

# Legacy High School



## Course Catalog 2024 - 2025

(Rev. 01/29/24- Subject to change per CCSD, will be updated accordingly)



Principal - Belinda Marentic

**Administration**

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Greetings Longhorn Families,

Welcome to the 2024-2025 Legacy High School Course Catalog! This course guide will help you as you make decisions that will lead to a successful high school career and graduation. It will aid a successful transition to Legacy High School as well.

This year we are excited to boast about our scheduling updates to include vast changes across all classes. This year, all incoming freshman students will be required to select an Advanced Placement, Career and Technical Education, or Flex Elective course to help them move towards the College Career Diploma. Our Collegiate Academy offers college credit for students in grades 10, 11, and 12 through our partnership with the University of Nevada, Reno. We have over 75 elective options for students, so there is something that interests everyone.

We invite you to become a part of our school community and family. We believe a student's academic success is a team effort. Please remember, the courses you select, once scheduled, will remain your commitment for the 2024-2025 school year. Our goal is to help students become lifelong learners, leaving high school with valuable tools for future success, while leaving a legacy for others to follow.

The actions students take here and now to plan their life's strategy can create a winning future. Make today your moment of truth, your time to focus on a new era of opportunity. Welcome to your exciting future, make good choices, this is your time to grow into your future!

Hook 'em Horns!

Sincerely,  
Belinda Marentic, Principal

# GENERAL INFORMATION

## CCSD Guidance & 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.

## Registration Information

The courses in this registration guide are proposed to be offered at Legacy High School for the 2024-2025 school year. The courses listed in this guide will only be offered if an adequate number of students register for a course and if we are able to sufficiently provide staffing. If too few students enroll in a course, or we do not have the staffing required, it may be canceled, and those students will be rescheduled into their alternative elective courses. Furthermore, once elective classes are full, students will be placed in alternative electives.

Students will not receive additional credit for repeating a semester of a course that they have previously passed. There are certain exceptions, such as band or chorus may be repeated for credit. Students should see their school counselor for more information.

Students will be scheduled into courses selected during registration unless those courses are filled or canceled. **Courses that students select this spring are the courses they will be required to attend next year. Choose courses carefully. No schedule change requests will be granted other than those governed by the policy statement listed in this catalog.**

In order to register effectively for classes next year, please read and follow these guidelines:

**READ** this entire registration guide and course catalog before you register for courses.

**DISCUSS** your course selection with your parents or guardians and teachers before registration. Many courses require a teacher recommendation.

**COMPLETE** the Course Selection Google Form. Choose which classes you would like to take. If a recommendation or approval is required, the recommending teacher will verify their recommendation with the counseling department. In the event that some of your first-choice electives are filled, you will be assigned to your alternative choice(s) in the order you listed them. There is a possibility that all of your elective choices may be full or do not fit into your core classes in which case you will be placed in any available elective class. The Elective Google Form can be found on the school website under the Academics tab.

**MEET** individually with your counselor to discuss course selection, graduation requirements, and after high school plans. At that meeting, you and your counselor will complete the registration process. You will be given a copy of the courses YOU selected for the 2024-2025 school year.

**Starting in April 2024, parents will approve your course selection by checking the “Approved by parent/legal guardian” box located on your course plan page, under academic planning, which can be accessed through your Infinite Campus Portal.**

**You are responsible for notifying your counselor of summer school courses completed as soon as possible. Students will be expected to remain in courses for the duration of the school year. Exceptions such as graduation requirements and misplacement will be handled through the regular schedule change procedure.**

# GENERAL INFORMATION

## Schedule Change Policy

Since much advance planning and guidance are provided for each student prior to course selection, schedule changes will not be made after course selection. The student will be expected to remain in year-long courses for the entire school year. Class changes will not be granted to accommodate a change in a student's lunch period or to request a specific instructor. Due to the State of Nevada Department of Education Guidelines, no student may change a class and receive credit after the 15th school day of each semester for face-to-face courses. If a student is allowed to drop a class after this time, the student will receive an "F" grade in that class. Requests for schedule changes are considered prior to the 15th school day of the semester and are granted **only** for the following reasons:

- Fulfillment of graduation requirements
- Misplacement in an academic area according to ability
- Successful completion of summer school course work

## Last Day of Enrollment to Earn Credit for 24-25 School Year:

**Semester 1: August 26, 2024; Semester 2: January 28, 2025**

SOURCE: NAC 389.040

## Prerequisites

Prerequisites are listed in the course catalog to help students and parents make the best educational decision possible. Students must meet these prerequisites to enroll in a course. Both semesters of the prerequisite course must be successfully completed. Schedule adjustments will be made automatically should prerequisites not be met.

## Fees

Fees are charged for some elective classes where students complete special projects to be taken home. These class fees cover the actual cost of projects. With the uncertainty of our economy, some families may be unable to purchase all of the necessary items or pay fees for their students. This is understandable and will not prevent a child's enrollment in any class. If the circumstances are such that alternatives to immediate payment of fees must be considered, please contact your student's counselor and/or teacher(s), so the school and parent can work together for a resolution.

## Early-Bird and Late Classes

Early-bird and late classes are offered on a limited basis. Students selecting an early-bird and/or late class must remain in the class all semester, or until the course is completed, and maintain their entire schedule. Students may have to provide their own transportation.

## Course Challenge

Students who are not recommended but satisfy all prerequisites for a course may enroll in the class by completing the challenge process the preceding spring. By challenging a course, the student will remain in the class for the entire school year.

## Enrollment Adjustments

The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class to another section of the same course. Every effort will be made to ensure a smooth transition for students.

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## NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

## SCHOOL DISTRICT CALENDAR

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

## GRADUATION REQUIREMENTS

### Pathway to Graduation for Students

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

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

### Core Enrollment Expectations

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

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

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

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

## TESTING

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

The College and Career Readiness Assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in spring of the junior year at no cost. It is recommended that all students take the ACT in the spring of the junior year. Some colleges/universities will use an ACT score for placement in college courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

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

SOURCE: CCSD Regulation 5127, NRS 390.610

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

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

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

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

### **Optional: SAT**

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

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

### **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a great way to prepare for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can be useful in determining which Advanced Placement (AP) coursework may be appropriate during high school. Free online test preparation is available through Khan Academy ([www.khanacademy.org](http://www.khanacademy.org)). This test is typically taken in Grades 08, 10, and 11. The examinations for students in Grades 08 and 10 are at no cost. Please contact your school counselor with additional questions.

## DIPLOMA TYPES

### Diploma Types

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

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

(b) Additional College and Career Ready Diploma requirements:

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

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

(d) CCSD students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma or the World History/Geography credit for the other diplomas.

(e) Flex Credits are: a 2nd or 3rd year CTE\* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography.

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

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

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

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



# ACADEMIC PLANNING

## Academic Planning

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

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

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

The academic plan must be used as a guide for the student and the parent/guardian to plan, monitor, and manage the student's educational and occupational development, and make determinations of the appropriate course of study. If a student does not satisfy all of the goals set forth in the academic plan, then the student is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

SOURCES: NRS 388.205, CCSD Regulation 5127, AB 117



## **COURSE LOAD BY GRADE LEVEL**

|  |  |
|--|--|
| <p style="text-align: center;"><b>Grade 9</b></p> <p style="text-align: center;">English<br/>Math<br/>Health or Computers/Freshman Studies<br/>Science<br/>PE I<br/>AP, CTE, or FLEX Elective</p> <p style="text-align: center;">Elective<br/>Elective</p> | <p style="text-align: center;"><b>Grade 10</b></p> <p style="text-align: center;">English<br/>Math<br/>World History<br/>Science<br/>PE II<br/>AP, CTE, DUAL ENROLLMENT or<br/>FLEX Elective</p> <p style="text-align: center;">Elective<br/>Elective</p>  |
| <p style="text-align: center;"><b>Grade 11</b></p> <p style="text-align: center;">English<br/>Math<br/>US History<br/>Science<br/>AP, CTE, DUAL ENROLLMENT or<br/>FLEX Elective</p> <p style="text-align: center;">Elective<br/>Elective<br/>Elective</p>  | <p style="text-align: center;"><b>Grade 12</b></p> <p style="text-align: center;">English<br/>Math<br/>U.S. Government<br/>Economics<br/>AP, CTE, DUAL ENROLLMENT or<br/>FLEX Elective</p> <p style="text-align: center;">Elective<br/>Elective<br/>Elective</p> <p style="text-align: center;">*Senior students are eligible for reduced course load of four courses if they meet the requirements for a CCR Diploma*</p> |

## Grade Point Average (GPA)

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

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

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

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

For the Cohorts of 2022 and beyond, there is no limit to the number of Honors, AP, Dual Enrollment or IB courses that will receive Bonus Points. This eliminates the previous 4.800 Weighted GPA cap.

SOURCE: CCSD Regulation 5127, NAC 389.6625

## Valedictorian and Salutatorian

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

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

SOURCE: CCSD Regulation 5127

## Grade Placement/Matriculation

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

SOURCE: CCSD Regulation 5123

## College and Career Readiness

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

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

## Four-year Course Plans

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

The Grade 9 student and their parent/guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a

school counselor, and revise the plan if necessary. Please contact your school directly for instructions on how to approve your child's academic plan online.

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

The academic plan must be used as a guide for the student and the parent/guardian to plan, monitor, and manage the student's educational and occupational development, and make determinations of the appropriate course of study. If a student does not satisfy all of the goals set forth in the academic plan, then the student is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

SOURCES: NRS 388.205, CCSD Regulation 5127, AB 117

## Programs and Progress

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

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

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

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

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

## Required High School Academic Load

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

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

\* The Nevada Department of Education established the criteria for college and career readiness. Please see your school counselor for details, or review the Nevada Department of Education [AB 7 & AB 117 FAQ](#). SOURCES: NAC 387.345, AB 7

## Early Graduation

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

## Earning Credit

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

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

- **Concurrent credits** are taken when a student attends a CCSD school full-time and earns credit at another school at the same time. A student may not be enrolled in two or more instances of the same course at the same time. Concurrent credits must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

## **Internal Credit**

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

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

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

- Algebra I
- Geometry Honors
- A Foreign Language

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

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

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

SOURCE: CCSD Regulation 5127

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

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

### ***Dual Enrollment***

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

### ***CTE College Credit***

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

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

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

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

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

### **CBE Policies:**

- Tests can only be taken for original credit
- Tests can only be taken one time per course
- CBE credits are considered internal credit
- All exams are computer-based and will be taken online
- English courses require reading for the exam
- CBE is not considered Honors credit
- Students must earn a 70% on the CBE to earn credit1292188
- Final grades are posted as a P for passing
- Failed tests are not posted to the student's transcript

## **External Credit**

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

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

### ***Dual Credit***

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

### ***Community Service***

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

### ***Educational Travel Credit***

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

### ***Enrichment Program***

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

### ***Online/Correspondence Course***

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

### ***Music Equivalent Credit***

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

## Duplicate Coursework – Repeating Courses

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

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

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

### Physical Education Exemption

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

Physical or mental condition and the request is supported by a written statement from a physician;

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

## STUDENT-ATHLETES

### Physical Education Exemption

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

SOURCE: NAC 389.488

## CCSD Athletic Eligibility Requirements

### Transfer Rules

- Students who move with their parents to a new school will be eligible at the new school provided all other eligibility requirements are met.
- Students who transfer schools without their parents will be ineligible for 180 school days.
- Students whose parents divorce will maintain eligibility with their primary custodial parent. In the case of joint custody eligibility remains at their current school.
- Students whose parents are separated will retain their eligibility at their current school.
- Students enrolled through Change of School Assignment (COSA) are ineligible for 180 school days. Grades 09-11 students may file a sub-varsity appeal.
- Students who have temporary guardians are ineligible.
- Students who transfer from a public to private/charter or private/charter to public school are ineligible for 180 school days.
- Students enrolled in Shared Housing are ineligible for 180 school days.
- Students who transfer from a magnet or COSA enrollment are ineligible for 180 school days.
- A student whose twentieth (20) birthday occurs during a season is ineligible to participate in any sanctioned sport during that season and any season that is conducted after that date.

### Physical Examinations

- All students must pass a physical examination by a licensed physician. Physical examinations must be completed on the appropriate NIAA forms and uploaded into Register My Athlete.

## Residency Rules

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

## Academic Requirements

- Must be enrolled in at least two (2) units of credit (four classes) and regularly attend school.
- Students must have successfully completed at least two (2) units of credit the immediate preceding semester, and can only fail one class.
- Students must obtain a grade point average of at least 2.0 for the immediate preceding semester.
- Students who do not meet the requirements above, may regain eligibility at a 3-week grade check by receiving all passing grades.
- Students must maintain a passing grade in all classes during the season in which they are participating.
- **All incoming freshmen are initially academically eligible.**

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

## NCAA Initial Eligibility Requirements

Students that plan to compete in NCAA sports at a Division I college/university need to register with the NCAA Eligibility Center to meet initial eligibility standards. Please notify your school counselor if you are planning to register with the NCAA Eligibility Center. It is important for your school counselor to know this information and ensure your Academic Plan reflects the required coursework for eligibility as outlined below.

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

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

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

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



## PREPARING FOR COLLEGE

High expectations and standards imply that strong academic preparation means going beyond the minimum requirements for high school graduation.

In order to enter more competitive colleges and access a wider choice of college majors, it is recommended that school counselors, parents, and teachers encourage students to pursue a more challenging curriculum such as honors classes, advanced placement classes, and college preparatory classes, as well as post-secondary enrollment options opportunities.

The Following is Strongly Recommended for all Graduates:

### **English:**

Four years of English will give students the skills needed to understand literature and write effectively. Courses in writing and speech are also very helpful.

### **Mathematics:**

Many four-year colleges/universities require minimally Algebra I, geometry, and Algebra II. Four years of higher-level math gives students the best possible preparation. It is recommended that students take math in each year of high school. Such students are far more successful in college than students taking only three years.

### **Science:**

Three years of lab science (Biology, Chemistry, and Physics) are recommended even if students don't plan to pursue a science-related field.

### **Social Studies:**

Three years (U.S. History, World History, and U.S. Government) will give students the ability to understand and function in a global society.

### **Foreign Language:**

Many colleges require a foreign language for admission. 3-4 years of the same language is recommended. Proficiency in a second language can open many additional career opportunities as well as enable students to communicate on a global level.

### **Fine Arts:**

One year of a fine art course is recommended. This includes courses in which students study, create, or perform art, music, theatre, or dance. As with foreign language, progressing to an advanced level in an arts discipline demonstrates a high level of commitment and follow through. Students in the arts will develop skills in communication, collaboration, and creativity that will serve them in any career choice.

### **Financial Aid**

Financial aid consists of four basic types: grants, work-study, loans, and scholarships. The first three types are need-based financial aid; scholarships may or may not be need-based. To be eligible for federal student aid, a student must:

- be a U.S. citizen or an eligible non-citizen
- be enrolled, or accepted for enrollment, in a degree or certificate program at a college, occupational or career school approved by the U.S. Department of Education
- have a high school diploma or GED
- have a valid social security number
- register with the U.S. Selective Service if required to do so

Since financial aid is based on the concept of need, it is important that you understand the definition of “need.” Need is the difference between the total cost of attendance at the school of your choice and your family contribution plus any aid you will receive from private sources. Need is determined by analysis of the data on your FAFSA (Free Application for Federal Student Aid). [THE FAFSA IS A FEDERAL FINANCIAL FORM THAT IS USED TO DETERMINE YOUR ELIGIBILITY FOR FINANCIAL AID AND IS NECESSARY SHOULD YOU BE SEEKING SCHOLARSHIP/FINANCIAL AID FROM ANY COLLEGE OR UNIVERSITY. THE FAFSA IS AVAILABLE IN SEPTEMBER OF THE SENIOR YEAR BUT MUST NOT BE MAILED UNTIL AFTER OCTOBER 1.]

