I/II (\$) (!)

English

Imaginative Writing

Journalism Foundations (\$)

Journalism II (!)

Mythology and Folklore

Publications I/II (!) (Yearbook)

Health & Physical Education

MYP Functional Fitness (!)

Physical Conditioning w/weights (\$) (!)

Navy Junior ROTC I / II (!)

Performing Arts

Advanced Band (\$) (!)

Advanced Choir (\$) (!)

Advanced Dance Technique (\$) (!)

Advanced Guitar (\$) (!)

Advanced Instrumental Studies (\$) (!)

Advanced Jazz Band (\$) (!)

Advanced Orchestra (\$) (!)

AP Music Theory (!)

Beginning Guitar (\$)

MYP Beginning Band

Performing Arts - Instrumental and Vocal cont.

Chamber Orchestra (\$)

MYP Dance I (\$) / II (\$) (!)

Intermediate Band (\$) (!)

Intermediate Choir (\$)

Intermediate Guitar (\$) (!)

Intermediate Orchestra (\$) (!)

Marching Band (\$)

Music Appreciation

Rhythmic Precision (Color Guard) (\$) (!)

Science

Principles of Marine Science

STEM Robotics

Social Studies

AP Art History

Global Diplomacy & United Nations -Honors

-Model United Nations/MUN (\$)

History of Pop Music

Principles of Leadership (STUCO) (!)

Psychology I

The African American Experience

Visual Arts

MYP Art I (\$)

MYP Ceramics I (\$) /II (\$) (!)

MYP Drawing I (\$) /II (\$) (!)

MYP Painting I (\$) / II (\$) (!)

Photography I (\$) / II (\$) (!)

Video Production I/II (!)

11th Grade Electives

\$ = Fee for course, payment plans available

! = Prerequisite, teacher recommendation or audition/interview required * = 2 year commitment

Automotive Technology

Automotive Technology II / III (\$) (!)

AVID

Advancement Via Individual Determination (AVID) (!)

Business & Computers

Applied Office Practice (!)
Business Management I / II (!)
Business Software Applications
Teaching and Training II / III (!)
Employability Skills: JAG/Jobs for America's Graduates (!)
Principles of Business Marketing
AP Computer Science Principles
Computer Science II H (!)
AP Computer Science A (!)
School Related Work Experience-Cafeteria (!)
School Related Work Experience-Student Store (!)
Student Aide
Virtual Lab (APEX Credit Retrieval) (!)

Drama & Public Speaking

Speech & Debate I (\$) / II (\$) (!) III (\$) (!)
MYP Theater I (\$) / II (\$) (!) / III (\$) (!)
Theater Technology II (\$) (!) / III (\$) (!)
Theatre I IB* (\$) (!) (2 Years)

English

Imaginative Writing
Journalism Foundations (\$)
Journalism II (!)
Mythology and Folklore
Publications I/II (!) (Yearbook)

Health & Physical Education

MYP Functional Fitness (!)
Physical Conditioning w/ weights (\$) (!)
Navy Junior ROTC I / II (!) / III (!)
Sports Leadership (!)
IB Sports, Exercise & Health Science I (!)* (2 Years)

Performing Arts

Advanced Band (\$) (!)
Advanced Choir (\$) (!)
Advanced Dance Technique (\$) (!)
Advanced Guitar (\$) (!)
Advanced Instrumental Studies (\$) (!)
Advanced Jazz Band (\$) (!)
Advanced Orchestra (\$) (!)
AP Music Theory (!)
Beginning Guitar (\$)
MYP Beginning Band
Chamber Orchestra (\$)
Dance I (\$) / II (\$) (!)
Intermediate Band (\$) (!)

Performing Arts - Instrumental and Vocal cont.

Intermediate Choir (\$)
Intermediate Guitar (\$) (!)
Intermediate Orchestra (\$) (!)
Marching Band (\$)
Music Appreciation
Rhythmic Precision (Color Guard) (\$) (!)

Science

Principles of Marine Science
Principles of Zoology H
STEM Robotics

Social Studies

AP Art History
The African American Experience
IB Global Politics I* (MUN) (\$) (!) (2 Years)
Global Diplomacy & United Nations-Honors
Model United Nations (MUN) (\$)
History of Pop Music
Principles of Leadership (STUCO) (!)
Psychology I
AP Psychology
IB Psychology I* (!) (2 Years)

Visual Arts

AP Studio Art 2D Design-Photo (\$) (!)
Art 1 (\$)
Ceramics I (\$) / II (\$) (!) / III (\$) (!)
Drawing I (\$) / II (\$) (!)
IB Visual Arts I (\$) (!) *
Painting I (\$) / II (\$) (!)
Photography II (\$) (!) / III (\$) (!)
Video Production II (!) III (!)

World Languages

Chinese I / II H (!) / III H (!) / IV H (!)
French I / II H / III H (!)
Japanese I / II H (!) / III H (!)
Korean I/II H (!) / III H (!) / IV H (!)
Spanish I (!) / II H (!) / III H (!)
AP Spanish Language/Culture (!)
MYP Beginning Spanish Literacy
MYP Intermediate Spanish Literacy Honors (!)
IB French DP* (!) (2 Years)
IB Japanese DP* (!) (2 Years)
IB Spanish DP* (!) (2 Years)

* IB Courses are 2 Years

12th Grade Electives

\$ = Fee for course, payment plans available

! = Prerequisite, teacher recommendation or audition/interview required *=2 year commitment

Automotive Technology

Automotive Technology III (\$) (!) / AS (\$) (!)

AVID

Advancement Via Individual Determination (AVID) (!)

AVID Student Tutor (!)

Business & Computers

Applied Office Practice (!)

Business Management I / II (!) / AS (!)

Business Software Applications

Teaching and Training II / III (!)

Employability Skills: Jobs for America's Graduates/JAG (!)

Principles of Business Marketing

AP Computer Science Principles

Computer Science II H (!)

AP Computer Science A (!)

School Related Work Experience -Cafeteria (!)

School Related Work Experience-Student Store (!)

Student Aide

Virtual Lab (APEX Credit Retrieval (!)

Drama & Public Speaking

Speech & Debate I (\$) / II (\$) (!) III (\$) (!)

Advanced Study English (Speech & Debate IV)

MYP Theater I (\$) / II (\$) (!) / III (\$) (!)

Theater Technology I (\$) / II (\$) (!) / III (\$) (!)

Theatre II IB* (\$) (!) (2 Years)

English

Imaginative Writing

Journalism Foundations (\$)

Journalism II (!)

Mythology and Folklore

Publications I / II (!) (Yearbook)

Health & Physical Education

MYP Functional Fitness (!)

Physical Conditioning w/weights (\$) (!)

Navy Junior ROTC I / II (!) / III (!) / IV (!)

Sports Leadership (!)

Personal Leadership (Sports Leadership II) (!)

Sports Exercise and Nutrition I IB (!)*

Performing Arts

Advanced Band (\$) (!)

Advanced Choir (\$) (!)

Advanced Dance Technique (\$) (!)

Advanced Guitar (\$) (!)

Advanced Instrumental Studies (\$) (!)

Advanced Jazz Band (\$) (!)

Advanced Orchestra (\$) (!)

AP Music Theory (!)

Beginning Guitar (\$)

MYP Beginning Band

Chamber Orchestra (\$)

Dance I (\$) (!) II (\$) (!)

Performing Arts - Instrumental and Vocal cont.

Intermediate Band (\$) (!)

Intermediate Choir (\$)

Intermediate Guitar (\$) (!)

Intermediate Orchestra (\$) (!)

Marching Band (\$)

Music Appreciation

Rhythmic Precision (Color Guard) (\$) (!)

Science

Principles of Marine Science

Principles of Zoology H

STEM Robotics

Social Studies

AP Art History

The African American Experience

Global Diplomacy & United Nations-Honors

-Model United Nations/MUN(\$)

IB Global Politics II* (MUN) (\$) (!) (2 Years)

History of Pop Music

Principles of Leadership (STUCO) (!)

Psychology I

AP Psychology

IB Psychology II (!)* (2 Years)

Visual Arts

AP Studio Art: 2D Design-Photo (\$) (!)

MYP Art 1 (\$)

Ceramics I (\$) / II (\$) (!) / III (\$) (!)

MYP Drawing I (\$) / II (\$) (!)

MYP Painting I (\$) / II (\$) (!)

IB Visual Arts II (\$) (!) *

Photography III (\$) (!)

Photography AS (\$) (!)

Video Production III (!)

Video Production AS (!)

World Languages

Chinese II H (!) / III H (!) / IV H (!)

French II H / III H (!) IV / IB (DP)* (!)

Japanese II H (!) / III H (!) / AP (!) / IB (DP)* (!)

Korean II H (!) / III H (!) / IV H (!)

Spanish II H (!) / III H (!) / IV IB (DP)* (!)

AP Spanish Language/Culture (!)

MYP Intermediate Spanish Literacy

Open Periods

Up to two periods per day (Periods 1/2 or Periods 7/8)

(Must be on track to graduate and meet applicable College and/or Career Readiness criteria - If you wish to apply for one or two open periods, please see your house office for an application)

*IB Courses are 2 Years

Automotive Technology

Course	Grade Level	Course Description	Prerequisites
Automotive Technology I 61130001	9 th -12 th	This one-year course introduces students to the operational and scientific nature of the automotive component systems. This course focuses on the technological nature of the automobile, including the principles of measurement, atomic structure and properties, chemical reactions, and electronic principles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	(CTE)
Automotive Technology II 61160001	10 th -12 th	This one-year course is designed for students who have successfully completed Automotive Technology I. This course provides students with laboratory activities including tasks with advanced equipment to diagnose and service modern automotive systems. Appropriate scientific, mathematical, and communication concepts are emphasized throughout this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	Students must take Auto Tech I. This is the second course in the Automotive Technology Program of Study sequence. (CTE)
Automotive Technology III 61190001	11 th -12 th	This one-year course is designed for students who have successfully completed Automotive Technology II. This course provides students with skill development in automotive drive train, heating and air conditioning services, and engine performance. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	Students must take Auto Tech II. This is the third course in the Automotive Technology Program of Study sequence. (CTE)
Automotive Technology AS 61100001	11 th -12 th	This one-year course provides students who have achieved all content standards in Automotive Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	Students must take Auto Tech II. This is the third course in the Automotive Technology Program of Study sequence. (CTE)

AVID

Course	Grade Level	Course Description	Prerequisites
AVID 79519001-9 th 79517001-10 th 79515001-11 th 79510001-12 th	9 th -12 th	<p>This one-year course, Advancement Via Individual Determination (AVID), is a national curriculum preparatory class for students who have been identified with high ability or talent but are not performing at grade level. It allows AVID students the opportunity to acquire skills and understanding at levels commensurate with their potential. This class will provide extra support for students to improve study skills, reading, and comprehension in all subject areas. Concurrent with enrollment in AVID, students will enroll in advanced-level college preparatory courses that fulfill college entrance requirements. Students will learn strategies in note taking, study skills, test taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading skills, and library research skills. Students will receive extensive help in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community will be included as an enhancement to the course curriculum. Ongoing home contact is integral to the success of the program. This course will fulfill one elective credit toward high school graduation. This course may be repeated.</p>	<p>9th-10th Grade: Students must have a desire to go to college. If interested, an application must be completed and returned to Mrs. Wilkerson in room 803. Approval is given by Mrs. Wilkerson.</p> <p>11th-12th Grade: An application, interview, and a minimum 3.0 GPA with honors/AP classes are required. Please see Mrs. Wilkerson in room 803.</p> <p>Applications can be found on the SVHS website at: http://www.springvalleyhs.com/avid You may contact Mrs. Wilkerson at wilkemb@nv.ccsd.net</p>

Business & Computers

Course	Grade Level	Course Description	Prerequisites
Applied Office Practice 80050001	11 th -12 th	This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignment will be made and approved by the Applied Office Practice teacher-coordinator. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course will fulfill one of the elective credits required for graduation.	
Principles of Business Marketing 67620001	9 th -12 th	This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	(CTE)
Business Management I 61760001	10 th -12 th	This one-year course is designed for students who have successfully completed Principles of Business and Marketing. Areas of emphasis include customer relations, human resources, and management. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Students must take Principles of Business and Marketing. This is the second course in the Business Management Program of Study sequence. (CTE)

Business Management II 61797001	10 th -12 th	This one-year course is designed for students who have successfully completed Business Management I. Financial analysis that supports economic decision making in business is emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Students must take Business Management I. This is the third course in the Business Management Program of Study sequence. (CTE)
Business Management Advanced Studies 61730001	12 th	This one-year course provides students who have achieved all content standards in Business Management an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	Students must take Business Management II. This is the fourth course in the Business Management Program of Study sequence. (CTE)
Business Software Applications 53160001	9 th -12 th	This one-year course is an introduction to various aspects of computer technology. Students receive instruction in proper keyboarding techniques, word processing, spreadsheet, database, multimedia, and desktop publishing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.	
AP Computer Science Principles 53102001	9 th -12 th	Course Scope: This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation. Course Goals: Course goals are identified in the AP Computer Science Principles Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.com . Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board.	

Computer Science II Honors 53444001	10 th – 12 th	This one-year course is designed for students who have successfully completed Computer Science I. This course is designated as honors level by the accelerated instructional pacing and depth of content. Areas of emphasis include object-oriented programming and algorithms, program design, program implementation, and standard data structures. Instructional practices incorporate integration of diversity awareness including appreciation 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 required computer credit and one-half elective credit or one of the elective credits required for high school graduation.	Students must take AP Computer Science Principles. This is the second course in the Computer Science Program of Study sequence. (CTE)
AP Computer Science A 53042001		This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science A examination. This college-level curriculum emphasizes problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one-half computer credit and one-half elective credit or one of the elective credits required for high school graduation.	Students must take Computer Science II H. This is the third course in the Computer Science Program of Study sequence. (CTE)
Cooperative Work Experience 80200001	11 th -12 th	This one-year course is designed to provide on-the-job experience to prepare students for entry-level positions in their field of career interest. Students are employed in the same career area as the Career and Technical Education (CTE) program of enrollment. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester and must pass their related CTE class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated for a total of two elective credits.	
Teaching and Training I 64100001	9 th -12 th	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. Revised November 2017.	
Teaching and Training II 64200001	10 th -12 th	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	Students must take Teaching and Training I. This is the second course in the Teaching

		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. Approved November 2017.	& Training Program of Study sequence. (CTE)
Teaching and Training III 64220001	11 th -12 th	This one-year course is designed for students who have successfully completed Teaching and Training II. Areas of emphasis include professionalism and ethics in teaching, developmental theorists, educational philosophies, culturally responsive teaching, learning styles, assessment practices and classroom management. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Approved November 2017.	Students must take Teaching and Training II. This is the third course in the Teaching & Training Program of Study sequence. (CTE)
Employability Skills (J.A.G) 80255001=10 th 80259001=11 th 80250001=12 th	10 th -12 th	This one-year course provides students with employability skills for career readiness. Topics include leadership, self-development skills, and professional-knowledge necessary to be successful in the workplace. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	
School Related Work Experience 81500001	10 th -12 th	This one-year course provides students with job opportunities on the school campus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. (Student Store)	