The total cost of attendance at a school will vary from college to college and can even vary within the same school depending on numerous factors such as your status within the school, the number of courses you take, your state of residency, and your choice of residence on campus. Once a student is admitted to a college, career or vocational school, the financial aid officer at the given school is the primary source of information regarding the financial aid package, which can consist of grants, loans, work/study, and scholarships. Students are encouraged to contact the financial aid officer for assistance. Unless there is a drastic change in your family finances, the family contribution and student expected contribution would not change. Please see the Nevada Scholarship section for available local and state-sponsored scholarships.

SOURCE: FAFSA Website - [studentaid.gov](http://studentaid.gov).

## POSTSECONDARY OPTIONS

### Nevada University Admissions

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

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

### Four-year College or University

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

### Public Community College

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

### Private Junior College

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

### Continuing Education Classes

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

## **Life Skills Training Programs**

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

## **Apprenticeships**

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

## **Career, Vocational, or Technical Education**

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

## **Job Corps**

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

## **City Year and Americorps**

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

## **Military**

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

# **NEVADA SCHOLARSHIPS**

## **Millennium Scholarship**

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

## **Nevada Promise Scholarship**

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

## **Public Education Foundation**

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

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

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



## **THE UNIVERSITY OF NEVADA, RENO: Collegiate Academy - Legacy Campus**

The University of Nevada, Reno and Clark County School District are working closely to create a new pathway to college for high school students, allowing them access to university level courses right in their own classroom. These courses will give them college level credits making them one step closer to a higher education degree of their choice.

### **STUDENT AGREEMENT**

At enrollment, new students and their parents/guardians will be required to complete an agreement for. This form will highlight the understanding of placement requirements, expectations, grading guidelines, and associated fees.

To review the full contract, visit [UNR Collegiate Academy Student & Parent/Guardian Agreement Form](#).

### **GRADING STANDARD**

Concurrent enrollment courses use the same academic and grading policies of the equivalent college courses at the partnering institution of higher education.

To ensure parity in the rigor of the concurrent enrollment courses: Each CCSD concurrent enrollment teacher will collaborate with their partnering college faculty liaison to determine all aspects of the grading practices to be used in each concurrent enrollment course offered.

In alignment with courses offered on the college campus, concurrent enrollment teachers will use the content and grading practices set forth by the college faculty liaison. This includes grading scale, weighting categories, assignments, assessments, late work, and reassessment opportunities.

The grade reflected on the CCSD transcript must be the same grade reflected on the college transcript.

**Sample Course Progression:**

| SUBJECT   | FRESHMAN  | SOPHMORE   | JUNIOR   | SENIOR  |
|---|---|--|--|---|
| <b>English</b>  | English 9/English 9 H   | English 10/English 10H   | English 101 OR<br>AP Language & Comp<br>OR<br>AP Literature & Comp                                     | English 102 OR<br>AP Language & Comp OR<br>AP Literature & Comp   |
| <b>Mathematics</b>  | Algebra I OR<br>Geometry H  | Geometry/H OR<br>Algebra II/H  | Algebra II/H OR<br>College Prep Math OR<br>Math 096/Math 120 OR<br>AP Pre-calculus OR<br>AP Statistics | Math 096/Math 120 OR<br>Math 126 H/127 H (after<br>Pre-Calculus) OR<br>AP Calculus OR<br>AP Statistics  |
| <b>Science</b>  | Biology H   | Chemistry H  | Geoscience H OR<br>Physics H OR<br>AP Biology OR<br>AP Environmental<br>Science                        | Physics H OR<br>AP Biology OR<br>AP Environmental Science   |
| <b>Social Studies</b>   | AP Human Geography  | AP World History   | AP US History OR<br>History 102  | AP Government/Economics<br>OR<br>PSC 101/ECON 101   |
| <b>PE</b>   | PE I-May also take in Summer<br>School to make room for<br>electives. | PE II- May play sport to<br>earn PE II waiver for<br>additional elective |  |   |
| <b>Health/Computers<br/>Or<br/>Health/Life<br/>Strategies</b> | Health/Computer Applications<br>OR<br>Health/Life Strategies          |  |  |   |
| <b>Course Electives</b>                                       |   |  |  |   |
|   | AP Computer Science   | PSY 101 OR<br>AP Psychology<br>GEOL 100 OR<br>GEOG 121                   | PSY 101 OR<br>AP Psychology<br>GEOL 100 OR<br>GEOG 121 OR<br>AP Music Theory                           | PSY 101 OR<br>AP Psychology<br>GEOL 100 OR<br>GEOG 121 OR<br>AP Music Theory OR<br>AP French Language &<br>Culture OR<br>AP Spanish Language &<br>Culture |

## NEVADA DEPARTMENT OF EDUCATION

### Code of Honor

#### NEVADA DEPARTMENT OF EDUCATION

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.*



# COURSE DESCRIPTIONS

## How to Use This Section

1. All courses being offered at Legacy High School are listed alphabetically or in order of course sequence within each department.
2. Students are responsible for ensuring that they have met the graduation requirements established by the Nevada State Department of Education and the Clark County School District.
3. Students should review prerequisites and fees that are charged for some courses prior to selecting them.
4. Repeating specified courses for credit is allowed, but students are responsible for checking the course description, e.g., Marching Band.
5. All students may repeat courses. Additional credit **will not** be granted; the higher grade will be recorded in the course history and the lower grade replaced with a repeated course notation (RP). See your counselor for the required form.

## Procedures for Schedule Changes

*As Nevada State Department of Education regulations preclude student schedule changes after the first three weeks of a current semester, students who are withdrawn from a class at parent request after that time will remain on the roll with no absences accumulating and will receive an "F" grade for the semester and no credit for the class.*

It is Legacy High School's policy that schedule change requests, which stem from lack of effort on the student's part, poor student discipline, and/or poor attendance **will not** be granted.

Teacher-initiated requests are considered primarily during the second week of a new semester and are generally considered for adjustment of student placement in a similar class. Student initiated requests are considered primarily during the second week of a new semester and should be requested only for the following reasons:

1. Fulfillment of graduation requirements
2. The student has already earned credit in the class.
3. Misplacement in an academic area according to ability
4. Successful completion of summer school course work

In all cases, approval of parents, the student's counselor, the curriculum administrator, and teacher input are required in order to obtain a schedule change.



# Legacy High School's Course Listing

## ART

AP Drawing  
Art I  
Ceramics I, II, III  
Drawing I, II  
Painting I, II  
Studio Art

## CAREER AND TECHNICAL ED

**Advanced Manufacturing Technologies**  
Advanced Manufacturing Technologies I, II  
Automation Technology III  
**Building Trades in ConstructionTech I, II**  
Building Trades in Construction I, II  
Building & Construction Technology AS

## Business & Marketing

Principles of Business and Marketing  
Marketing I

## Computers

AP Computer Science Principles  
AP Computer Science A  
Computer Science & Applications

## Culinary Arts

Culinary Arts I, II, III

## Cybersecurity

Cybersecurity I. II. III  
Cybersecurity Advanced Studies

## Family & Consumer Science

Independent Living

## Fashion, Textiles, and Design

Fashion, Textiles, and Design I, II,  
Fashion and Design Construction III

## Forensic Science

Forensic Science I

## Graphic Design

Graphic Design I, II, III  
Graphic Design Advanced Studies

## Military Science -JROTC USA

Military Science I-JROTC USA

## Multimedia Communications

Multimedia Communications II

## Teaching and Training

Teaching and Training I

## Theatre Technology

Theatre Technology I, II, III  
Theatre Technology Advanced Studies

## Video Production

Video Production I, II, III  
Video Production Advanced Studies

## Work-Based Learning (electives)

Applied Office Practice  
Cooperative Work Experience  
School Related Work Experience -Cafeteria &  
Student Store  
Student Aide  
Student Tutor

## ENGLISH

AP Language & Composition\*  
AP Literature & Composition\*  
AP Seminar\*  
English 9\*  
English 9 Honors\*  
English 10\*  
English 10 Honors\*  
English 11\*  
English 11 Honors\*  
English 12\*  
English 12 Honors\*  
Focus Language Study (9-12) - ELL

Fundamentals of Reading/Writing  
Imaginative Writing I  
Journalism I (Foundations)  
Journalism II  
Junior Studies  
Mythology and Folklore I  
Mythology and Folklore II  
Publications I  
Publications II (Yearbook)  
Speech and Debate I, II, III  
**UNR Dual Enrollment**  
English 101\*  
English 102\*

## MATHEMATICS

Advanced Algebra with Fin. Applications\*  
Algebra I\*  
Algebra II\*  
Algebra II Honors\*  
AP Precalculus\*  
AP Calculus AB\*  
AP Statistics\*  
College Preparatory Mathematics\*  
Geometry\*  
Geometry Honors\*  
Pre-Algebra  
**UNR Dual Enrollment**  
Math 096/Math 120\*  
Math 126/127 H\*

## PERFORMING ARTS

### Band Courses

Beginning Band  
Intermediate Band  
Advanced Band  
Jazz Band  
Marching Band  
Rhythmic Precision (Dance Team)

### Choir Courses

Beginning Choir  
Intermediate Choir  
Advanced Choir  
Chamber Choir (Women's)

### Guitar Courses

Beginning Guitar  
Intermediate Guitar  
Advanced Guitar  
Ensemble Guitar

### Music Study Courses

AP Music Theory  
Music Appreciation  
Music History  
Musical Theatre

### Orchestra Courses

Beginning Orchestra  
Intermediate Orchestra  
Advanced Orchestra  
Ensemble (Chamber) Orchestra

### Theatre Courses

Film Studies  
Theatre I, II, III, IV  
**Theatre Technology Courses**  
Theatre Technology I, II, III  
Theatre Technology Advanced Studies

## PHYSICAL ED/HEALTH

Dance I, II  
Dance Advanced  
Dance Advanced Technique  
Dance Elements (Dance Team)

## Health

Lifetime Sports  
Physical Education I, II  
Physical Conditioning w/ Weights

## SCIENCE

AP Biology \*  
AP Environmental Science\*  
Biology\*  
Biology Honors\*  
Chemistry\*  
Chemistry Honors \*  
Geoscience\*  
Geoscience Honors\*  
Physical Science  
Physics\*  
Physics Honors\*  
Principles of Anatomy/Physiology H\*  
Principles of Marine Science  
Principles of Zoology  
**UNR Dual Enrollment**  
Geography 121\*  
Geology 100\*

## SOCIAL STUDIES

African American Experience  
AP African American Studies  
AP Human Geography\*  
AP U.S. Government & Politics\*  
AP U.S. History\*  
AP World History \*  
Civil Rights & Liberties\*  
Contemporary Problems\*  
Crime and Justice\*  
Geography\*  
Global Diplomacy (We The People)  
Intro to Global Studies  
Principles of Leadership - Student Council  
Psychology I\*  
Sociology I\*  
U.S. Government\*  
U.S. Government Honors\*  
U.S. History\*  
U.S. History Honors\*  
World History\*  
World History Honors\*  
**UNR Dual Enrollment**  
Economics (ECON) 101  
History (HIST) 102\*  
Political Science (PSC) 101  
Psychology (PSY) 101

## STUDENT SUPPORT SERVICES

-See full list in Catalog-

## WORLD LANGUAGES

AP French Language and Culture\*  
AP Spanish Language and Culture\*  
Beginning Spanish Literacy  
Intermediate Spanish Literacy Honors  
Advanced Spanish Literacy Honors  
French I\*, II\*, III\*  
Italian I\*, II H\*, III H\*,  
Spanish I\*, II,\* III H\*  
**UNR Dual Enrollment**  
French 111 (expanded) \*  
Spanish 111 (expanded)\*

\*NCAA Appro



# ART

|   |   |
|---|---|
| <p><b>Grade 9</b></p> <p>Art I<br/>Ceramics I</p>   | <p><b>Grade 10</b></p> <p>Art I<br/>Ceramics I<br/>*Ceramics II<br/>*Drawing I<br/>*Painting I</p>  |
| <p><b>Grade 11</b></p> <p>*AP Drawing<br/>Art I<br/>Ceramics I<br/>*Ceramics II<br/>*Ceramics III<br/>*Drawing I<br/>*Drawing II<br/>*Painting I<br/>*Painting II<br/>*Studio Art</p> | <p><b>Grade 12</b></p> <p>*AP Drawing<br/>Art I<br/>Ceramics I<br/>*Ceramics II<br/>*Ceramics III<br/>*Drawing I<br/>*Drawing II<br/>*Painting I<br/>*Painting II<br/>*Studio Art</p> |

The study of art elements and principles, as art history, and discussion will be a part of every art class.

\*Based on Teacher Recommendation

Course offerings may be subject to enrollment numbers.



# Art Course Descriptions

## AP DRAWING

**Prerequisites:** 11th-12th grade, Art I, Drawing I, and one other visual arts class and teacher recommendation

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This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement (AP) Drawing examination. Highly motivated students will create a college level portfolio of artwork demonstrating a mastery of drawing. Students engage a wide range of approaches and media to address various drawing issues through abstract, observational, and/or inventive works. By AP guidelines, digital images of fifteen works and written documentation are submitted to demonstrate an inquiry-guided investigation through practice, experimentation, and revision for the *Sustained Investigation* section. Five physical works or high-quality reproductions of physical works with written responses are submitted to demonstrate the skillful synthesis of materials, processes, and ideas for the *Selected Works* section. Students should expect to work an additional four to six hours or more outside of class each week. Exact requirements may change and are specified by the College Board at <http://apcentral.collegeboard.org/courses>. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities/CTE credit required for graduation. Course fee is \$30.00.

## ART I

**Prerequisites:** 9th-12th grade

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This one-year foundation course is designed to give entry-level students a solid overview of art production, history, aesthetics, and criticism. A strong emphasis is placed on the elements and principles of art and the use of multiple two-dimensional and three-dimensional techniques and media. This broad-based curriculum provides a good general overview or the foundation for advanced art classes. The importance of studio participation as an artist is stressed. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$30.00.

## CERAMICS I

**Prerequisites:** 9th-12th grade

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This one-year course is designed to provide students with a strong foundation of ceramics through the study of basic techniques and knowledge of three-dimensional design. In this beginning class, students will explore hand-building and wheel-throwing methods. Through collaboration and production, connections will be made between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$30.00.

## CERAMICS II

**Prerequisites:** 10th-12th grade, Passing Grade in Ceramics I and teacher recommendation

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This one-year course is designed for students who have successfully completed Ceramics I and will include an in-depth study of techniques and knowledge of three-dimensional design. Students will develop hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$40.00.

## Art Course Descriptions Cont'd

### CERAMICS III

**Prerequisites:** 11th-12th grade  
Passing Grade in Ceramics II and teacher recommendation

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This one-year course is designed for students who have successfully completed Ceramics II and will build upon knowledge of three-dimensional design specific to ceramics arts. Students will refine hand building and wheel throwing methods. Through collaboration and production, connections will be expanded between ceramics and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$40.00.

### DRAWING I

**Prerequisites:** 10th-12th grade,  
Passing Grade in Art I

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This one-year course is designed to give students a strong foundation for drawing through the study of basic drawing techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and evaluate art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of drawing for communication and expression will be integrated into learning. Various styles and artists who have used drawing throughout history are introduced. Through collaboration and production, connections will be made between drawing and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$30.00.

### DRAWING II

**Prerequisites:** 10th-12th grade,  
Passing Grade in Drawing I and teacher recommendation

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This one-year course is designed for students who have successfully completed Drawing I to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and evaluating art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific drawing styles and significant artists who have used drawing throughout history are emphasized. Through collaboration and production, connections will be expanded between drawing and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$40.00.

### PAINTING I

**Prerequisites:** 10th-12th grade,  
Passing Grade in Art I

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This one-year course is designed to give students a strong foundation for painting through the study of basic painting techniques and the use of a variety of media and subject matter. Students will participate in exercises in art appreciation and critique to learn to personally consider and evaluate art. Problem solving, creativity and originality will be cultivated through planning, art making and reflection. The development and influence of painting for communication and expression will be integrated into learning. Various styles and artists who have used painting throughout history are introduced. Through collaboration and production, connections will be made between painting and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$40.00.

## Art Course Descriptions Cont'd

### PAINTING II

**Prerequisites:** 11th-12th grade  
Passing Grade in Painting I and teacher recommendation

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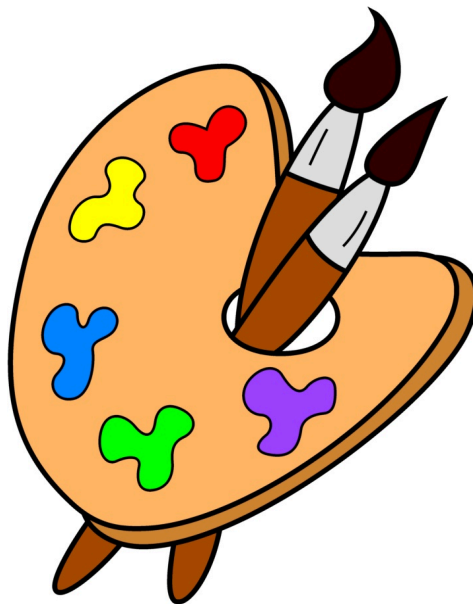
This one-year course is designed for students who have successfully completed Painting I to expand knowledge and skill through an in-depth study of tools, techniques, media and subject matter. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and evaluating art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Specific painting styles and significant artists who have used painting throughout history are emphasized. Through collaboration and production, connections will be expanded between painting and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course fee is \$45.00.

### STUDIO ART

**Prerequisites:** Art I, Drawing I,  
and one other visual arts class  
12<sup>th</sup> grade

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This one-year course is designed to provide an opportunity for advanced students to develop proficiency levels in particular areas of art. Students develop an area of exploration, creating, evaluating, and critiquing their body of work. Students study related historical background and regional variations. Students assemble a portfolio to demonstrate growth and exhibit their work. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one Arts/Humanities credit required for graduation. Course Fee is \$40.00



# Career and Technical Education

CTE College Credit gives students the opportunity to earn free college credit in articulated high school career and technical education (CTE) programs. CTE programs are a sequence of high school elective classes, taught at the high school by high school teachers, preparing students to be college and career ready. The goal of CTE College Credit is to increase academic opportunities for high school students to obtain college credit in strategic pathways that lead toward meaningful CSN degrees/certificates or transfer education.

| Grade 9   | Grade 10   |
|---|--|
| <p><b>Advanced Manufacturing Technologies</b><br/>Advanced Manufacturing Technologies I</p> <p><b>Building Trades in Construction Technology</b><br/>Building Trades in Construction Technology I</p> <p><b>Business/Marketing</b><br/>Principles of Business and Marketing</p> <p><b>Computers (electives)</b><br/>Computer Science &amp; Applications</p> <p><b>Culinary Arts</b><br/>Culinary Arts I</p> <p><b>Cybersecurity</b><br/>Cybersecurity I</p> <p><b>Fashion Design &amp; Construction</b><br/>Fashion Design &amp; Construction I</p> <p><b>Graphic Design</b><br/>Graphic Design I</p> <p><b>Military Science</b><br/>Military Science JROTC Army I</p> <p><b>Teaching &amp; Training</b><br/>Teaching &amp; Training I</p> <p><b>Theatre Technology</b><br/>Theatre Technology I (see also: <i>Performing Arts</i>)</p> <p><b>Video Production</b><br/>Video Production I</p> | <p><b>Advanced Manufacturing Technologies</b><br/>Advanced Manufacturing Technologies I, II</p> <p><b>Building Trades in Construction Technology</b><br/>Building Trades in Construction Technology I, II</p> <p><b>Business/Marketing</b><br/>Principles of Business and Marketing<br/>Marketing I</p> <p><b>Computers (electives)</b><br/>AP Computer Science Principles<br/>Computer Science &amp; Applications</p> <p><b>Culinary Arts</b><br/>Culinary Arts I, II</p> <p><b>Cybersecurity</b><br/>Cybersecurity I, II</p> <p><b>Fashion Design &amp; Construction</b><br/>Fashion Design &amp; Construction I, II</p> <p><b>Forensic Science</b><br/>Forensic Science I</p> <p><b>Graphic Design</b><br/>Graphic Design I, II</p> <p><b>Military Science</b><br/>Military Science JROTC Army I</p> <p><b>Multimedia Communications</b><br/>Multimedia Communications II</p> <p><b>Teaching &amp; Training</b><br/>Teaching &amp; Training I</p> <p><b>Theatre Technology</b> (see <i>Performing Arts</i>)<br/>Theatre Technology I, II</p> <p><b>Video Production</b><br/>Video Production I, II</p> <p><b>Work-Based Learning (elective)</b><br/>School Related Work Experience- Cafeteria *</p> |

\*May be repeated for credit

Course fees can be paid through fund-raising efforts, if desired.

Course offerings may be subject to enrollment numbers.

# Career and Technical Education

| Grade 11  | Grade 12   |
|---|--|
| <p><b>Automation Technology</b><br/>Automation Technology II, III</p> <p><b>Advanced Manufacturing Technologies</b><br/>Advanced Manufacturing Technologies I, II</p> <p><b>Building Trades in Construction Technology</b><br/>Building in Construction Technology I, II, AS</p> <p><b>Business/Marketing</b><br/>Principles of Business and Marketing<br/>Marketing I</p> <p><b>Computers (electives)</b><br/>AP Computer Science Principles<br/>Computer Science &amp; Applications</p> <p><b>Culinary Arts</b><br/>Culinary Arts I, II, III</p> <p><b>Cybersecurity</b><br/>Cybersecurity I, II, III</p> <p><b>Family &amp; Consumer Science</b><br/>Independent Living</p> <p><b>Fashion Design &amp; Construction</b><br/>Fashion Design &amp; Construction I, II, III</p> <p><b>Forensic Science</b><br/>Forensic Science I</p> <p><b>Graphic Design</b><br/>Graphic Design I, II, III</p> <p><b>Military Science</b><br/>Military Science JROTC Army I</p> <p><b>Multimedia Communications</b><br/>Multimedia Communications II</p> <p><b>Teaching &amp; Training</b><br/>Teaching &amp; Training I</p> <p><b>Theatre Technology (see Performing Arts)</b><br/>Theatre Technology I, II, III</p> <p><b>Video Production</b><br/>Video Production I, II, III</p> <p><b>Work-Based Learning (electives)</b><br/>Applied Office Practice*<br/>Exploratory Work Experience<br/>School Related Work Experience- Cafeteria *<br/>School Related Work Experience- Student Store*<br/>Student Aide<br/>Student Tutor</p> | <p><b>Automation Technology</b><br/>Automation Technology III</p> <p><b>Advanced Manufacturing Technologies</b><br/>Advanced Manufacturing Technologies II</p> <p><b>Building Trades in Construction Technology</b><br/>Building Trades Construction Technology II, AS</p> <p><b>Business/Marketing</b><br/>Principles of Business and Marketing<br/>Marketing I</p> <p><b>Computers (electives)</b><br/>AP Computer Science Principles<br/>Computer Science &amp; Applications</p> <p><b>Culinary Arts</b><br/>Culinary Arts II, III, AS</p> <p><b>Cybersecurity</b><br/>Cybersecurity II, III, AS</p> <p><b>Family &amp; Consumer Science</b><br/>Independent Living</p> <p><b>Fashion Design &amp; Construction</b><br/>Fashion Design &amp; Construction II, III, AS</p> <p><b>Graphic Design</b><br/>Graphic Design II, III, AS</p> <p><b>Multimedia Communications</b><br/>Multimedia Communications II</p> <p><b>Theatre Technology (see Performing Arts)</b><br/>Theatre Technology II, III, IV, AS</p> <p><b>Video Production</b><br/>Video Production II, III, AS</p> <p><b>Work-Based Learning (electives)</b><br/>Applied Office Practice*<br/>Exploratory Work Experience<br/>School Related Work Experience- Cafeteria *<br/>School Related Work Experience- Student Store*<br/>Student Aide<br/>Student Tutor</p> |

\*May be repeated for credit

Course fees can be paid through fund-raising efforts, if desired.

Course offerings may be subject to enrollment numbers.

# Advanced Manufacturing Technologies

## ADVANCED MANUFACTURING TECHNOLOGIES I

**Prerequisites:** 9th-11th grade

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This one-year course introduces students to the fundamentals of automation technologies. Areas of emphasis include lab safety, the engineering design process, power systems, basic automation systems, and control devices. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course fee is \$40.00.

## ADVANCED MANUFACTURING TECHNOLOGIES II

**Prerequisites:** 10th-12th

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This complete year-long course is designed for students who have successfully completed Advanced Manufacturing Technologies I. Areas of emphasis include the use of power systems, control devices, sensors, actuators, and programmable logic controllers. Manufacturing processes will be demonstrated along with the use of robotics in advanced manufacturing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## AUTOMATION TECHNOLOGY III

**Prerequisites:** 11th-12th grade,  
Automation Technology II and teacher approval

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This one-year course is designed for students who have successfully completed Automation Technology II. Areas of emphasis include use of robotics, programmable logic controllers, and the principles of automation. 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 Arts/Humanities/CTE credits required for high school graduation. Course fee is \$40.00.

# Building Trades in Construction

## BUILDING TRADES IN CONSTRUCTION I

**Prerequisites:** 9th-11th grade

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This one-year course introduces students to the construction industry. A hands-on approach will provide students with an understanding of the construction industry, which includes safety, blueprint reading, finish carpentry, framing, fundamental design techniques, identifying material properties and hardware, and applying basic principles of plumbing, electrical and manufacturing processes. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course Fee is \$40.00



## Building Trades in Construction Course Descriptions Cont'd

### **BUILDING TRADES IN CONSTRUCTION II**

**Prerequisites:** 10th-12th grade  
Building & Construction I and Teacher Approval

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This one-year completer course is designed for students who have successfully completed Building and Construction Technology I. Areas of emphasis include the use of power tools, fundamental design techniques, manufacturing processes, framing systems and exterior finish applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course Fee is \$40.00.

### **BUILDING AND CONSTRUCTION TECHNOLOGY AS**

**Prerequisites:** 11th-12th grade,  
Furniture and Cabinetmaking II/III and  
Teacher Approval

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This one-year course provides students who have achieved all content standards in Furniture and Cabinetmaking 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. Course Fee is \$40.00

## **Business and Marketing**

### **PRINCIPLES OF BUSINESS AND MARKETING**

**Prerequisites:** 9th-11th grade

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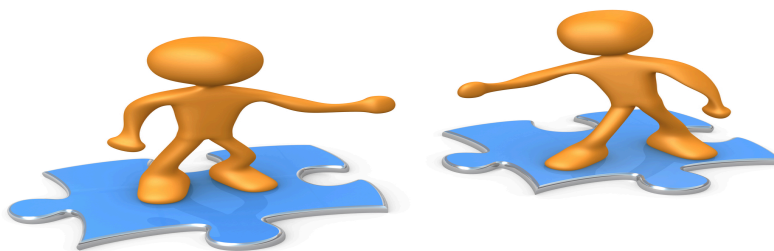
This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

### **MARKETING I**

**Prerequisites:** 10th-12th grade,

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This one-year completer course is designed for students who have successfully completed Principles of Business and Marketing. Areas of emphasis include selling, advertising, pricing, promotion, and product planning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Fall 2022.





# Computers

## AP COMPUTER SCIENCE A

**Prerequisites:** 11th-12th grade,  
AP Computer Science Principles

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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 data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Spring 2022 *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

## AP COMPUTER SCIENCE PRINCIPLES

**Prerequisites:** 9th-12th grade,  
Passing grade of C or higher in Algebra I for both semesters

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This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Computer Science Principles examination. This college-level curriculum emphasizes essential ideas of computer science with a focus on how computing can impact the world. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Revised Spring 2023. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

## COMPUTER SCIENCE & APPLICATIONS

**Prerequisites:** 9th -12th grade

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This one-semester course provides students with skills in computer science and applications. Areas of emphasis include computer science, computational thinking, productivity applications, digital citizenship, and integrated technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades eight through twelve. This course fulfills the one- half computer science credit required for high school graduation.

# Culinary Arts

## CULINARY ARTS I

**Prerequisites:** 9th-10th grade

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This one-year course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is patterned after industry with emphasis on the standards of food service occupations. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course fee is \$40.00.

## CULINARY ARTS II

**Prerequisites:** 10th-12th grade  
Completion of Culinary Arts I and Teacher Approval

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This one-year course provides students who have successfully completed Culinary Arts I with advanced practical training in areas of food preparation, equipment technology, merchandising, and service. Students gain experience in catering, banquet functions, and a la carte operations. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Students are required to participate in a minimum of two extracurricular culinary events per school year. Course fee is \$50.00 (includes apron and shirt).

# Culinary Arts Course Description Cont'd

## CULINARY ARTS III

**Prerequisites:** 11th-12th grade,  
Culinary Arts II and teacher recommendation

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This one-year course provides students who have successfully completed Culinary Arts II with the principles and techniques of food preparation. Students acquire advanced skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. Students are required to participate in a minimum of two extracurricular culinary events per school year. Course fee is \$50.00 (includes apron and shirt).

## Cybersecurity

### CYBERSECURITY I

**Prerequisites:** 9th-11th grade,  
C or better in English (Course is Reading Intensive)

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

### CYBERSECURITY II

**Prerequisites:** 10-12th grade,  
Passing Grade in Cybersecurity I and teacher approval

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

### CYBERSECURITY III H

**Prerequisites:** 11-12th grade,  
Cybersecurity II and teacher approval

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

### CYBERSECURITY ADVANCED STUDIES

**Prerequisites:** 12th grade,  
Cybersecurity III H and teacher approval

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

# Family and Consumer Science

## INDEPENDENT LIVING

**Prerequisites:** 11th-12th grade

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This one-year course is designed to prepare students for independent living. Using project-based strategies, students relate personal goals to choices in careers, housing, finances, relationships, and nutrition. Instructional practices incorporate integration of diversity awareness including appreciation 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 April 2020  
Course fee is \$40.00.

## Fashion, Textiles, and Design

### FASHION, TEXTILES, AND DESIGN I

**Prerequisites:** 9th-11th grade

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This one-year course is designed to provide students the fundamentals of the fashion concepts and construction. Areas of emphasis include clothing construction, textiles, marketing, customer service, and the principles and elements of design. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course fee is \$25.00.

### FASHION, TEXTILES, AND DESIGN II

**Prerequisites:** 10th -12th grade,  
Fashion and Design I and teacher approval

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This one-year course is designed for students who have successfully completed Fashion Design and Construction I. Emphasis is placed on gaining skill in advanced sewing techniques, fashion merchandising, and the care of textile products. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Students will be required to purchase some of the fabrics and notions for their projects. Course fee is \$40.00

### FASHION AND DESIGN CONSTRUCTION III

**Prerequisites:** 11th -12th grade,  
Fashion and Design I or II and teacher approval

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This one-year course is designed for students who have successfully completed Fashion Design and Construction II. Emphasis is on constructing a variety of challenging fashion projects using advanced techniques and exploring the global fashion industry. This course includes the study of psychological and social aspects of clothing, advanced construction techniques including tailoring, use of specialty fabrics, and creative applications. Instructional practices incorporate integration of diversity awareness including appreciation 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.