Student Aide 81600001	11 th -12 th	This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.	
Student Tutor 8165001	11 th -12 th	This one-year course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics laboratories in an elementary, junior, or senior high school to assist with individual student instruction. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 2.0 accumulative grade point average and be knowledgeable in the academic area in which they are to assist. One-half credit per semester is earned upon the satisfactory completion of the program's requirements. STUDENTS ARE LIMITED TO ONE CREDIT. This course will fulfill one of the elective credits required for graduation.	AVID Coordinator approved
Study Skills 45560001	10 th -12 th	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 non-repeatable elective credit required for high school graduation.	Counselor and Teacher recommendation only
Virtual Lab HS (APEX) 82950001	11 th -12 th	Credit retrieval through APEX.	Counselor Approval

Drama & Public Speaking

Course	Grade Level	Course Description	Prerequisites
Speech and Debate I 14750001	9 th -12 th	This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.	
Speech and Debate II 14800001	10 th -12 th	This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.	
Speech and Debate III 14850001	11 th -12 th	This one-year course is a continuation of Speech and Debate II and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	
MYP Theater I 76160001	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and 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 is made to develop awareness and self-expression, to increase general knowledge of theatre, and to encourage social adjustment. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Approved November 2017	This class is for any student who is interested in learning theatre. Prior experience is not needed.

MYP Theater II 76210001	10 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work is emphasized. Students are expected to be involved in theatre festivals and workshops. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Approved November 2017.	This course is for students who have successfully completed MYP Theatre I.
Theater III 76250001	11 th -12 th	This one-year course is designed for students who have successfully completed the appropriate Theatre I course or who have participated in an approved equivalent school or community theatre oriented experience. Students will demonstrate advanced acting skills through reading, rehearsing, and acting theatre literature. Group interaction and ensemble work will be emphasized. Students are expected to be involved in theatre festivals and workshops. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	This course is for students who have successfully completed Theatre II.
Theater Technology I 68270001	9 th -12 th	This one-year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	This class is for any student who is interested in learning Technical Theatre. Prior experience is not needed. CTE Credit available upon 3 years.
Theater Technology II 68300001	10 th -12 th	This one-year course is designed for students who have successfully completed Theatre Technology I. Students develop design concepts for front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	This course is for students who have successfully completed Technical Theatre I. (CTE)
Theater Technology III 68330002	11 th -12 th	This one-year course is designed for students who have successfully completed Theatre Technology II. Students execute front and back of the house operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	This course is for students who have successfully completed Technical Theatre II. (CTE)

Theater Tech AS 68240001	11 th -12 th	This one-year course provides students who have achieved all content standards in Theatre Technology an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.	This course is for students who have successfully completed Theater Tech III
Theatre I IB 76153001	11 th	This one-year course is for International Baccalaureate (IB) students and is a multifaceted theater-making course of study designed to give students the opportunity to make theater as creators, designers, directors, and performers. The course offers students the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists, and to apply research and theory to inform and to contextualize their work. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Course Goals: Course goals are identified in the International Baccalaureate Theatre Subject Outline published by the International Baccalaureate Organization. Teachers must utilize the current subject outline located at http://occ.ibo.org . *Site-Specific Course Requested approval May 2016.	This course is designed for IB Magnet students and non-Magnet students who have successfully met audition requirements. Students enrolling are expected to complete level I and II and the IB Exam for this course.
Theatre II IB 76203002	12 th	This one-year course is for International Baccalaureate (IB) students who have successfully completed Theater I IB and is a multifaceted theater-making course of study designed to further develop students as creators, designers, directors, and performers. The course offers students the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists, and to apply research and theory to inform and to contextualize their work. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Course Goals: Course goals are identified in the International Baccalaureate Theater Subject Outline published by the International Baccalaureate Organization. Teachers must utilize the current subject outline located at http://occ.ibo.org . *Site-Specific Course Requested May 2016	This course is designed for IB Magnet students and non-Magnet students who have successfully met audition requirements. Students enrolling are expected to complete level I and II and the IB Exam for this course.

English

MYP English 9 12500001	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and develops the skills of critical thinking, reading, listening, writing, and speaking. A variety of international literature selections are used for the improvement of literary strategies, literary appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
MYP English 9 Honors 1254001	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and develops the skills of critical thinking, reading, listening, writing, and speaking. This course is designated as honors level by the accelerated instructional pacing and depth of content. A variety of international literature selections are used for the improvement of literary strategies, literary appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
MYP English 9 H 1254701 (IB Magnet Only)	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and develops the skills of critical thinking, reading, listening, writing, and speaking. This course is designated as honors level by the accelerated instructional pacing and depth of content. A variety of international literature selections are used for the improvement of literary strategies, literary appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	IB Magnet Only

MYP English 10 12600001	10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is a continuation of the study of language, literature, and composition while expanding critical thinking, reading, listening, writing, and speaking. A variety of international literature genres are used for the further development of literary strategies, appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
MYP English 10 Honors 12604001	10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is a continuation of the study of language, literature, and composition while expanding critical thinking, reading, listening, writing, and speaking. This course is designated as honors level by the accelerated instructional pacing and depth of content. A variety of international literature genres are used for the further development of literary strategies, appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
MYP English 10 H 12604701 (IB Magnet Only)	10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is a continuation of the study of language, literature, and composition while expanding critical thinking, reading, listening, writing, and speaking. A variety of international literature genres are used for the further development of literary strategies, appreciation, and interpretation. Literature selections serve as models to develop writing skills. Emphasis is placed on abstract concepts and the impact of literary perspectives on perception. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	IB Magnet Only

English 11 10600001	11 th	This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
English 11 Honors 10604001	11 th	This one-year course (Composition and Themes in American Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
AP English Language and Composition 11402001	11 th	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.	

English 12 10800001	12 th	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.	
English 12 Honors 10800001	12 th	This one-year course (Post-Secondary Composition and Universal Themes in Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.	
Advanced Study English 11000001	12 th	This one-semester course provides students with extended experiences in English in conjunction with, or beyond, honors-level English courses. To be eligible for this course, students must be concurrently enrolled in an Honors, Advanced Placement (AP), or International Baccalaureate (IB) course or have successfully completed both AP English Language and Composition and AP English Literature and Composition. Students are expected to work independently as they pursue in-depth reading, analysis of text(s), and research of concepts and/or language particular to their fields of interest. Advanced Study English may be taken only with the approval of the school curriculum administrator and a supervising English teacher. Students are required to submit to the coordinator and/or committee of interested or qualified persons a written report or an oral presentation of the study. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one half of an	

		English credit required for high school graduation and is repeatable.	
AP English Literature and Composition 11502001	12 th	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.	
Language and Literature I IB 12953001	11 th	This one-year course for International Baccalaureate students is designed to expose students to both literary and non-literary texts, ranging from advertising to contemporary and classical literature, as well as the cultures in which they were produced. The course develops the understanding of the ways in which formal elements are used to create meaning in a text, and how the cultural perspective of both the reader and the writer shapes that meaning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.	
Language and Literature II IB	12 th	This one-year course for International Baccalaureate students who have successfully completed Language and Literature I IB. The course exposes students to both literary and non-literary texts, ranging from advertising to contemporary and classical literature, as well as the cultures in which they were produced. The course develops further understanding of the ways in which formal elements are used to create meaning in text, and how the cultural perspective of both the reader and writer shapes that meaning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.	