## Forensic Science

### FORENSIC SCIENCE I

**Prerequisites:** 10th-12th grade,  
Biology

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This one-year course introduces the principles and procedures employed in criminal and civil investigations. Areas of study include history of forensic science, type of evidence, careers, legal and ethical issues and exploring crime scenes. Emphasis will be put on gathering information that is used to collect evidence, practice unbiased testimony, crime scene photography, and crime scene procedures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of the course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation.

# Graphic Design

## GRAPHIC DESIGN I

**Prerequisites:** 9th-11th grade

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This one-year course is designed to provide students with the skills and knowledge needed to create a variety of commercial art products using industry-standard hardware and software. Students gain an understanding of basic design principles focusing on the creative process. Emphasis is placed on layout design and the creation and manipulation of graphics in a project-based environment. 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 Arts/Humanities/CTE credits required for high school graduation.

## GRAPHIC DESIGN II

**Prerequisites:** 10th-12th grade  
Graphic Design I and teacher approval

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This one-year course builds on the skills and knowledge acquired in Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. 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 Arts/Humanities/CTE credits required for high school graduation.

## GRAPHIC DESIGN III

**Prerequisites:** 11th-12th grade,  
Graphic Design II and teacher approval

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This one-year course builds on the skills and knowledge acquired in Graphics Design I. Students create projects simulating challenges found in the design industry such as corporate identity, publishing, advertising, and package design. 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 Arts/Humanities/CTE credits required for high school graduation.

## GRAPHIC DESIGN ADVANCED STUDIES

**Prerequisites:** 11th-12th grade

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

## Military Science- JROTC USA

### MILITARY SCIENCE I - JROTC USA

**Prerequisites:** 9th-10th grade

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

## Multimedia Communications

## MULTIMEDIA COMMUNICATIONS II

**Prerequisites:** 10th-12th grade,  
Multimedia Communications I and teacher approval

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

## Teaching and Training

### TEACHING AND TRAINING I

**Prerequisites:** 9th-11th grade

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This course provides students with an introduction to the principles of education. This course addresses teaching and learning. Study includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching. Students will research the requirements of education and training careers and begin to develop a career portfolio. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course Fee \$25.00.

## Theatre Technology

### THEATRE TECHNOLOGY I

**Prerequisites:** 10th-11th grade,  
Technical Theatre I and teacher approval

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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 one of the elective credits required for graduation. Students must attend or be involved in all Legacy High School plays. Participation in after-school and weekend rehearsals, set construction and performances is required. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course Fee is \$35.00

### THEATRE TECHNOLOGY II

**Prerequisites:** 10th-12th grade,  
Theatre Technology I and teacher approval

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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 one of the elective credits required for graduation. Students must attend or be involved in all Legacy High School plays. Participation in after-school and weekend rehearsals, set construction and performances is required. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. .  
Course Fee is \$40.00

### THEATRE TECHNOLOGY III

**Prerequisites:** 11th-12th grade,  
Theatre Technology II and teacher approval

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This one-year course is designed for students who have successfully completed Technical Theatre II. Students will design, construct, and apply theatre production skills for all school productions. Students will assume leadership responsibilities for all school plays, musicals, and other theatre-related performances. This course will fulfill one of the elective credits required for graduation. Students must attend or be involved in all Legacy High School plays. Participation in after-school and weekend rehearsals, set construction and performances is required. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course Fee is \$40.00

## **THEATRE TECHNOLOGY AS**

**Prerequisites:** 11th-12th grade,  
Theatre Technology II/III and teacher approval

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This one-year course is designed for students who have successfully completed Technical Theatre III. This is a course designed to further stagecraft skills in several areas, including scenic design, theatrical business, and construction techniques in a laboratory setting, scenery, lighting, costumes, props, stage management, publicity, theatre business and sound will be explored. Students will be expected to work independently on advanced technical theatre projects and consult with their supervising teacher for guidance. Students will assume leadership and management responsibilities in preparation for post-secondary education and use in the workforce. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course Fee is \$40.00

## **Video Production**

### **VIDEO PRODUCTION I**

**Prerequisites:** 9th-11th grade,  
grade B or better in English

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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 Arts/Humanities/CTE credits required for high school graduation. Course Fee \$20.00

### **VIDEO PRODUCTION II**

**Prerequisites:** 10th-12th grade,  
Video Production I

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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 Arts/Humanities/CTE credits required for high school graduation. Course Fee \$20.00

### **VIDEO PRODUCTION III**

**Prerequisites:** 11th-12th grade,  
Video Production II

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This one-year course is for vocationally bound students and presents the advanced principles of fine black and white and color photography, cinematography, and videography with an emphasis on video editing. Students will also explore the exciting field of computer imaging. Students will be required to display their works. Students enrolling in this third year course must have successfully completed Photography I and II. Adobe Photoshop will be emphasized in this course so students should have access to a digital camera. After successfully passing this course, students will have entry-level skills for employment. Students must provide their own digital camera. This course will fulfill the one arts/humanities credit or one of the elective credits required for graduation. Course Fee \$20.00

### **VIDEO PRODUCTION ADVANCED STUDIES**

**Prerequisites:** 12th grade,  
Video Production III

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This one-year course provides students who have achieved all content standards in Video Production an advanced study through investigation and in-depth research. The student collaborates with the supervising teacher to design and implement the topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course Fee is \$20.00

## Work Based Learning (electives)

### APPLIED OFFICE PRACTICE

**Prerequisites:** 11th-12th grade,  
Counselor approval, 2.5 or higher GPA,  
no significant behavior, less than 9 absences for semester

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This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignments will be made and approved by the Applied Office Practice teacher-coordinator. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course will fulfill one of the elective credits required for graduation. Fifty percent of the final grade in this course is based on the student's attendance.

### COOPERATIVE WORK EXPERIENCE

**Prerequisites:** 11th-12th grade

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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.

### SCHOOL RELATED WORK EXPERIENCE Cafeteria

**Prerequisites:** 10th-12th grade,  
Cafeteria manager approval and application required

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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. This program is for students who desire to work in the school cafeteria. Students are paid for their services.

### STUDENT AIDE

**Prerequisites:** 11th-12th grade,  
Teacher and Counselor approval, 2.5 or higher GPA,  
no significant behavior, less than 9 absences for semester

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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 the 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. Fifty percent of the final grade in this course is based on the student's attendance.

## Work Based Learning (electives) Cont'd

### STUDENT TUTOR

**Prerequisites:** 11th-12th grade,  
Teacher and Counselor approval, 2.5 or higher GPA,  
no significant behavior, less than 9 absences for semester

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 classes 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 2.5 cumulative 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. Fifty percent of the final grade in this course is based on the student's attendance.





# English

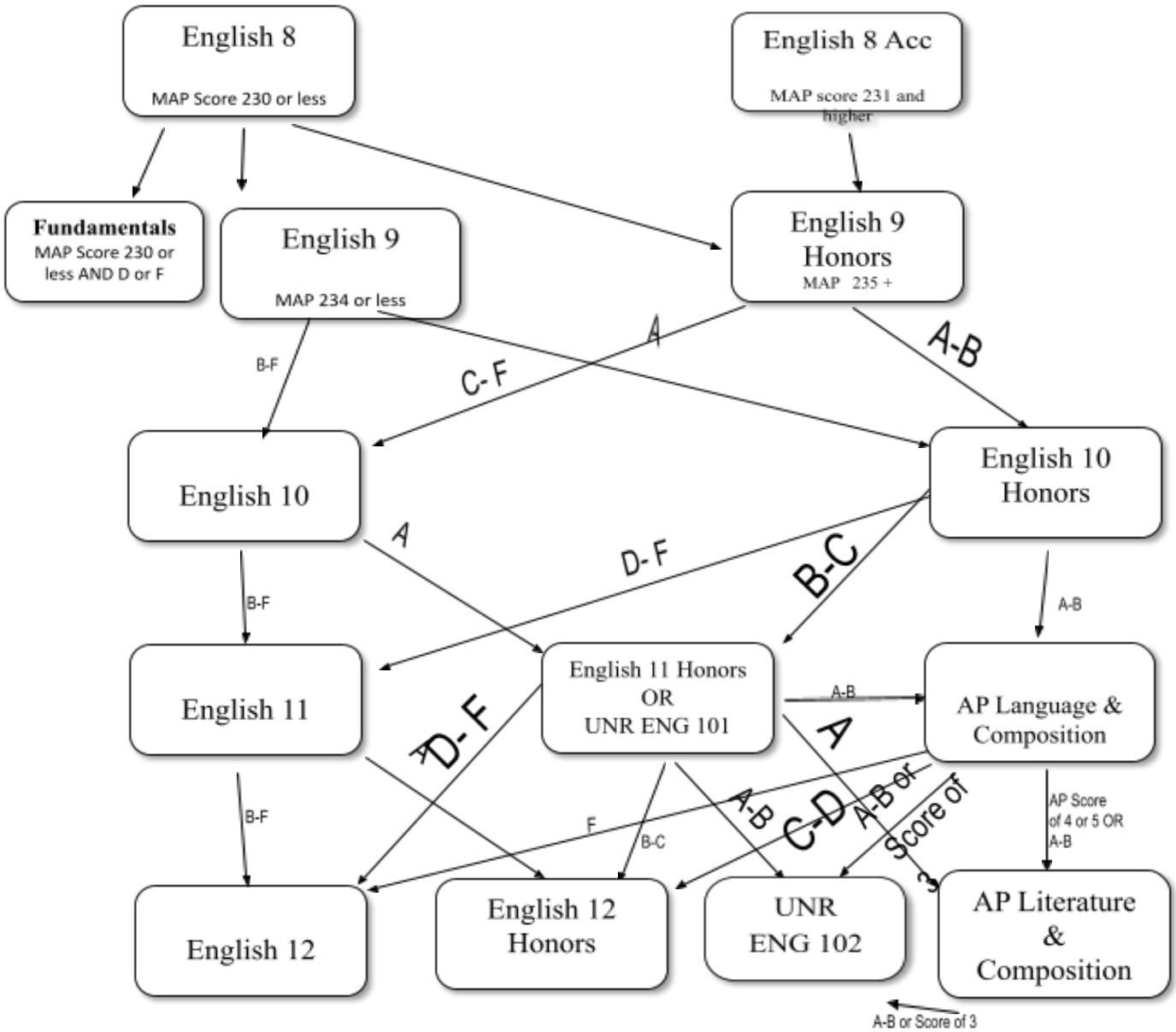
The English curriculum at Legacy High School is designed to meet the needs of every student's level of ability. Each student is placed in a course based on several criteria: performance on standardized tests, teacher recommendation, and student performance in previous English courses. Counselors are available to discuss each student's individual circumstance and to assist each student in making the appropriate course selection for his/her ability level.

**H = Honors Course (grades 9, 10, 11, 12) AP = Advanced Placement Course (grades 11, 12)**

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| <p style="text-align: center;"><b>Grade 9</b></p> <p style="text-align: center;">English 9 H<br/>English 9</p> <p>ELL – Academic Content &amp; Language Expansion* (elective)<br/>ELL- Focus Lang. Study HS* (elective)<br/>Fundamentals of Reading &amp; Writing (w/Eng 9)*<br/>Imaginative Writing (elective)<br/>Journalism Foundations* (elective)<br/>Journalism II** (elective)<br/>Mythology &amp; Folklore I (elective)<br/>Speech and Debate I* (elective)<br/>Publications I** (elective)<br/>Publications II** (elective)<br/>Freshman Studies*/Health (elective)</p> <p style="text-align: center;"><b>*Students should enroll in these classes concurrently with another English course.</b></p> <p>+ With Teacher Recommendation Only</p>  | <p style="text-align: center;"><b>Grade 10</b></p> <p style="text-align: center;">English 10 H<br/>English 10</p> <p>ELL – Academic Content &amp; Language Expansion* (elective)<br/>ELL- Focus Lang. Study HS* (elective)<br/>Imaginative Writing (elective)<br/>Journalism Foundations* (elective)<br/>Journalism II* (elective)<br/>Mythology &amp; Folklore I (elective)<br/>Mythology &amp; Folklore II (elective)<br/>Publications I** (elective)<br/>Publications II* (elective)<br/>Speech and Debate I &amp; II* (elective)</p> <p style="text-align: center;"><b>*Students should enroll in these classes concurrently with another English course.</b></p>  |
| <p style="text-align: center;"><b>Grade 11</b></p> <p style="text-align: center;">AP Language and Composition<br/>English 11 H<br/>English 11</p> <p>UNR Dual Enrollment English 101<br/>ELL – Academic Content &amp; Language Expansion* (elective)<br/>ELL- Focus Lang. Study HS* (elective)<br/>Imaginative Writing (elective)<br/>AP Seminar (elective)<br/>Journalism Foundations* (elective)<br/>Journalism II* (elective)<br/>Mythology &amp; Folklore I (elective)<br/>Mythology &amp; Folklore II (elective)<br/>Publications I** (elective)<br/>Publications II* (elective)<br/>Speech and Debate I, II, III* (elective)<br/>Junior Studies* (elective)</p> <p style="text-align: center;"><b>*Students should enroll in these classes concurrently with another English course.</b></p> | <p style="text-align: center;"><b>Grade 12</b></p> <p style="text-align: center;">AP English Language and Composition<br/>AP English Literature and Composition<br/>English 12 H<br/>English 12</p> <p>UNR Dual Enrollment English 101 or 102<br/>ELL – Academic Content &amp; Language Expansion* (elective)<br/>ELL- Focus Lang. Study HS* (elective)<br/>Imaginative Writing (elective)<br/>AP Seminar (elective)<br/>Journalism Foundations* (elective)<br/>Journalism II* (elective)<br/>Mythology &amp; Folklore I (elective)<br/>Mythology &amp; Folklore II (elective)<br/>Publications I** (elective)<br/>Publications II* (elective)<br/>Speech and Debate I, II, III* (elective)</p> <p style="text-align: center;"><b>*Students should enroll in these classes concurrently with another English course.</b></p> |

# English Department

## Suggested Academic Plan



Students who fail an English course will be required to retake the course to satisfy graduation requirements. All honors and AP courses also require teacher recommendations as an additional prerequisite.

# English Course Descriptions

## ENGLISH 9 (Double Block)

NCAA Approved

**Prerequisites:** 8<sup>th</sup> grade MAP score less than 231

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

## ENGLISH 9 (Single Block)

NCAA Approved

**Prerequisites:** 8<sup>th</sup> grade MAP score greater than 231

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

## ENGLISH 9 HONORS

NCAA Approved

**Prerequisites:** 9th grade,  
English 8 Accelerated OR English 8 with A OR 231 MAP score

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

## ENGLISH 10

NCAA Approved

**Prerequisites:** 10th grade

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This one-year course (*Composition and Themes in Global Text*) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.



## English Course Descriptions Cont'd

### ENGLISH 10 HONORS

NCAA Approved

**Prerequisites:** 10th grade,

English 9 Honors OR English 9 with Map score

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

### ENGLISH 11

NCAA Approved

**Prerequisites:** 11th grade

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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

NCAA Approved

**Prerequisites:** 11th grade,

English 10 Honors OR English 10 with MAP score

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This one-year course (*Composition and Themes in American Text*) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course 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.

### ENGLISH 12

NCAA Approved

**Prerequisites:** 12th grade

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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 Course Descriptions Cont'd

### ENGLISH 12 HONORS

NCAA Approved

**Prerequisites:** 12th grade,  
English 11 Honors OR Comp/Lang AP

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This one-year course (*Post-Secondary Composition and Universal Themes in Text*) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course 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.

### AP ENGLISH LANGUAGE & COMPOSITION

NCAA Approved

**Prerequisites:** 11th-12th grade,  
English 10 Honors or English 11 Honors

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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. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### AP ENGLISH LITERATURE & COMPOSITION

NCAA Approved

**Prerequisites:** 12th grade,  
English 11 Honors or Lang & Comp AP

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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. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### DUAL ENROLLMENT (University of Nevada, Reno) English 101

**Prerequisites:** English 11 H or English 11 with 18 on ACT in  
English OR ACT Composite 21

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UNR Dual Enrollment Course: COMPOSITION I: This course is designed to strengthen college-level writing skills, with particular attention to audience, purpose, and rhetorical situation focusing on the writing process and introducing research. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. Students must express interest to their current teacher and/or counselor in order to be recommended for this course. Students must apply to the University of Nevada, Reno (at Legacy HS). There is a class fee of \$75.00.

### DUAL ENROLLMENT (University of Nevada, Reno) English 102

**Prerequisites:** ENGLISH 101

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UNR Dual Enrollment Course: COMPOSITION II: This course is a continuation and extension of ENG 101 with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument. Revised Fall 2021. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. Students must apply to the University of Nevada, Reno (at Legacy HS). There is a class fee of \$75.00.

# English Elective Course Descriptions

The following English classes are for **ELECTIVE CREDIT ONLY**

## FUNDAMENTALS OF READING & WRITING 9

**Prerequisites:** None  
Taken concurrently with English 9

This one-year intervention class is designed for students who need additional instruction and support to master grade-level reading and writing skills and concepts. This course provides additional instructional support (Response to Instruction (RTI) - Tier II or Tier III) to students enrolled in the English 9 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.

## IMAGINATIVE WRITING I

**Prerequisites:** English 9

This one-year course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. Students will learn the craft of writing from the ground up. Skills such as character creation, dialog, action scenes, inclusion of strong themes, and more will be covered. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Students will hone their writing skills in creative expression in a variety of genres and media, including but not limited to: fiction, poetry, comic books, graphic novels and more. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required.

## IMAGINATIVE WRITING II

**Prerequisites:** 10th - 12th grade,  
C in both semesters of Imaginative Writing I

This one-year course is a continuation Of Imaginative Writing I. It develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. Students will learn the craft of writing from the ground up. Skills such as character creation, dialog, action scenes, inclusion of strong themes, and more will be covered. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Students will hone their writing skills in creative expression in a variety of genres and media, including but not limited to: fiction, poetry, comic books, graphic novels and more. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required.

## JOURNALISM I (FOUNDATIONS)

**Prerequisites:** 9th -12th grade,  
C or better in English preferred

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. An equipment contact will be completed and any lost or broken equipment will be replaced immediately at the expense of the student.



## English Elective Course Descriptions Cont'd

The following English classes are for **ELECTIVE CREDIT ONLY**

### JOURNALISM II

**Prerequisites:** 10th -12th grade,  
Journalism I Foundations

This one-year course is a continuation of the study and practice of advanced journalistic skills with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students produce the school newspaper. Students apply press law and ethics, student privacy, and intellectual property rights during the production of the newspaper. Students explore different technologies used to publish a newspaper, including online publications of the newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. An equipment contract will be completed and any lost or broken equipment will be replaced immediately at the expense of the student. Course fee is \$20.00

### MYTHOLOGY & FOLKLORE I

**Prerequisites:** None. Preferred C or better in English

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.

### MYTHOLOGY & FOLKLORE II

**Prerequisites:** Mythology & Folklore I

This one-year course is a continuation of Mythology and Folklore and provides an opportunity for advance study of the influence of mythology and folklore on literature. This course emphasizes the Hero's Journey as a formalist method of literary production. The ideas of cross-cultural comparison of myths and folklore are broadened and expanded to include non-Western cultures. Literature, composition, rhetoric, discourse, and critical-thinking skills are taught concurrently. Story-telling as a method of presenting information is emphasized. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

### PUBLICATIONS I

**Prerequisites:** 9th-12th grade,  
"B" or better in English

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 school 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 graduation and may be repeatable. Digital photography skills will be taught through practical application. Business skills and ethics will be required and emphasized. This course will fulfill one of the elective credits required for graduation. Students in this course will not work on the yearbook, for it is a training course. Students must pass this course with a C to be recommended for Publications II.



## English Elective Course Descriptions Cont'd

The following English classes are for **ELECTIVE CREDIT ONLY**

### PUBLICATIONS II

**Prerequisites:** 10th-12th grade,  
Publications I

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This one-year course is a continuation of Publications I and is designed for the study and application of the elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students produce a school yearbook demonstrating critical thinking, writing, photography, and technology skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated. **Students should expect to spend additional time outside of the classroom to create the yearbook.**

### SPEECH AND DEBATE I

**Prerequisites:** 9th-12th grade,  
Preferred Grade of B or higher in English class

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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. **Students should expect to fulfill additional requirements outside of the regularly scheduled class period, including a minimum of two hours per month after school as well as local tournaments scheduled for Friday evenings and all day Saturday. Students should expect to compete and to pay entry fees to attend all local tournaments.** Opportunities for out of town tournament travel may be available as well. Students will take this elective concurrently with another English class. Course fee is \$20.00

### SPEECH AND DEBATE II

**Prerequisites:** 10th-12th grade,  
Completion of Speech and Debate I or 1 year of National  
Forensics League competitive experience

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This one-year course is a continuation of Speech and Debate I and provides an opportunity to study advanced speech techniques and to apply these techniques to formal debate and individual speaking situations. Students apply debate principles and speech techniques at the tournament level. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **Students should expect to fulfill additional requirements which will occur outside of the regularly scheduled class period, including after school practices and local tournaments scheduled for Friday evenings and all day Saturday. Students should expect to compete and to pay entry fees to attend all local tournaments.** Opportunities for out of town tournament travel may be available as well. Students will take this elective concurrently with another English class. Course fee is \$20.00

### SPEECH AND DEBATE III

**Prerequisites:** 11th-12th grade,  
Completion of Speech and Debate II

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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. **Students should expect to fulfill additional requirements which will occur outside of the regularly scheduled class period, including a minimum of two hours per month after school as well as some local tournaments scheduled for Friday evenings and all day Saturday. Students should expect to compete and to pay entry fees to attend all local tournaments.** Opportunities for optional out of town tournament travel are available as well. Students will take this elective concurrently with another English class. Course fee is \$20.00.



## English Elective Course Descriptions Cont'd

The following English classes are for **ELECTIVE CREDIT ONLY**

### AP SEMINAR NCAA Approved

**Prerequisites:** 11th-12th grade,  
C or higher in English

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Seminar examination. This college-level curriculum engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Instructional practices incorporate integration of diversity awareness including appreciation 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.

### AP SEMINAR NCAA Approved

**Prerequisites:** 11th-12th grade,  
C or higher in English

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Seminar examination. This college-level curriculum engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Instructional practices incorporate integration of diversity awareness including appreciation 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.

### FRESHMAN STUDIES

**Prerequisites:** 9<sup>th</sup> grade  
Taken concurrently with English 9

This one-semester course is designed for ninth grade students to provide a smooth transition into the high school setting and develop a sense of what it means to be a student. Emphasis will be placed on learning tools and resources, study skills and habits, work ethic, conflict-resolution, career exploration, time management, and academic discourse. This course will fulfill one elective credit required for high school graduation. \*This course is paired with 9<sup>th</sup> grade Health courses.

### JUNIOR STUDIES

**Prerequisites:** 11<sup>th</sup> grade

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

## English Elective Course Descriptions Cont'd

The following English classes are for **ELECTIVE CREDIT ONLY**



**Prerequisites:** 9<sup>th</sup> to 12<sup>th</sup> grade,  
**ELL STUDENTS ONLY**

### ACADEMIC CONTENT & LANGUAGE EXPANSION 9, 10, 11, OR 12

This one-year course is designed for English Language Learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. This course addresses the needs of limited English proficient students by providing the additional time and linguistic support needed to meet grade level standards. Emphasis will be on acquisition of academic English through the use of purposefully planned discourse 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 one of the elective credits required for high school graduation and may not be repeated. Approved Fall 2021

### FOCUS LANGUAGE STUDY

**Prerequisites:** Less than 2 years in the United States,  
**ELL STUDENTS ONLY**, WIDA score of 1.0 – 2.0

This one-year course prepares English Language Learner newcomer students with limited English proficiency for successful participation in the general-education program and emphasizes the ability to listen, speak, read, and write English with reasonable comprehension. The course provides practice in correct usage of basic language structures. 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. Students use what has been previously learned while extending knowledge of vocabulary, grammar, and usage. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course is a non-repeatable elective and does not fulfill the English requirement for graduation. Approved Fall 2021



# Mathematics

Based on today's State and National Standards, the courses offered by the Mathematics Department help all students develop a strong background in problem solving and reasoning skills needed to display proficiency and in daily life. All courses provide students with the opportunity to practice skills, communicate mathematically, and make connections across math topics and with other subject areas.

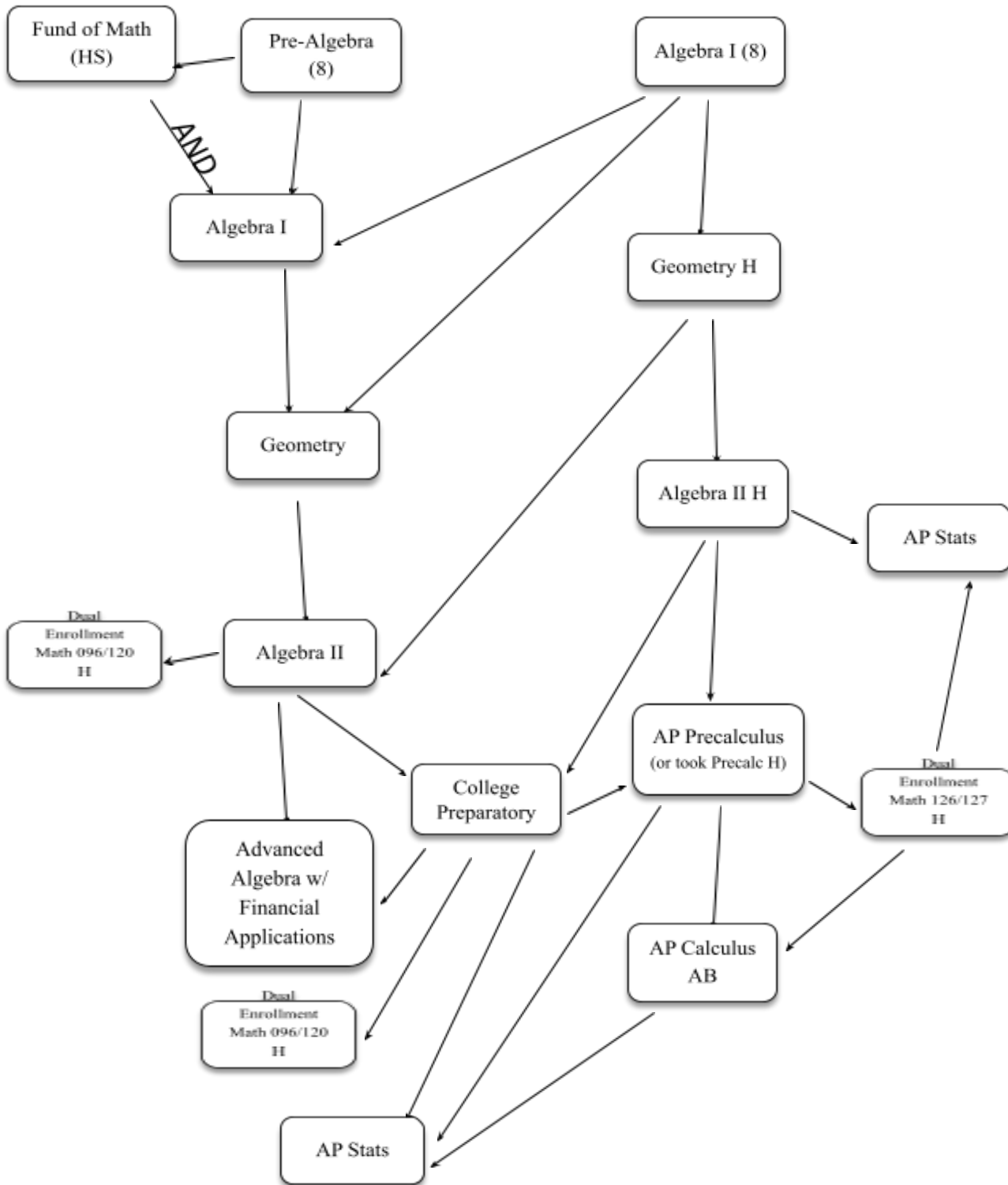
Math course recommendations are based on student needs and abilities which include standardized test scores, quarter and semester grades, daily participation, work ethic, and attendance. While course recommendations are made using information from 1st semester, changes in recommendations can occur based on 2nd semester performance.

## Math Recommendation Chart

| <b><u>Middle School to High School</u></b>    |   |  |
|---|---|--|
| <b>Current Math Class</b>                     | <b>Grade Earned/MAP Score</b>           | <b>Next Year's Placement</b>   |
| Pre-Algebra 8                                 | Map >230<br>Map < 229                   | Algebra I (single block)<br>Fund of Math AND Algebra I Block (double block)  |
| Algebra I                                     | Map > 243<br>Map < 242<br>Failing Grade | Geometry H<br>Geometry<br>Repeat Algebra I   |
| <b><u>High School Progression</u></b>         |   |  |
| <b>Current Math Class</b>                     | <b>Grade Earned</b>                     | <b>Next Year's Placement</b>   |
| Algebra I                                     | Map > 243<br>Map < 242<br>F             | Geometry H<br>Geometry<br>Repeat Algebra I   |
| Geometry                                      | Map > 245<br>Map < 244<br>F             | Algebra II H<br>Algebra II<br>Repeat Geometry  |
| Geometry H                                    | Map > 245<br>Map < 244<br>F             | Algebra II H<br>Algebra II<br>Repeat Geometry H  |
| Algebra II                                    | A, B, C,<br>D<br>F                      | College Preparatory<br>Advanced Algebra w/Financial Applications<br>UNR Dual Enrollment Math 096/120<br>Repeat Algebra II                      |
| Algebra II H                                  | A, B, C<br>C, D<br>F                    | AP Precalculus or AP Statistics or UNR Dual Enrollment Math 096/120<br>College Preparatory Mathematics<br>Repeat Algebra II H                  |
| College Preparatory                           | A, B, C<br><br>D<br>F                   | AP Precalculus or AP Statistics/or UNR Dual Enrollment Math 096/120<br>Advanced Algebra w/Financial Applications<br>Repeat College Preparatory |
| Advanced Algebra w/<br>Financial Applications | A-D<br>F                                | College Preparatory or UNR Dual Enrollment Math 096/120<br>Repeat Advanced Algebra w/ Financial Applications                                   |
| AP Statistics                                 | A, B, C, D, F                           | AP Calculus or Advanced Algebra w/Financial Applications or<br>UNR Dual Enrollment Math 126/127  |
| AP Calculus AB                                | A, B, C<br>D, F                         | AP Statistics or UNR Dual Enrollment Math 126/127  |

# Math Department

## Suggested Academic Plan



# Mathematics Course Descriptions

## ALGEBRA I (Double Block)

NCAA Approved

**Prerequisites:** 8<sup>th</sup> grade MAP score less than 230

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Concurrent enrollment in Pre-Algebra based on 8th grade MAP listed above. This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

## ALGEBRA I (Single Block)

NCAA Approved

**Prerequisites:** 8<sup>th</sup> grade MAP score greater than 230

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This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

**A Graphing Calculator is recommended.**

## GEOMETRY

NCAA Approved

**Prerequisites:** 8<sup>th</sup> or 9<sup>th</sup> grade Algebra I and MAP score less than 245

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

## GEOMETRY HONORS

NCAA Approved

**Prerequisites:** 8<sup>th</sup> or 9<sup>th</sup> grade Algebra I and MAP score greater than 243

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



## Mathematics Course Descriptions Cont'd

### ALGEBRA II NCAA Approved

**Prerequisites:** Geometry/Geometry H and  
MAP score less than 243

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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. **A Graphing Calculator is recommended.**

### ALGEBRA II HONORS NCAA Approved

**Prerequisites:** Geometry/Geometry H and  
MAP score greater than 245

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This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of content. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation. **A Graphing Calculator is strongly recommended.**

### ADVANCED ALGEBRA W/ FINANCIAL APPLICATIONS NCAA Approved

**Prerequisites:** Algebra II

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This one-year mathematical modeling course is algebra-based, applications-oriented, and technology dependent. This course is equivalent to Algebra II. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, and Probability under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. When appropriate, the mathematics topics contained in this course are introduced, developed, and applied in the financial settings covered. Students will use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics of advanced algebra. This course fulfills one of the mathematics credits required for high school graduation.