English Electives

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

Imaginative Writing 14250001	10 th -12 th	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.	
Journalism Foundations 14300001	9 th -12 th	This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.	
Journalism II 14350001	10 th -12 th	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.	Successful completion of Journalism Foundations.
Mythology and Folklore 14450001	9 th -10 th	This one-year course is an introduction to mythology and folklore emphasizing its influence in literature. This course emphasizes the relationships among literature, culture, philosophy, and psychology. Literature, composition, discussion, and critical-thinking skills are taught concurrently. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
Publications I 14550001	9 th -12 th	This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	

Publications II 1460001	10 th -12 th	This one-year course is a continuation of Publications I and is designed for the study and application of the elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students produce a school yearbook demonstrating critical thinking, writing, photography, and technology skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Successful completion of Publications I.
Theory of Knowledge I IB 81903001	11 th	This one-year course is for International Baccalaureate (IB) students and is designed to develop an awareness of how knowledge is constructed, critically examined, evaluated, and renewed by communities and individuals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	
Theory of Knowledge II IB 81963001	12 th	This one-year course is for International Baccalaureate (IB) students who have successfully completed Theory of Knowledge I IB and provides students further opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. Students consider the role and nature of knowledge in their own culture, in the cultures of others, and in the wider world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation	

Health and Physical Education

Course	Grade Level	Course Description	Prerequisites
Freshman Studies 80500001	9 th	This one-year course is designed for ninth grade students to provide a smooth transition into the high school setting and develop a sense of community and ownership. Emphasis will be placed on developing a long-range educational plan. This course will fulfill one elective credit required for high school graduation.	
MYP Functional Fitness 54510001	10 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students the opportunity to participate in CrossFit Kids® to develop a health-enhancing level of physical fitness. This course can only be taught by instructors who have passed the CrossFit® Level I Certificate Course and completed the CrossFit® Kids Course. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in constantly varied functional fitness movements at high intensity levels. Students develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills up to two physical education credits required for high school graduation and may be repeated. Approved November 2017.	Passed PE I with a B or higher. Can be taken for a PE II credit. Course can be repeated for an elective credit. Students must maintain a B or higher in the class to repeat it the following year.
MYP Health Education 51010001	9 th	This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. The course fulfills the one-half credit of health required for high school graduation. Approved November 2017.	
Navy Jr. ROTC I 52750001	9 th -12 th	This one-year course is designed for first-year students in the Navy 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 Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. Instructional practices incorporate integration of diversity awareness including appreciation 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.	
Navy Jr. ROTC II 52800001	10 th -12 th	This one-year course is designed for second-year students in the Navy 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 Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. Instructional practices incorporate integration of diversity awareness including appreciation 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.	
Navy Jr. ROTC III 52850001	11 th -12 th	This one-year course is designed for third-year students in the Navy 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 Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. Instructional practices incorporate integration of diversity awareness including appreciation 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.	
Navy ROTC IV 52900001	12 th	This one-year course is designed for fourth-year students in the Navy 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 Navy (USN) officers and enlisted personnel utilizing curriculum provided by the USN. Instructional practices incorporate integration of diversity awareness including appreciation 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.	

Physical Conditioning with Weights 54600001	10 th -12 th	This one-year course is an activity-oriented course designed to provide students with a comprehensive view of physical conditioning through different styles of weight training and builds upon the knowledge gained in Physical Education I and II. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Fitness-related vocabulary, desirable health habits, physical conditioning, skill development and safety are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Passed PE I with a B or higher and earned a PE II waiver by participating on a school athletic team. Students must maintain a B or higher in the class to repeat it the following year.
MYP Physical Education I 50110001	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. Approved November 2017.	
MYP Physical Education II 50210001	10 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. Approved November 2017.	

Sports, Exercise, and Health Science I IB 51803001	11 th	This one-year course is for International Baccalaureate students and involves the study of the science that underpins physical performance. This course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition to provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Issues of international dimensions and ethics will be addressed by considering sport, exercise and health relative to the individual in a global context. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Juniors only – 2 year course
Sports Exercise and Health Science II IB 51853001	12 th	This one-year course is for International Baccalaureate students who have successfully completed Sports, Exercise, and Health Science I IB. This course provides students the opportunity to further explore the topics necessary to apply scientific principles and critically analyze human performance. Issues of international dimensions and ethics will be addressed by considering sport, exercise and health relative to the individual in a global context. This course has additional external assessment components. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Seniors only – 2 year course
Sports Leadership I 46150001	11 th -12 th	The purpose of this class is to build on the athletic fundamentals of leadership. With the theory in mind that a player-led team is more successful than a coach-led team, the purpose of this course is to assist coaches with the implementation of developing athletic leaders. Through the use of socratic seminars, philosophical chairs, guest speakers and motivational readings, we will use this course to expand student athletes' knowledge of the fundamentals in leadership. Spring Valley's motto, <i>Success with Honor and Spirit</i> , will guide the focus and vision for the course.	Junior/Seniors only. Students must be recommended by a coach, club advisor, or teacher. Then must have a final interview with Coach Hemberger for approval.
Personal Leadership (Sports Leadership II) 45280001	12 th	This course is designed to develop student leadership skills within the context of the student athlete. Using inquiry and collaboration strategies, students investigate how to translate fundamental leadership skills within the athletic setting, classroom, and school community. Course of study includes decision-making, goal setting, effective communication, servant leadership, organization and time management skills, and concrete strategies to implement change. Instructional practices incorporate integration of diversity awareness including appreciation 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. *Site-Specific Course. Requested approval November 2016.	Successful completion of Sports Leadership I and teacher recommendation

Language Acquisition

Course	Grade Level	Course Description	Prerequisites
MYP Chinese I 77370001	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student's acquisition of the target language at the novice-low level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017	
MYP Chinese II H 77384001	9 th -10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP Chinese I or who demonstrate a proficiency level of novice-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the	

		Arts/Humanities credit required for high school graduation. Revised November 2017	
Chinese III H 77264001	10 th -12 th	This one-year course is designed for students who have successfully completed Chinese II Honors or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of 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.	
Chinese III IB 77283001	11th	Course uses identified International Baccalaureate Curriculum.	
Chinese IV H 77304001	11 th -12 th	This one-year course is designed for students who have successfully completed Chinese III Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in	

Chinese IV IB 77323001	12th	Course uses identified International Baccalaureate Curriculum.	
Chinese V IB 77363001	12 th	This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in Chinese and understanding of Chinese culture. It furthers the student's ability to communicate Chinese in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting Chinese with other disciplines and comparing the native language to Chinese. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	
MYP French I 77680001	9 th	This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
		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.	

<p>MYP French I 77687001</p> <p>(IB Magnet Only)</p>	<p>9th</p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism and the five areas of interaction: environments, human ingenuity, approaches to learning, health and social education, and community and service. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	<p>IB Magnet Only</p>
<p>MYP French II Honors 77694001</p>	<p>10th</p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP French I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism and the five areas of interaction: environments, human ingenuity, approaches to learning, health and social education, and community and service. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.</p>	

MYP French II Honors 77694701 (IB Magnet Only)	10 th	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP French I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism and the five areas of interaction: environments, human ingenuity, approaches to learning, health and social education, and community and service. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.</p>	IB Magnet Only
French III IB 77583001	11 th	Course uses identified International Baccalaureate Curriculum	
French IV IB 77623001	11 th -12 th	Course uses identified International Baccalaureate Curriculum	
French V IB 77663001	12 th	<p>This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in French and understanding of French culture. It furthers the student's ability to communicate French in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting French with other disciplines and comparing the native language to French. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.</p>	

AP Japanese Language 78052001	11 th -12 th	This one-year course is designed to prepare the student for the Advanced Placement Japanese Language and Culture examination. Instructors should refer to the current Advanced Placement course description for examination specifics. The students will sharpen listening, speaking, reading and writing skills as well as cultural understandings. This course will fulfill either one arts/humanities credit or one of the elective credits required for high school graduation.	AP Japanese is for students who have successfully completed Japanese I, Japanese IIH, and Japanese IIIH with a “C” or better and are planning on taking the AP Exam at the end of the school year.
MYP Japanese I 78140001	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student’s acquisition of the target language at the novice-low level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017	
MYP Japanese II Honors 78154001	10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP Japanese I or who demonstrate a proficiency level of novice-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The	

		appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.	
Japanese III H 78084001	11 th -12 th	This one-year course is designed for students who have successfully completed Japanese II Honors or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	
Japanese III IB 78093001	11 th -12 th	Course uses identified International Baccalaureate Curriculum.	
Japanese IV H	11 th -12 th	This one-year course is designed for students who have successfully completed Japanese III Honors or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits	

		or one Arts/Humanities credit required for high school graduation. Revised November 2017.	
Japanese IV IB 78113001	11 th -12 th	Course uses identified International Baccalaureate Curriculum.	
Japanese V IB 78133001	12 th	This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in Japanese and understanding of Japanese culture. It furthers the student's ability to communicate Japanese in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting Japanese with other disciplines and comparing the native language to Japanese. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	

MYP Korean I 78240001	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and to facilitate students' acquisition of the target language at the novice-low level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Approved November 2017.	
MYP Korean II H 78254001	10 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and for students who have successfully completed Korean I or who demonstrate a proficiency level of novice-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Approved November 2017.	

Korean III H 78224001	11 th -12 th	<p>This one-year course is designed for students who have successfully completed Korean II Honors or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	
Korean IV H 78234001	11 th -12 th	<p>This one-year course is designed for students who have successfully completed Korean III Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.</p>	

<p>MYP Beginning Spanish Literacy 78470001</p>	<p>9th-12th</p>	<p>This one-year course is designed is for the International Baccalaureate (IB) Middle Years Programme (MYP) and for students from a Spanish-speaking background to facilitate their acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Approved November 2017</p>	<p>Students in the 9th or 10th grades who speak Spanish at home who would like to learn to read and write better in Spanish.</p>
<p>MYP Intermediate Spanish Literacy H 78614001</p>	<p>10th-12th</p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Approved November 2017.</p>	
<p>AP Spanish Language and Culture 78502001</p>	<p>11th-12th</p>	<p>This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the</p>	<p>AP Spanish is for students who have successfully completed Spanish I, Spanish IIH, and Spanish IIIH with a "C" or better and are</p>

		American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K 12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	planning on taking the AP Exam at the end of the school year.
MYP Spanish I 78630001	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student's acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.	Spanish I is for students who do not speak Spanish at home, who have never studied Spanish before, or who have only taken an exploratory course in middle school.
MYP Spanish I 78637001 (IB Magnet only)	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and is aimed at facilitating a student's acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.	IB Magnet Only

MYP Spanish II Honors 78644001	10 th	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP Spanish I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.</p> <p>Revised November 2017</p>	
MYP Spanish II Honors 78644701 (IB Magnet Only)	10 th -12 th	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) for students who have successfully completed MYP Spanish I or who demonstrate a proficiency level of novice-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the novice-high level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.</p> <p>Revised November 2017</p>	IB Magnet Only

Spanish III Honors 78544001	10 th -12 th	This one-year course is designed for students who have successfully completed Spanish II Honors or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	
Spanish III IB 78553001	11 th -12 th	Course uses identified International Baccalaureate Curriculum.	
Spanish IV IB 78573001	11 th -12 th	Course uses identified International Baccalaureate Curriculum.	
Spanish V IB 78593001	11 th -12 th	This one-year course is for International Baccalaureate students and is designed to achieve a greater degree of proficiency in Spanish and understanding of Spanish culture. It furthers the student's ability to communicate Spanish in authentic oral and written contexts and increases the ease and confidence with which the student uses the language in the community. The course promotes connecting Spanish with other disciplines and comparing the native language to Spanish. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation.	

Mathematics

Course	Grade Level	Course Description	Prerequisites
MYP Pre-Algebra 20110001	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to provide freshman-level students the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. 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. Revised November 2017.	
MYP Algebra I 20500001	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation and meets the District requirement of the successful completion of Algebra I or above.	
MYP Algebra I 20507001 (IB Magnet only)	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics	IB Magnet Only

		credits for high school graduation and meets the District requirement of the successful completion of Algebra I or above.	
Algebra II 20900001	10 th - 2 th	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.	
Algebra II Honors 20904001	10 th -12 th	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.	Student earned a B or higher in Algebra I AND student earned a B+ or higher in Geometry OR student earned a C or higher in Geometry Honors
MYP Algebra II Honors 21204001 (IB Magnet only)	10 th -11 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and provides students with a study of functions and statistics, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	IB Magnet Only

AP Statistics 22502001	11 th -12 th	This one-year Advanced Placement course is intended for students who are preparing for further study in disciplines requiring statistical course work. This course includes describing patterns in data and departures from patterns, planning and conducting a statistical study, exploring random phenomena using probability and simulation, estimating population parameters, and testing statistical hypotheses. The use of technology, including calculators and computer software, is an integral part of this course. This course is intended to prepare students for taking the Advanced Placement Examination in Statistics. This course will fulfill one of the mathematics credits required for high school graduation.	<p>Student earned a B or higher in Algebra II OR student earned a C or higher in Algebra II Honors</p> <ul style="list-style-type: none"> STRONGLY RECOMMENDED students take this course as a senior. Sophomores in Algebra II should continue to Pre-Calculus if possible
Pre-Calculus AB Honors 21454001	11 th -12 th	This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the introductory concepts of calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	<p>Student earned a B or higher in Algebra II OR Student earned a C or higher in Algebra II Honors</p>
AP Calculus AB 21802001	12 th	This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus AB examination. This course will fulfill one of the mathematics credits required for high school graduation.	<p>Students should have earned a B or higher in Pre-Calculus AB Honors OR Students coming from Algebra II Honors should have earned an "A" AND have teacher recommendation.</p>
Pre-Calculus BC Honors 21504001		This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus BC. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the use of limits, derivatives and integrals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation	

AP Calculus BC 21902001	10 th -12 th	This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, the differentiation and integration of functions of a single variable, and sequences and series. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus BC examination. This course will fulfill one of the mathematics credits required for high school graduation.	Students should have earned a B or higher in Pre-Calculus BC Honors OR Students coming from Algebra II Honors should have earned an "A" AND have teacher recommendation
College Preparatory Mathematics 22870001	11 th -12 th	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.	Student has earned a grade of C or better in Elementary (pre-Algebra) Algebra, Geometry, and intermediate (Algebra I) /Advanced Algebra (Algebra II)
MYP Geometry 20850001	10 th -11 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to provide students with a rigorous study of Euclidean Geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	
MYP Geometry Honors 20854001	10 th -11 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to provide students with a rigorous study of Euclidean Geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	Students should have earned a B or higher in Algebra I.