### COLLEGE PREPARATORY MATHEMATICS NCAA Approved

**Prerequisites:** Algebra II or Algebra II H

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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. **A Graphing Calculator is strongly recommended.**

## Mathematics Course Descriptions Cont'd

### AP STATISTICS NCAA Approved

**Prerequisites:** Algebra II H or College Preparatory  
Or Pre-calculus H

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This one year course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. **A Graphing Calculator is required.** *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### AP PRE-CALCULUS NCAA Approved

**Prerequisites:** Algebra II H or College Preparatory  
Or AP Statistics

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This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for college-level Calculus, as well as provide a grounding for other mathematics and science courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to 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 and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2022. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### AP CALCULUS AB NCAA Approved

**Prerequisites:** Pre-calculus AB H

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This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This college-level curriculum is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry and elementary functions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to 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. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.* **A TI-NSPIRE CAS is strongly recommended.**

### DUAL ENROLLMENT (University of Nevada, Reno) Pre-Calculus Math I-MATH 126/127

**Prerequisites:** Algebra II H or College Preparatory  
Or Pre-calculus AB H

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A rigorous discussion of algebra concepts necessary for calculus is the focal point of this course. Topics for **Math 126** include an in-depth investigation of algebraic functions and their graphs and solutions of systems of equations. Topics for **Math 127** include an in-depth investigation of trigonometric functions and their graphs, analytic trigonometry, solutions of triangles, vectors and analytic geometry. This course requires participation in CCSD dual/concurrent programs. Students must express interest to their current teacher and/or counselor in order to be recommended for this course. Students must apply to the University of Nevada, Reno through Legacy's dual-enrollment liaison. Course fee is \$75.00. *See your school counselor if you have financial hardship.* **A TI-NSPIRE CAS is strongly recommended.**

## Mathematics Course Descriptions Cont'd

**DUAL ENROLLMENT (University of Nevada, Reno)**  
**Math 096/MATH 120**

**Prerequisites:** Algebra II/Algebra II H

**Math 096 - INTERMEDIATE ALGEBRA:** Topics include factoring polynomials, rational expressions and equations, radical expressions and equations, quadratic equations, graphs and applications. \*\*Course completion with a "C" or above serves as a placement requirement for MATH 120 or higher, it DOES NOT satisfy the math component of a NSHE college degree or certificate program. \*\* This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. Students must apply to the University of Nevada, Reno through Legacy's dual-enrollment liaison. Course fee is \$75.00. *See your school counselor if you have financial hardship.*

**Math 120 - FUNDAMENTALS OF COLLEGE MATHEMATICS:** Sets, logic; probability, statistics; consumer mathematics; variation; geometry and trigonometry for measurement; linear, quadratic, exponential and logarithmic functions. Emphasis on problem solving and applications. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Revised Fall 2022. Students must apply to the University of Nevada, Reno through Legacy's dual-enrollment liaison. Course fee is \$75.00. *See your school counselor if you have financial hardship.*

**The following Math class is for ELECTIVE CREDIT ONLY**

### Math Elective Course Description

**FUNDAMENTALS OF MATHEMATICS 9**

**Prerequisites:** None  
Taken concurrently with Algebra I

This one-year, supplemental course in mathematics is designed for students who need additional instruction and support to master necessary mathematical concepts. This course provides additional instruction in conjunction with the student's course of study. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the elective credits required for high school graduation and may be repeated. This course does not fulfill one of the mathematics credits required for graduation, nor does it meet the core requirements for the National Collegiate Athletic Association (NCAA).





# Performing Arts

Course offerings may be subject to enrollment numbers.  
Course fees may be paid through fund-raising efforts.

| Grade 9   | Grade 10  | Grade 11  | Grade 12  |
|---|---|---|---|
| <p><b><u>Band Courses</u></b><br/>Beginning Band<br/>Intermediate Band<br/>Advanced Band<br/>Jazz Band<br/>Marching Band</p>            | <p><b><u>Band Courses</u></b><br/>Beginning Band<br/>Intermediate Band<br/>Advanced Band<br/>Jazz Band<br/>Marching Band</p>            | <p><b><u>Band Courses</u></b><br/>Beginning Band<br/>Intermediate Band<br/>Advanced Band<br/>Jazz Band<br/>Marching Band</p>            | <p><b><u>Band Courses</u></b><br/>Beginning Band<br/>Intermediate Band<br/>Advanced Band<br/>Jazz Band<br/>Marching Band</p>            |
| <p><b><u>Choir Courses</u></b><br/>Beginning Choir<br/>Intermediate Choir<br/>Advanced Choir<br/>Chamber Choir (Women's)</p>            | <p><b><u>Choir Courses</u></b><br/>Beginning Choir<br/>Intermediate Choir<br/>Advanced Choir<br/>Chamber Choir (Women's)</p>            | <p><b><u>Choir Courses</u></b><br/>Beginning Choir<br/>Intermediate Choir<br/>Advanced Choir<br/>Chamber Choir (Women's)</p>            | <p><b><u>Choir Courses</u></b><br/>Beginning Choir<br/>Intermediate Choir<br/>Advanced Choir<br/>Chamber Choir (Women's)</p>            |
| <p><b><u>Dance Courses</u></b><br/>Dance I</p>  | <p><b><u>Dance Courses</u></b><br/>Dance I, II<br/>Dance HS Elements (Dance Team)</p>   | <p><b><u>Dance Courses</u></b><br/>Dance I, II<br/>Dance HS Adv Techniques<br/>Dance HS Elements (Dance Team)</p>                       | <p><b><u>Dance Courses</u></b><br/>Dance I, II,<br/>Dance HS Adv Techniques<br/>Dance HS Elements (Dance Team)</p>                      |
| <p><b><u>Guitar Course</u></b><br/>Beginning Guitar<br/>Intermediate Guitar<br/>Advanced Guitar</p>                                     | <p><b><u>Guitar Courses</u></b><br/>Beginning Guitar<br/>Intermediate Guitar<br/>Advanced Guitar</p>                                    | <p><b><u>Guitar Courses</u></b><br/>Beginning Guitar<br/>Intermediate Guitar<br/>Advanced Guitar</p>                                    | <p><b><u>Guitar Courses</u></b><br/>Beginning Guitar<br/>Intermediate Guitar<br/>Advanced Guitar</p>                                    |
| <p><b><u>Music Study Courses</u></b><br/>Music Appreciation I<br/>Music History<br/>Musical Theatre</p>                                 | <p><b><u>Music Study Courses</u></b><br/>AP Music Theory<br/>Music Appreciation I, II<br/>Music History<br/>Musical Theatre</p>         | <p><b><u>Music Study Courses</u></b><br/>AP Music Theory<br/>Music Appreciation I, II<br/>Music History<br/>Musical Theatre</p>         | <p><b><u>Music Study Courses</u></b><br/>AP Music Theory<br/>Music Appreciation I, II<br/>Music History<br/>Musical Theatre</p>         |
| <p><b><u>Orchestra Courses</u></b><br/>Beginning Orchestra<br/>Intermediate Orchestra<br/>Advanced Orchestra<br/>Ensemble (Chamber)</p> | <p><b><u>Orchestra Courses</u></b><br/>Beginning Orchestra<br/>Intermediate Orchestra<br/>Advanced Orchestra<br/>Ensemble (Chamber)</p> | <p><b><u>Orchestra Courses</u></b><br/>Beginning Orchestra<br/>Intermediate Orchestra<br/>Advanced Orchestra<br/>Ensemble (Chamber)</p> | <p><b><u>Orchestra Courses</u></b><br/>Beginning Orchestra<br/>Intermediate Orchestra<br/>Advanced Orchestra<br/>Ensemble (Chamber)</p> |
| <p><b><u>Theatre Courses</u></b><br/>Film Studies<br/>Theatre I</p>   | <p><b><u>Theatre Courses</u></b><br/>Film Studies<br/>Theatre I, II</p>   | <p><b><u>Theatre Courses</u></b><br/>Film Studies<br/>Theatre I, II, III</p>  | <p><b><u>Theatre Courses</u></b><br/>Film Studies<br/>Theatre I, II, III, IV</p>  |
| <p><b><u>Theatre Technology Course</u></b><br/>Theatre Technology I</p>   | <p><b><u>Theatre Technology Courses</u></b><br/>Theatre Technology I, II</p>  | <p><b><u>Theatre Technology Courses</u></b><br/>Theatre Technology I, II, III</p>   | <p><b><u>Theatre Technology Courses</u></b><br/>Theatre Technology-Advanced Studies<br/>Theatre Technology II, III, IV</p>              |

## Band Courses

### BEGINNING BAND

**Prerequisites:** 9th–12th grade

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This one-year course is designed 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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Course Fee is \$40.00

### INTERMEDIATE BAND

**Prerequisites:** 9th–12th grade,  
Successful completion of Beginning Band or any middle school band, and concurrent enrollment in Marching Band.

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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. The course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. This section is geared to students who are prepared to advance their musical technique to a level beyond the middle school or early high school level. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival. Course fee is \$40.

### ADVANCED BAND

**Prerequisites:** 9th–12th grade,  
Successful completion of any band class in middle school or Intermediate Band in high school, and concurrent enrollment in Marching Band and Approval of Band Director.  
Entrance into this ensemble is by audition only.

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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 for high school graduation and may be repeated. Students in this section are selected via audition and teacher recommendation and are assigned music of a difficulty level appropriate for upper level high school bands. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival. Course fee is \$40.

### JAZZ ADVANCED

**Prerequisites:** 9th–12th grade,  
This ensemble meets as an after-school late bird class. Audition is required for entry. Concurrent enrollment in Marching Band AND Intermediate OR Advanced Band, or Orchestra/Guitar (for bass guitar/string bass) is required.

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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. Students are periodically required to participate in rehearsals and performances outside of the school schedule and off campus, including the appropriate district festival.

## Band Courses Cont'd

### MARCHING BAND

**Prerequisites:** 9th-12th grade,  
Successful completion of Beginning Band or middle school  
band and concurrent enrollment in INT or ADV Band

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This one-year course is designed to introduce the instrumental music student to marching band literature and techniques. A student will receive direction in solving interpretation problems and will be given an opportunity to experiment in the area of improvisation. The importance of sustained effort and practice is stressed for technical proficiency. A variety of performing experiences will be provided. This course will fulfill either the one art/humanities credit or one of the elective credits required for graduation. All members are required to be enrolled in Advanced Band or Intermediate Band as well, and attend Band Camp two weeks prior to the beginning of school. Participation in after-school and weekend rehearsals and performances is required. Transportation will not be provided to scheduled rehearsals and performances at LHS. Participation in the pep band for basketball games may be required. All members signing up for band at Legacy must be enrolled in both marching band and one of the other two bands (Intermediate or Advanced). Course fee is \$70. Performance schedule is TBA at the time of this publication. Participation in this course exempts students from their second year physical education requirement.

### RHYTHMIC PRECISION (CHEER)

**Prerequisites:** 9th-12th grade

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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 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. This course may be repeated for credit. Students must be able to attend cheer camp, rehearsals and performances outside of the school day. Cheerleaders (Rhythmic Precision) students are required to participate in cheer practices. Participation in this course exempts students from their second year physical education requirement. Course fee is **\$110.00**.

## Choir Courses

### BEGINNING CHOIR

**Prerequisites:** 9th–12th grade,  
MS Choir experience OR basic skills audition

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This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic 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/CTE credit required for high school graduation and may be repeated. This course requires permission from the instructor to assess basic vocal skills in order to be successful in the course. Course fee is \$50.00.

### INTERMEDIATE CHOIR

**Prerequisites:** 9th-12th grade,  
MS Choir experience OR basic skills audition

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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/CTE credit required for high school graduation and may be repeated. This is an audition only course. Course fee is \$50.00.



## Choir Courses Cont'd

### ADVANCED CHOIR

**Prerequisites:** 9th-12th grade,  
Beginning or Intermediate Choir OR skills audition

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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 the use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Course fee is \$50.00.

### CHAMBER CHOIR (Women's)

**Prerequisites:** 9th-12th grade,  
Beginning or Intermediate Choir OR skills audition

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This one-year course is designed for high school students who have successfully completed an advanced choir 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 vocal 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/CTE credit required for high school graduation and may be repeated. Course fee is \$50.00.

## Dance Courses

### DANCE I Co-Ed

**Prerequisites:** None  
9th-10th grade preferred

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This one-year course is designed to develop an appreciation of dance as an art form. Through movement experiences, students communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Course fee is \$30.00

### DANCE II Co-Ed

**Prerequisites:** Dance I

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This one-year course is an intermediate level course designed to build upon an appreciation of dance as an art form. Students will relate personal experiences to create movement. The students will 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 creating, performing, responding and connecting to dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. After school and/or nighttime participation and time commitments are required. Course fee is \$40.00

### DANCE HS ADVANCED TECHNIQUE Co-Ed

**Prerequisites:** Dance II

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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 the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Revised October 2019. Course fee is \$40.00.

## Dance Courses Cont'd

### DANCE ELEMENTS DANCE TEAM Co-Ed

**Prerequisites:** Audition

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This one-year course is designed to develop the students' performance through extensive exploration of the fundamentals of dance. The elements of space, force, time, and locomotor and non-locomotor movements will be incorporated into the composition and choreographic process. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced students. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Revised May 2019. Course fee is \$50.00.

## Guitar Courses

### BEGINNING GUITAR

**Prerequisites:** 9th-12th grade

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This one-year course introduces students to playing the guitar on a beginning level and learning 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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. It is suggested that students have a guitar at home for practicing. Course fee is \$25.00.

### INTERMEDIATE GUITAR

**Prerequisites:** Beginning Guitar

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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. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. It is suggested that students have a guitar at home for practicing. Course fee is \$30.00.

### ADVANCED GUITAR

**Prerequisites:** Intermediate Guitar

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This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to 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 either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. It is suggested that students have a guitar at home for practicing. Course fee is \$40.00.

### GUITAR ENSEMBLE

**Prerequisites:** Advanced Guitar

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This one-year course is designed for students who have successfully completed the skills outlined in the Level 3 Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist and to perform as a member of an ensemble. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance to a wide variety of musical styles. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. It is suggested that students have a guitar at home for practicing. Course fee is \$40.00.

## Mariachi Course

### BEGINNING MARIACHI

**Prerequisites:** None

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This one-year course is designed for students with no previous Mariachi guitar/vihuela/guitarron experience. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing, rhythmic patterns, chord study, musical forms, and performing experiences. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Revised May 2019.

## Music Study Courses

### AP MUSIC THEORY

**Prerequisites:** 10th-12th grade

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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 or vocal experience or membership in school 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. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### MUSIC APPRECIATION

**Prerequisites:** 9th-12th grade

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

### MUSIC APPRECIATION II

**Prerequisites:** 10th-12th grade,  
Successful completion of Music Appreciation I

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

### MUSIC HISTORY

**Prerequisites:** 10th-12th grade

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This one-year course is designed for students in grades 10–12 interested in advancing their knowledge in music history. Course work will include study of music through time, including composer history, score analysis and interpretation of major works of each period, performance practice issues for performing music from each period, and the historical perspective of the influences the arts and political events had on musical development. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated.