<p>MYP Geometry Honors 20854701</p> <p>(IB Magnet only)</p>	<p>9th-10th</p>	<p>This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) to study Euclidean Geometry. This course is designated as honors level by the accelerated instructional pacing and depth of content. It provides students with a rigorous study of Euclidean geometry, including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	<p>Students need to be enrolled in the magnet cohort at Spring Valley High School AND earned a B or higher in Algebra I.</p>
<p>Math of Personal Finance 2330001</p>	<p>12th</p>	<p>This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).</p>	
<p>Mathematics I IB 23343001</p>	<p>11th</p>	<p>This one-year course is for International Baccalaureate (IB) students and provides a detailed study of algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus concepts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use and application of technology, especially graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	<p>IB Magnet Only</p>
<p>Mathematics II IB 23253001</p>	<p>12th</p>	<p>This one-year course is for International Baccalaureate (IB) students and is designed for those students who have successfully completed Mathematics I IB. This course provides a detailed study of algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. Development of each topic features justification and proof of results. This course has an additional external assessment component based on one of the following topics: statistics and probability, sets, relations and groups, series and differential equations, and discrete mathematics. Instructional practices incorporate integration of diversity awareness including</p>	<p>IB Magnet Only</p>

		appreciation of all cultures and their important contributions to society. The use and application of technology, especially graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	
Mathematical Studies I IB 23353001	11 th	This one-year course is for International Baccalaureate (IB) students and emphasizes the applications of mathematics, including statistical techniques. Major topics include numbers and algebra, descriptive statistics, logic, sets and probability, statistical applications, geometry and trigonometry, mathematical models, and introductory differential calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use and application of technology, especially graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	IB Magnet Only
Mathematical Studies II IB 23373001	12 th	This one-year course is for International Baccalaureate (IB) students who have successfully completed Mathematical Studies I IB. This course provides students the opportunity to further explore the following major topics of study: numbers and algebra, descriptive statistics, logic, sets and probability, statistical applications, geometry and trigonometry, mathematical models, and introductory differential calculus. Emphasis is placed developing mathematical reasoning through solving mathematical problems embedded in a wide range of contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use and application of technology, especially graphing calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.	IB Magnet Only

Performing Arts

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

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

Beginning Guitar 72500001	9 th -12 th	This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	This class is for any student who is interested in learning the guitar. Prior experience is not needed.
MYP Beginning Band 72210001	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and for students with no previous band experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. Approved November 2017.	
Chamber Orchestra 73500001	9 th -12 th	This one-year course is designed for high school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.	This course is designed for students that would like a second period of orchestra. Students must be enrolled in dual enrolled in Advanced Orchestra. May be enrolled in Chamber and Intermediate Orchestra (with consent of the director.)

MYP Dance I 50510001	9 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and to develop an appreciation of dance as an art form. Through movement experiences, students communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation. Approved November 2017.	This course is open to all interested students, previous movement experience is not required.
MYP Dance II 50610001	10 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and to promote dance training for a higher level of achievement. This course develops and extends the artistic, affective, cognitive, and psychomotor potentials of the advanced student. Students are provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms. Emphasis is placed on integrating internationalism, the IB Approaches to Learning, and IB Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits, or one of the physical education credits, or the Arts/Humanities credit required for high school graduation. Approved November 2017.	This course is for the intermediate dancer who has successfully completed Dance I with high academic and citizenship scores. A placement audition and instructor approval is required.
Intermediate Band 722500001	9 th -12 th	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. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	This one-year course is designed for students who have successfully completed the skills required in beginning band.

Intermediate Choir 76909001	9 th -12 th	This one-year course is designed for high school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, and the study of basic and advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.	
Intermediate Guitar 72559001	10 th -12 th	This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.	This course is for students who have successfully completed Beginning Guitar. Students may be placed in this class without completing Beginning Guitar if they have the recommendation of the teacher or completion of a middle school guitar class.
Intermediate Orchestra 73300001	9 th -12 th	This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	Intermediate Orchestra is a continuation of MS Orchestra. It is intended for students with prior experience. All incoming freshmen should be placed in Intermediate Orchestra. Students with no prior experience need approval from the director before they may enroll in this class.

Intermediate Orchestra Experienced 73309001	9 th -12 th	This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.	This one-year course is designed for students who have successfully completed a beginning orchestra course and/or demonstrated the required skills by audition.
Marching Band 72450001	9 th -12 th	This one semester course is designed for students already participating in the concert band program. Marching band emphasizes both musical skills and the awareness of movement within time and space. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one half of one elective credit or one half of one Arts/Humanities credit required for high school graduation and may be repeated. *Meets after school only and requires summer, night, and weekend commitments.	
Music Appreciation 73900001	9 th -12 th	This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. This course will fulfill either the one arts/humanities credit required for graduation or one elective credit.	
AP Music Theory	10 th -12 th	This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Music Theory examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for students who wish to further develop their understanding of music fundamentals, harmony, rhythm, and musical analysis. It is suggested that students have prior instrumental experience or membership in school vocal ensembles. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one elective credit required for high school graduation.	This course is for students currently enrolled in a band, choir, orchestra, or guitar class.
Rhythmic Precision (Color Guard) 71900001	9 th -12 th	This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation. *Requires summer, weekend, and night commitments.	No experience required

Science

Course	Grade Level	Course Description	Prerequisites
AP Biology 30602001	11 th -12 th	This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Biology examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for those students desiring college level experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General themes of study will be: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship of Structure to Function; Regulation; Interdependence in Nature; Science, Technology and Society. Career opportunities in the biological sciences will also be explored. It is recommended that students successfully complete a first year biology course before enrolling in AP Biology. This course will fulfill one of the two science credits required for high school graduation, and will meet college entrance requirements for a laboratory science.	
AP Environmental Science 32702001	11 th -12 th	This one-year advanced laboratory course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and human-made environmental problems, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving or preventing them, and to examine environmental law and global economic impacts. The appropriate use of technology is an integral part of this course. It is designed to meet the requirements of the College Board AP Environmental Science Examination. This course fulfills one of the science credits required for high school graduation and meets college entrance requirements for a laboratory science.	A or B in both Biology/Biology Honors AND Chemistry/Chemistry Honors
AP Physics 1: Algebra Based 32302001	10 th -12 th	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.	Passing grades in Algebra II, Physics OR Physics Honors

MYP Biology 30300001	9 th -10 th	This one-year course for the International Baccalaureate (IB) Middle Years Programme (MYP) is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation in Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.	
MYP Biology Honors 30304001	9 th -10 th	This one-year course for the International Baccalaureate (IB) Middle Years Programme (MYP) is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation in Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.	
Biology Honors MYP 30304701 (IB Magnet Only)	9 th -10 th	This one-year course for the International Baccalaureate (IB) Middle Years Programme (MYP) is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation in Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent research projects and inquiry-based learning experiences are integral parts of the course requirements. Additional	IB Magnet Only

		emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.	
Biology II IB 30403001	11 th -12 th	This is a one-year advanced laboratory course. This course is designed for students desiring greater experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General areas of study will be molecular biology, cellular biology, genetics, organismal biology, population biology, and ecology. As an integral part of the course, emphasis will be placed on the influence of science and technology in contemporary society as well as career opportunities in the biological sciences. Biology I Honors is a pre-requisite. This course will fulfill one of the science credits required for graduation and college entrance requirements for laboratory science.	IB Magnet Only
Biology III IB 30503001	12 th	This one-year, advanced biology course is an intensive laboratory and research-based study of biological concepts and their applications. It will fulfill the more rigorous requirements for students who will be testing on the IB High-level Biology Exam. Emphasis will be placed on laboratory investigations based on extension and options set out in the IB Biology Syllabus. In-depth content and theory will be presented to correlate the study of biology with current social and political issues. Enrolling students must be in twelfth grade and have earned a C or better in Biology II AP or IB.	IB Magnet Only
MYP Chemistry 3130001	10 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP). This course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Science, Technology, and Society (STS) issues are an integral part of this course. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.	