### MUSICAL THEATRE

**Prerequisites:** 9th-12th grade

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This one-year course is designed for any student who is interested in pursuing musical theatre. The program is designed for students with a knowledge of basic abilities in acting, singing, and dancing. The course will further enhance and utilize skills through intensive and specialized course work. Students will Create, Perform, Respond, and Connect with artistic work by exploring different types of dance, singing, acting and choreography for various projects. Students are required to be involved in musical productions. The prerequisite for this course is permission from the instructor. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Course fee is \$20.00.

# Orchestra Courses

## **BEGINNING ORCHESTRA**

**Prerequisites:** 9th-12th grade

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This one-year course is designed for students with no previous orchestra experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities/CTE credit required for high school graduation and may be repeated. Students are required to purchase a uniform for performances. Course fee is \$30.00

## **INTERMEDIATE ORCHESTRA**

**Prerequisites:** 9th-12th grade,  
Beginning Orchestra or middle school orchestra

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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. Students are required to purchase a uniform for performances. Course fee is \$30.00.

## **ADVANCED ORCHESTRA**

**Prerequisites:** 9th-12th grade,  
3 years in orchestra and/or private lessons,  
completion of Intermediate Orchestra

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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. Participation in after-school and weekend rehearsals and performances is required. Transportation will not be provided to scheduled rehearsals and performances at LHS. Students are required to purchase a uniform and may be responsible for fees associated with competitions and/ or performances. Course fee is \$40.00.

## **CHAMBER ORCHESTRA**

**Prerequisites:** 9th-12th grade,  
3+ years in orchestra and/or private lessons, audition

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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. Participation in after-school and weekend rehearsals and performances is required. Transportation will not be provided to scheduled rehearsals and performances at LHS. Students are required to purchase a uniform and may be responsible for fees associated with competitions and/or performances. Course fee is \$10.00.

# Theatre Courses

## FILM STUDIES

**Prerequisite:** 9th-12th grade

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In this one-year course, students study the development of the American film as an art form and a social phenomenon. The course surveys century genres, eras, trends, directors, studios and moguls. Students will focus on the techniques of acting as they apply to the electronic and film media. Class work will focus on class discussion and criticism of various films. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. There is no fee associated with this course.

## THEATRE I

**Prerequisites:** 9th-12th grade

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This one-year course is designed to familiarize students with theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of theatre, and to encourage social adjustment. The appropriate use of technology is an integral part of this course. Students must attend or be involved in all Legacy High School plays. After-school and weekend rehearsals are required. This course will fulfill either the one art/humanities credit or one of the elective credits required for graduation. Course fee is \$35.00.

## THEATRE II

**Prerequisites:** Theatre I

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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 encouraged to attend the CCSD Drama Festival, and they must audition for and attend or participate in all Legacy High School plays. After-school or weekend rehearsals are required. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Course fee is \$35.00.

## THEATRE III

**Prerequisites:** Theatre II

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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 required to attend the CCSD Drama Festival, the Nevada Thespian Conference, and they must audition for and attend or participate in all Legacy High School plays. After-school or weekend rehearsals are required. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Course fee is \$40.00.

## THEATRE IV

**Prerequisites:** 12th grade,  
B or better in Theatre III, audition, interview,  
and teacher recommendation

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This one-year course is designed for students who have successfully completed the appropriate Theatre III course. Classroom work is more formalized with students participating in theatre, film, television, and electronic media productions. Students will assume leadership responsibilities in preparation for post-high school education/employment. Students are required to be involved in co-curricular theatre experiences and Thespian events. The appropriate use of technology is an integral part of this course. Students are required to be involved in co-curricular theatre experiences. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation. Course fee is \$40.00.



# Theatre Technology Courses

## **THEATRE TECHNOLOGY I**

CTE Course of Study

**Prerequisites:** 9th–11th grade

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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 one of the elective credits required for graduation. Students must attend or be involved in all Legacy High School plays. Participation in after-school and weekend rehearsals, set construction and performances is required. 10 hours of work outside of class is required. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course fee is \$35.00

## **THEATRE TECHNOLOGY II**

CTE Course of Study

**Prerequisites:** Theatre Technology I

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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 one of the elective credits required for graduation. Students must attend or be involved in all Legacy High School plays. Participation in after-school and weekend rehearsals, set construction and performances is required. 10 hours of work outside of class is required. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course fee is \$40.00

## **THEATRE TECHNOLOGY III**

CTE Course of Study

**Prerequisites:** Theatre Technology II

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This one-year course is designed for students who have successfully completed Technical Theatre II. Students will design, construct, and apply theatre production skills for all school productions. Students will assume leadership responsibilities for all school plays, musicals, and other theatre-related performances. This course will fulfill one of the elective credits required for graduation. Students must attend or be involved in all Legacy High School plays. Participation in after-school and weekend rehearsals, set construction and performances is required. 10 hours of work outside of class is required. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course fee is \$40.00.

## **THEATRE TECHNOLOGY ADVANCED STUDIES**

CTE Course of Study

**Prerequisites:** Theatre Technology III

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This one-year course is designed for students who have successfully completed Technical Theatre III. This is a course designed to further stagecraft skills in several areas, including scenic design, theatrical business, and construction techniques in a laboratory setting, scenery, lighting, costumes, props, stage management, publicity, theatre business and sound will be explored. Students will be expected to work independently on advanced technical theatre projects and consult with their supervising teacher for guidance. Students will assume leadership and management responsibilities in preparation for post-secondary education and use in the workforce. 15 hours of work outside of class is required. The appropriate use of technology is an integral part of this course. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation. Course fee is \$40.00.

# Physical Education/Health

## Grade 9

Dance I (Co-Ed)  
Health/Life Strategies  
Health/Computer Science & Tech Concepts\*  
Physical Education I  
Rhythmic Precision (Cheer)

\* Required of ninth-grade students - one semester each

## Grade 10

Dance I (Co-Ed)  
Dance II (Co-Ed)  
Lifetime Sports  
Physical Conditioning with Weights (Co-Ed)  
Physical Education II  
Rhythmic Precision (Cheer)

## Grade 11

Advanced Dance (Co-Ed)  
Dance I (Co-Ed)  
Dance II (Co-Ed)  
Lifetime Sports  
Physical Conditioning with Weights (Co-Ed)  
Rhythmic Precision (Cheer)

## Grade 12

Advanced Dance (Co-Ed)  
Dance I (Co-Ed)  
Dance II (Co-Ed)  
Lifetime Sports  
Physical Conditioning with Weights (Co-Ed)  
Rhythmic Precision (Cheer)



## Physical Education II (P.E. 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.

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

Baseball – Varsity, Junior Varsity

Basketball – Varsity, Junior Varsity, B-Team

Bowling - Varsity, B-Team

Cheerleading – Varsity, Junior Varsity, B-Team

Color Guard

Cross Country – Varsity

Dance Group – Varsity, Junior Varsity, B-Team

Flag Football – Varsity, Junior Varsity, B-Team

Football – Varsity, Junior Varsity, B-Team

Golf – Varsity

Marching Band

Soccer – Varsity, Junior Varsity, B-Team

Softball – Varsity, Junior

Swimming – Varsity

Tennis – Varsity

Track – Varsity

Volleyball – Varsity, Junior Varsity, B-Team

Wrestling – Varsity, Junior Varsity

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

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

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

**\*PE II waivers CANNOT override a failing grade in PE I or PE II.**

## Physical Education Course Descriptions

### DANCE I

Co-Ed

**Prerequisite:** None

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This one-year course is designed to develop an appreciation of dance as an art form. Through movement experiences, students communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The student examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one Arts/Humanities credit or one of the elective credits required for graduation. Course fee is \$35.00.

### DANCE II

Co-Ed

**Prerequisites:** Dance I

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This one-year course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced student. The student will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms. This course may be repeated for elective credit and will fulfill the Physical Education II credit required for graduation. Course fee is \$35.00.

## Dance Courses Cont'd

### DANCE HS ADVANCED TECHNIQUE Co-Ed

**Prerequisites:** Dance II

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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 the one Arts/Humanities/CTE credit, or one physical education credit required for graduation and may be repeated. Course fee is \$35.00.

### HEALTH

**Prerequisites:** None

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This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. The course fulfills the one-half credit of health required for high school graduation. **This course is paired with Computer Science and Technology Concepts OR Freshman Studies for opposite semesters.**

### LIFETIME SPORTS

**Prerequisites:** 10th\*-12th grade,  
Completion of PE I and PE II or waiver, and  
\*Grade 10 ONLY if PE requirement has been fulfilled

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This one-year course is an activity-oriented course designed to provide students with a comprehensive understanding of lifetime sports. Terminology, physical and mental well-being, skill development, and the techniques of officiating will be emphasized. Tenth, eleventh, and twelfth grade students who have fulfilled their two physical education credit requirements may take this elective course. A physical education elective course does not fulfill either of the two physical education credits required for graduation. This course will fulfill one of the elective credits required for graduation. A Legacy High School P.E. uniform and locker fee is required, and students are to dress out in this uniform daily. Course fee is \$35.00.

### PHYSICAL EDUCATION I

**Prerequisites:** None

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This one-year course 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. Instructional practices incorporate integration of diversity awareness including appreciation 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. A Legacy High School P.E. uniform and locker fee is required, and students are to dress out in this uniform daily. Course fee is \$35.00.



## Physical Education Course Descriptions Cont'd

### PHYSICAL EDUCATION II

**Prerequisites:** PE I

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This one-year course 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. Instructional practices incorporate integration of diversity awareness including appreciation 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. A Legacy High School P.E. uniform and locker fee is required, and students are to dress out in this uniform daily. Course fee is \$35.00.

### PHYSICAL CONDITIONING WITH WEIGHTS

**Prerequisites:** 10th\*-12th grade,  
Completion of PE I and PE II or waiver, and  
\*Grade 10 ONLY if PE requirement has been fulfilled

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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. A Legacy High School P.E. uniform and locker fee is required, and students are to dress out in this uniform daily. Course fee is \$35.00.

### RHYTHMIC PRECISION (CHEER)

**Prerequisites:** 9th-12th grade

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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 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. This course may be repeated for credit. Students must be able to attend cheer camp, rehearsals and performances outside of the school day. Cheerleaders (Rhythmic Precision) students are required to participate in cheer practices. Participation in this course exempts students from their second year physical education requirement. Course fee is **\$110.00**.



# Science

## Grade 9

Biology  
Biology H

## Grade 10

Biology  
Biology H  
Chemistry  
Chemistry H  
Geoscience  
Geoscience H  
Physical Science  
Dual Enrollment Geography 121-Elective only  
Dual Enrollment Geology 101- Elective only

## Grade 11

AP Biology  
AP Environmental Science  
Chemistry  
Chemistry H  
Geoscience  
Geoscience H  
Physics  
Physics H  
Principles of Anatomy/Physiology H  
Dual Enrollment Geography 121- Elective only  
Dual Enrollment Geology 101- Elective only  
Principles of Marine Science – Elective only  
Principles of Zoology H – Elective only

## Grade 12

AP Biology  
AP Environmental Science  
Chemistry  
Chemistry H  
Geoscience  
Geoscience H  
Physics  
Physics H  
Principles of Anatomy/Physiology H  
Dual Enrollment Geography 121- Elective only  
Dual Enrollment Geology 101- Elective only  
Principles of Marine Science – Elective only  
Principles of Zoology H – Elective only



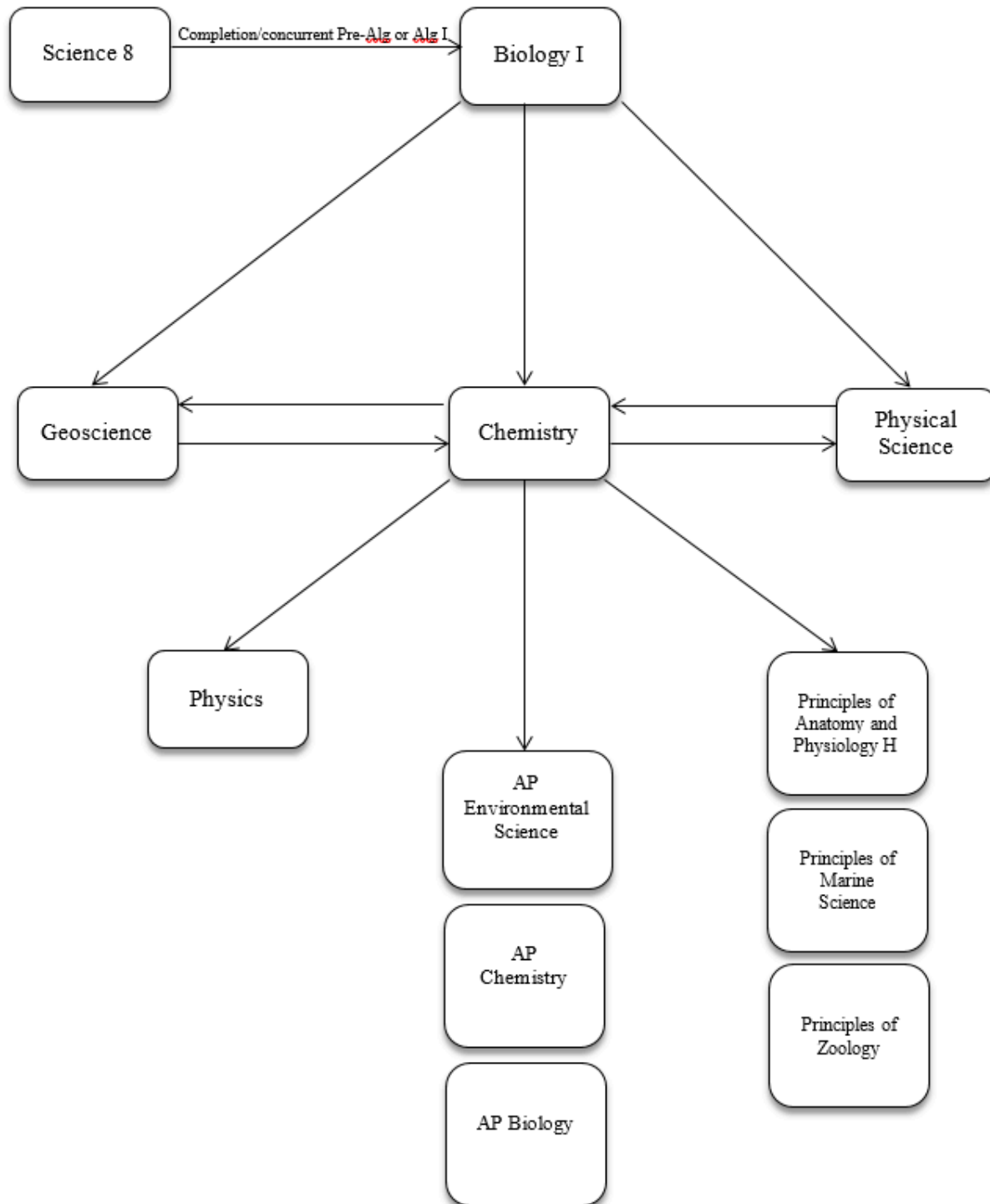
# Science Department

## Suggested Academic Plan

|   |   |                                  |   |
|---|---|----------------------------------|---|
| <b>Grade<br/>6-8</b>                                    | Science 6<br>or<br>Science 6 Acc  | Science 7<br>or<br>Science 7 Acc | Science 8<br>or<br>Science 8 Acc                                    |
| <b>Grade 9</b>  | Biology or Biology Honors   |                                  |   |
| <b>Grade<br/>10</b>                                     | Geoscience<br>or<br>Geoscience H  | or   Physical Science   or       | Chemistry<br>or<br>Chemistry Honors                                 |
| <b>Grade<br/>11</b>                                     | Chemistry<br>Chemistry Honors<br>Geoscience<br>Geoscience Honors<br>Physics<br>Physics Honors | and/or                           | AP Biology<br>AP Environmental Science<br>Anatomy/Physiology Honors |
| <b>Grade<br/>12</b>                                     | Chemistry<br>Chemistry Honors<br>Geoscience<br>Geoscience Honors<br>Physics<br>Physics Honors | and/or                           | AP Biology<br>AP Environmental Science<br>Anatomy/Physiology Honors |
| <b>Grade<br/>11-12<br/>Elective<br/>Credit<br/>Only</b> | Principles of Marine Science<br>Principles of Zoology H                                       |                                  |   |