MYP Chemistry Honors 31304001	10 th -12 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP). This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Science, Technology, and Society (STS) issues are an integral part of this course. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.	B or better in Algebra I and Biology Honors or A in Biology
MYP Chemistry H 31304701 (IB Magnet Only)	10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP). This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Science, Technology, and Society (STS) issues are an integral part of this course. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.	IB Magnet Only
Chemistry II IB 31503001	11 th	Course uses identified International Baccalaureate Curriculum.	
Chemistry III IB 31603001	12 th	This one-year, advanced chemistry course is an intensive laboratory and research-based study of chemistry concepts and their application. It will fulfill the more rigorous requirements for students who will be testing on the IB High-level Chemistry Exam. Emphasis will be placed on designing laboratory investigations based upon extension and options recommended in the IB Chemistry Syllabus. Students will be given opportunities to develop skills using computer-generated simulations. In-depth content and theory will be presented to correlate the study of chemistry with current social and political issues. Students who have previously taken the Chemistry II AP course and wish to enroll for more	

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

Physics 32000001	11 th -12 th	<p>This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. The topics covered in Physics include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	C or better in both semesters of Algebra I, Geometry, and Algebra II
Physics Honors 32004001	11 th -12 th	<p>This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to physics. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Physics Honors include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.</p>	C or better in both semesters of Algebra I, Geometry, and Algebra II
Principles of Anatomy/Physiology Honors 34504001	11 th -12 th	<p>This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.</p>	

Science Electives

Principles of Anatomy/Physiology Honors 34504001	10 th -12 th	This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
Principles of Marine Science 35150001	10 th -12 th	This one-year course is a survey of the physical and biological marine environment. Topics covered include the history of ocean exploration, properties of seawater, interactions between atmospheric and oceanic systems, a survey of oceanic life forms, and human interactions with the marine environment. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Completion of Biology/Biology H
Principles of Zoology Honors 35254001	10 th -12 th	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.	Completion of Biology/Biology H

<p>STEM Robotics 60100001</p>	<p>9th-12th</p>	<p>This one-year STEM (Science, Technology, Engineering, and Mathematics) focused course is designed to provide a hands-on approach to basic engineering concepts in robotic technologies. Areas of emphasis include the development of robotics as an influence on manufacturing and society, computer science concepts, and an introduction to engineering with cross-curricular references to mathematics and science. Instruction will incorporate appropriate safety practices and integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p>	
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Social Studies

Course	Grade Level	Course Description	Prerequisites
AP US Government and Politics 43002001	12 th	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college- level curriculum provides students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfils one U.S. Government credit required for high school graduation.	Successful completion of AP U.S. History with a "C" or higher OR Successful completion of U.S. History Honors with a "B" or higher AND a teacher recommendation
AP US Government and Politics (We The People) 43002201	12 th	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college- level curriculum provides students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfils one U.S. Government credit required for high school graduation.	Students must complete an application/interview process to be considered for We the People and it requires after school and weekend commitments.
AP US History 42202001	11 th	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.	Successful completion of AP World History with a "C" or higher OR Successful completion of World History Honors with a "B" or higher AND a teacher recommendation

AP Human Geography 40602001	9 th	The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.	Successful completion of 8th grade World Geography with a "B" or higher AND successful completion of 8th grade English with a "B" or higher
AP World History 41402001	10 th	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human World History examination. This college-level curriculum highlights the nature of changes in global frameworks and the causes and consequences, as well as comparisons among major societies from historical, geographical, political, economic, and cultural contexts. This course covers the scope of human history from 8,000 BCE to the present. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.	Successful completion of Arts and Humanities with a "B" or higher AND successful completion of English 9 Honors with a "B" or higher
MYP Arts and Humanities 4430001	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) as an exploration of the arts and humanities. Students are exposed to the following disciplines: visual arts, philosophy, literature, religion, dance, music, drama, fashion, and architecture. Students study examples of these cultural roots of civilization through an interdisciplinary approach. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	
MYP Arts and Humanities Honors 44334001	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) as an exploration of the arts and humanities. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students are exposed to the following disciplines: visual arts, philosophy, literature, religion, dance, music, drama, fashion, and architecture. Students study examples of these cultural roots of civilization through an interdisciplinary approach. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	

MYP Arts and Humanities Honors 44334701 (IB Magnet Only)	9 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) as an exploration of the arts and humanities. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students are exposed to the following disciplines: visual arts, philosophy, literature, religion, dance, music, drama, fashion, and architecture. Students study examples of these cultural roots of civilization through an interdisciplinary approach. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.	IB Magnet Only
US Government 42400001	12 th	This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.	
US Government Honors 42404001	12 th	This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.	Successful completion of U.S. History Honors with a "C" or above OR successful completion of U.S. History with a "B" or higher AND a teacher recommendation or student challenge
US Government IB (History of the Americas II) 42803001	12 th	Course uses identified International Baccalaureate Curriculum.	
US History 41605001	11 th	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.	

		This course fulfills the U.S. History credit required for high school graduation.	
US History Honors 41604001	11 th	This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.	Successful completion of World History Honors with a “C” or above OR Successful completion of World History with a “B” or higher AND a teacher recommendation or student challenge
US History IB (History of the Americas I) 42003001	11 th	Course uses identified International Baccalaureate Curriculum.	
MYP World History 40900001	10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credit or the Arts/Humanities credit required for high school graduation.	
MYP World History Honors 40904001	10 th	This one-year course is designed for the International Baccalaureate (IB) Middle Years Programme (MYP) and examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. This course is designated as honors level by the accelerated instructional pacing and depth of content. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Additional emphasis is placed on integrating internationalism, the IB Approaches to Learning, and Global Contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to	Successful completion of Arts and Humanities with a “C” or above AND Successful completion of English 9 with a “B” or above OR English 9 H with a “C” or above

		society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credit or the Arts/Humanities credit required for high school graduation.	
World History IB 41203001	10 th	Course uses identified International Baccalaureate Curriculum.	

Social Studies Electives

Course	Grade Level	Course Description	Prerequisites
AP Art History 70152001	9 th	This is a one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Art History examination. Instructors should refer to the current Advanced Placement course description for examination specifics. Students will gain an understanding of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Through collaboration, connections will be made between visual art and their academic studies, lives, and the world around them. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course Goals: Course goals are identified in the AP Art History Course Description published by the College Board. Teachers must utilize the current course description located at http://apcentral.collegeboard.com . Teachers are required to complete the AP Audit process which includes submitting a syllabus to the College Board for approval. No other syllabus can be used for this course without the approval of the College Board. Revised May 2018.	
Civic Leadership 443600001	10 th -12 th	This one-year course builds on the skills students developed in Personal Leadership. The focus will shift beyond the classroom as students learn what it means to be a leader in the larger community of Las Vegas. Students will plan and participate in a community service project that will encourage their development as citizens. The pre-requisite for this course is the successful completion of Personal Leadership. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.	
Global Diplomacy and Model United Nations H (MUN) 44834001	9 th -12 th	This one-year course examines the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns of a global community. This course is designated as honors level by the accelerated instructional pacing and depth of content. Through research, discussion, negotiation, and debate, students develop plausible solutions to the collective problems of the world. Students employ a variety of communications and critical-thinking skills to defend and advance their solutions. Students increase their skills in public speaking, research and writing, negotiation and powers of persuasion, leadership, organization, and interpersonal	

		<p>communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.</p> <p>**Requires after school and weekend commitments</p>	
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Global Politics I IB (MUN) 44903001	11 th	This one-year course is for International Baccalaureate (IB) students and is designed to provide a greater understanding in Global Politics. The course explores important political concepts such as power, equality, sustainability and peace in a range of contexts, centered on a unifying theme of “people, power, and politics.” The course develops the understanding of the local, national, international and global dimensions of political activity and processes, as well as provides students the opportunity to explore political issues affecting their own lives. Students gain and understanding of abstract political concepts by grounding them in real-world examples and case studies. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Course Goals: Course goals are identified in the International Baccalaureate Global Politics Subject Outline published by the International Baccalaureate Organization. *Site-Specific	
Global Politics II IB (MUN) 44943001	12 th	This one-year course is for International Baccalaureate (IB) students and is designed for those students who have successfully completed Global Politics I IB. This course provides students a deeper knowledge of Global Politics, the opportunity to further their understanding of the local, national, international and global dimensions of political activity and processes, and the opportunity to explore political issues affecting their own lives. Students gain an understanding of abstract political concepts by grounding them in real-world examples and case studies. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Course Goals: Course goals are identified in the International Baccalaureate Global Politics Subject Outline published by the International Baccalaureate Organization. *Site-Specific	
History of Pop Music 45680001	9 th -12 th	This one-year course is an extensive study of history's most successful recording artists and bands. Emphasis is placed on the study and appreciation of music, including student research on the sociological events of the 1950s, 1960s, and 1970s. Students analyze video, music, and literature and evaluate the impact on Western culture. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	

Psychology I 45400001	10 th -12 th	This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.	
Psychology I IB 45403001	11 th	This one-year course is for International Baccalaureate (IB) students and is designed to give students a deeper understanding of the nature and scope of psychology through in-depth analysis, evaluation, and consolidation of learning. The course examines the interaction of biological, cognitive, and sociocultural influences on human behavior through a holistic approach. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course goals are identified in the International Baccalaureate Psychology Subject Outline published by the International Baccalaureate Organization.	
Psychology II IB 45413001	12 th	This one-year course is for International Baccalaureate students who have successfully completed Psychology I IB and is designed to further explore the interaction of biological, cognitive, and sociocultural influences on human behavior through a holistic approach. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Course goals are identified in the International Baccalaureate Psychology Subject Outline published by the International Baccalaureate Organization.	
AP Psychology 44282001	11 th -12 th	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.	
Principles of Leadership (STUCO) 45340001	9 th -12 th	The purpose of this one-year course is to train student leaders in the various aspects of leadership. Time will be used in and out of class for performance of tasks associated with their leadership responsibilities. This course will count as one elective credit. It may be repeated for more than one credit.	Students may enter via election, application, and/or with approval from Student Council Advisor

Visual Arts

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

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

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

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

Video Production I 68450001	9 th -10 th	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.	No prerequisite. For those students interested in the Video Production field and broadcast journalism. Recommended for incoming 9th and 10th grade students. This is the first course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education. (CTE)
Video Production II 68480001	10 th -11 th	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.	Students must take Video Production I, this is the second course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education.
Video Production II Lab 68510001	10 th -12 th	This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Video Production II. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
Video Production III 68540002	11 th -12 th	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.	Students must take Video Production II, have a B or better at semester and teacher recommendation. This is the third course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education.

Video Production III Lab 68570001	11 th -12 th	This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Video Production III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	
Video Production AS 68420001	11 th -12 th	This one-year course is designed to expand opportunities for applied learning for students who are concurrently enrolled in Video Production III. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the course goals. Project-based learning, collaboration, and portfolio development are essential elements. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.	Students must take Video Production III, have a B or better at semester and teacher recommendation. This is the fourth course in Video Production sequence under the umbrella of Information and Media Technology within Career and Technical Education.
Visual Arts I IB 71413001	11 th	This one-year course is for International Baccalaureate students and is designed to challenge students on their own creative and cultural experiences and expectations. This course develops analytical and technical performance skills, while providing students the opportunity to further explore and compare visual arts using different perspectives and contexts, reflecting on a wide range of practices and media forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Course Goals: Course goals are identified in the International Baccalaureate Visual Arts Subject Outline published by the International Baccalaureate Organization.	

Visual Arts II IB 71423001	12 th	<p>This one-year course is for International Baccalaureate (IB) students who have successfully completed Visual Arts I IB. This course develops students' analytical skills through the study of different types of media, processes, and styles. Students are provided the opportunity to further explore and compare visual arts by conducting research on various disciplines and infusing it into inspirational pieces of art. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Course Goals: Course goals are identified in the International Baccalaureate Visual Arts Subject Outline published by the International Baccalaureate Organization.</p>	
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Student Support Services

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

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

Math 1 23905001	9 th - 12 th	This one-year course is designed to focus on five critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, developing, and using expressions and linear equations; 4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 5) drawing inferences about populations based on samples. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.	Placement in this course is determined in conjunction with IEP.
Math 2 23805001	9 th - 12 th	This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.	Placement in this course is determined in conjunction with IEP.
Personal Finance 23705001		This one-year course introduces students to the study of personal finance. Major topics include money management, risk management, financial planning related to consumer and family studies, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.	

Personal Finance II 23755001		This one-year course follows Personal Finance 1 and is designed to provide students a deeper understanding of personal finance concepts. Major topics include money management, risk management, financial planning related to consumer and family studies, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.	
Principles of Algebra 20250001	9 th - 12 th	This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.	Placement in this course is determined in conjunction with IEP.
Principles of Geometry 20650001	9 th - 12 th	This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.	Placement in this course is determined in conjunction with IEP.

Pre-Vocational Skills 82355101	9 th -12 th	This one-year course is designed to assist students in determining the occupational areas for which they might best prepare for post-secondary employment. Major topics include four major areas of work practice; classroom jobs, school and community work experiences, neighborhood jobs, and paid employment in the community. This course provides students the opportunity to learn about and practice work habits and skills applicable to a variety of jobs. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. The appropriate use of technology is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one elective credit required for high school graduation and is repeatable.	Learning objectives for this course are individualized and align with student's IEP goals and objectives.
Social Living/ Independent Living Skills 82455001	9 th -12 th	This one-year course gives students the opportunity for self-improvement through exploring who they are, the values they want to have, how to set short- and long-term goals, responsibility and leadership, and how to identify and overcome obstacles. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation and may be repeated.	Learning objectives for this course are individualized and align with student's IEP goals and objectives.
Study Skills 82505001	9 th -12 th	This one year course teaches students the process of organizing their thinking to acquire knowledge of new concepts and skills, and retain information that aids in their ability to study and successfully participate in all areas of academic studies. Strategies may include the use of mnemonics, effective reading strategies, concentration techniques, effective note taking, and time management and motivation techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. This repeatable course fulfills the one elective credit required for high school graduation.	Learning objectives for this course are individualized and align with student's IEP goals and objectives.

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