# Science Department

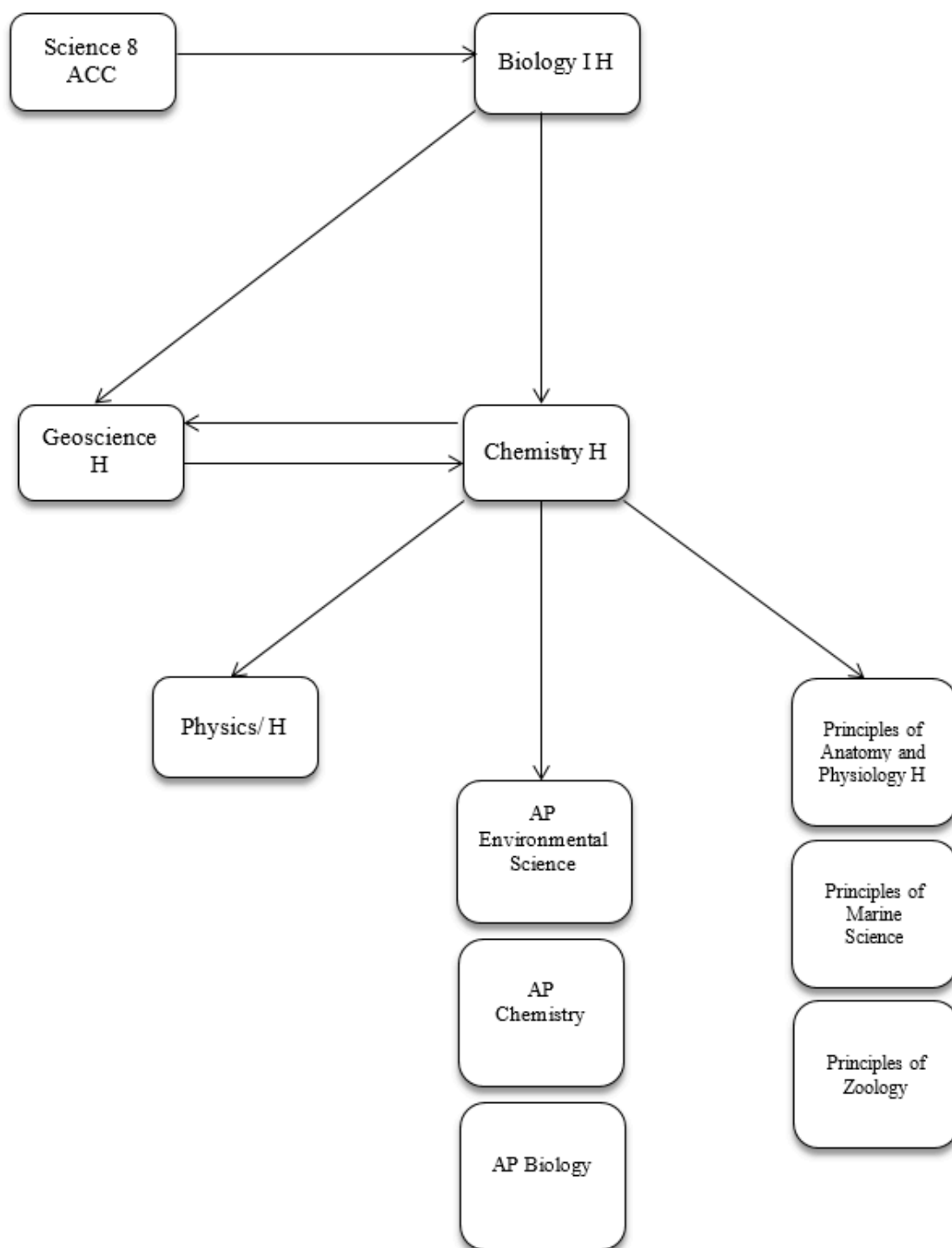
## Suggested Academic Plan



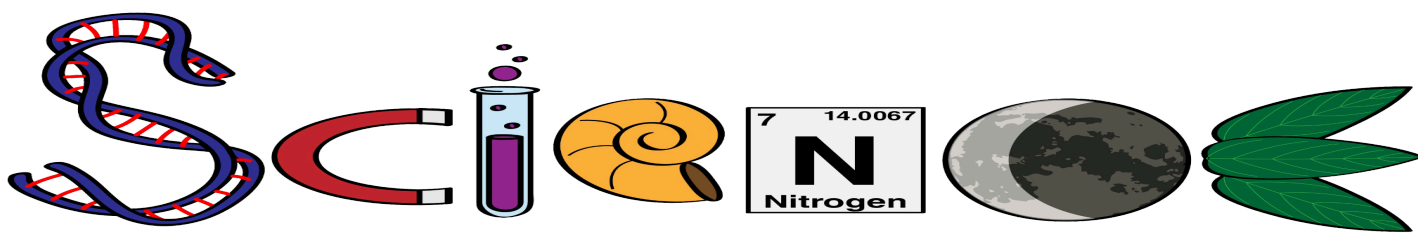


# Science Department

## Suggested Academic Plan



## Science Course Descriptions



### **BIOLOGY**

NCAA Approved

**Prerequisites:** None

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This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

### **BIOLOGY HONORS**

NCAA Approved

**Prerequisites:** Completion of 8<sup>th</sup> grade accelerated science

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This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

### **AP BIOLOGY**

NCAA Approved

**Prerequisites:** 11th-12th grade,  
Completion of Biology H and Chemistry H

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This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology 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 biology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### **CHEMISTRY**

NCAA Approved

**Prerequisites:** 10th-12th grade,  
Completion of Algebra I and Biology I

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This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. The topics covered in Chemistry include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

## Science Course Descriptions Cont'd

### CHEMISTRY HONORS

NCAA Approved

**Prerequisites:** 10th-12th grade,  
Biology I H,  
Concurrent enrollment in honors math

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This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to chemistry. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Chemistry Honors include Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

### AP CHEMISTRY

NCAA Approved

**Prerequisites:** Chemistry H,  
Concurrent enrollment in honors math

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This one-year course is the equivalent of the general chemistry course usually taken during the freshman year at college. It is a very rigorous program intended for the serious science student. Students will be expected to take the College Board Chemistry AP Exam. The course is divided into lecture, class discussion, and extensive lab work. This is a laboratory course and meets college entrance requirements. This course earns weighted credit under the Honors Program. Students are highly recommended to take the AP exam. Students will be required to purchase a lab notebook priced at \$12. AP Exam cost: \$92.00 for each exam. (Some colleges and universities may not recognize the AP designation on a transcript if the student does not take the AP Exam.) AP Exam sign up will be in October and a \$40 deposit will be required. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### DUAL ENROLLMENT (University of Nevada, Reno)

#### GEOGRAPHY 121

NCAA Approved

**Prerequisites:** 10th-12th grade,  
Completion of Biology and Chemistry

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This course is paired with UNR Dual Enrollment Geology 100. CLIMATE CHANGE AND ITS ENVIRONMENTAL IMPACTS: Past, present and likely future climate impacts on the landscape, especially water resources, species distributions, and wildfires. Laboratory experiences on climate data and models. The dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Approved Spring 2023. Pending Science credit approval Spring 2024. Students must apply to the University of Nevada, Reno (at Legacy HS). There is a class fee of \$75.00.

### DUAL ENROLLMENT (University of Nevada, Reno)

#### GEOLOGY 100

NCAA Approved

**Prerequisites:** 10th-12th grade,  
Completion of Biology and Chemistry

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This course is paired with UNR Dual Enrollment Geography 121. EARTHQUAKES, VOLCANOES, AND NATURAL DISASTERS: Geology of the dynamic Earth: natural hazards and catastrophes, geology of natural resources, origin of the earth and life on earth, the earth's natural systems and earth system processes, volcanoes and earthquakes, asteroids, comets and life, climate change, natural resources and our future. The dual enrollment course is offered as part of a formal agreement between CCSD and NSHE institution(s). Instructors must be approved by the partnering institution. Approved Spring 2023. Pending Science credit approval Spring 2024. Students must apply to the University of Nevada, Reno (at Legacy HS). There is a class fee of \$75.00.

### GEOSCIENCE

NCAA Approved

**Prerequisites:** 10th-12th grade,  
Completion of Biology

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This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. The topics covered in Geoscience include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

## Science Course Descriptions Cont'd

### GEOSCIENCE HONORS NCAA Approved

**Prerequisites:** 10th-12th grade,  
Biology Honors or A-B in Biology

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This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to Earth and space science. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Geoscience Honors include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

### PHYSICAL SCIENCE

**Prerequisites:** None or failed Biology

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

### PHYSICS NCAA Approved

**Prerequisites:** Completion of Geometry, concurrent enrollment in Algebra II or higher math.

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This one-year course is designed for those students who have successfully completed Geometry and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that informs students about the interconnectedness among different types of forces and energy transformations. Demonstrations and/or lab experiences are an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.

### PHYSICS HONORS NCAA Approved

**Prerequisites:** 11th-12th grade,  
Concurrent enrollment in Algebra II or higher math and  
Concurrent completion of Chemistry H

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This one-year course is designed for those students who are concurrently enrolled in or have completed Algebra II and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that uses mathematical relationships to guide students toward a greater conceptual understanding of physical concepts and processes. Demonstrations and/or lab experiences are an integral part of this course. This course is distinguished as honors level by the instructional pacing and the delivery of advanced content. 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 science credit toward high school graduation and qualifies as a laboratory science for college entrance.

### AP ENVIRONMENTAL SCIENCE NCAA Approved

**Prerequisites:** 11th-12th grade

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This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Environmental Science examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing field of environmental science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

## Science Course Descriptions Cont'd

### AP ENVIRONMENTAL SCIENCE

NCAA Approved

**Prerequisites:** 11th-12th grade

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This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Environmental Science examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing field of environmental science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### PRINCIPLES OF ANATOMY/PHYSIOLOGY

#### HONORS

NCAA Approved

**Prerequisites:** 11th-12th grade,  
Completion of Biology H and Chemistry H

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

### PRINCIPLES OF MARINE SCIENCE

NCAA Approved

**Prerequisites:** 11th-12th grade,  
Concurrent Enrollment in a second science, if 11<sup>th</sup> grade

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This one-year course is a survey of the physical and biological marine environment. Topics covered include history and technology of ocean exploration, origins of water and dissolved material, properties of seawater, interactions between atmospheric and oceanic systems, ecological principles of marine systems, survey of oceanic life forms, and human interactions with the marine environment. Instructional practices incorporate integration of diversity awareness including appreciation 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 ZOOLOGY HONORS

NCAA Approved

**Prerequisites:** 11th-12th grade,  
Concurrent Enrollment in a second science, if 11<sup>th</sup> grade

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This one-year course is designed for those students desiring greater experiences in the biological sciences, specifically in zoology. General areas of study will include laboratory technique, 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 will serve to familiarize students with educational and occupational opportunities in the field of zoology. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.

### PRINCIPLES OF ZOOLOGY HONORS

NCAA Approved

**Prerequisites:** 11th-12th grade,  
Concurrent Enrollment in a second science, if 11<sup>th</sup> grade

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This one-year course is designed for those students desiring greater experiences in the biological sciences, specifically in zoology. General areas of study will include laboratory technique, 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 will serve to familiarize students with educational and occupational opportunities in the field of zoology. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one of the elective credits required for high school graduation.

# Social Studies

## Grade 9

### Flex Credit Electives:

AP Human Geography  
Civil Rights & Liberties  
Geography  
Introduction to Global Studies

### Elective:

Principles of Leadership- Student Council

### Flex Credit Electives:

Latinos in Leadership

## Grade 10

### Required (one):

AP World History  
AP Human Geography  
Geography  
World History  
World History Honors

### Flex Credit Electives:

Civil Rights & Liberties  
Contemporary Problems  
Global Diplomacy (We The People)  
Introduction to Global Studies  
Latinos in Leadership  
Psychology  
Sociology

### Elective:

Principles of Leadership- Student Council

## Grade 11

### Required (one):

AP U.S. History  
Dual Enrollment US History HIST 102  
U.S. History  
U.S. History Honors

### Flex Credit Electives:

AP African American Studies  
African American Experience  
AP Human Geography  
Civil Rights & Liberties  
Contemporary Problems  
Crime and Justice  
Dual Enrollment Psychology PSY 101  
Global Diplomacy (We The People)  
Introduction to Global Studies  
Latinos in Leadership  
Psychology  
Sociology

### Elective:

Principles of Leadership- Student Council

## Grade 12

### Required (one):

AP U.S. Government /Politics and NV Economics  
Dual Enrollment Economic (ECON 101)  
Dual Enrollment Political Science (PSC 101)  
American Government / Economics  
American Government Honors / Economics Honors

### Flex Credit Electives:

AP African American Studies  
African American Experience  
AP Human Geography  
Civil Rights & Liberties  
Contemporary Problems  
Crime and Justice  
Dual Enrollment Psychology PSY 101  
Global Diplomacy (We The People)  
Introduction to Global Studies  
Latinos in Leadership  
Psychology  
Sociology

### Elective:

Principles of Leadership- Student Council

## Social Studies Course Descriptions



### AP HUMAN GEOGRAPHY

NCAA Approved

**Prerequisites:** 9th-12th grade,  
B or higher in English

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This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement Human Geography examination. This course provides students with an understanding of the systematic study of patterns and processes that have shaped, and continue to shape, human understanding, use, and alteration of the Earth's surface. This course will focus on the methods and tools geographers use in their science to employ spatial concepts and landscape analysis within a geographical, historical, political, economic, and cultural context. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Because this class handles information dealing with religion, culture, race, ethnicity, socioeconomics, birth rates, and other collegiate topics, students will be expected to have very open conversations during class discussions and assignments. College level work is expected. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### AP U.S. GOVERNMENT/ POLITICS & NEVADA ECONOMICS

NCAA Approved

**Prerequisites:** 12th grade,  
AP/Honors Social Studies

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This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This course gives students an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### AP U.S. HISTORY

NCAA Approved

**Prerequisites:** 11th grade,  
AP/Honors Social Studies

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This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This course provides an in-depth examination, synthesis and evaluation of the historical themes from 1491 to present day. A careful balance of historiography, analytical skills, and factual knowledge will be used throughout the course. The course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, short answer, long essays, and the development of a document-based question (DBQ). Instructors should refer to the current Advanced Placement course description for examination specifics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. History credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

## Social Studies Course Descriptions Cont'd

### **AP WORLD HISTORY**

NCAA Approved

**Prerequisites:** 10th grade,  
English 9 H

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This one-year course is designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement World History examination. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies from their historical, geographical, political, economic, and cultural contexts. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence, covering a contextualization review of 8000 BCE-1200 CE and an in-depth 1200-present scope of human history. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/ Geography and the Arts/Humanities credits required for high school graduation. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, short answer, long essays, and the development of a document-based question (DBQ). *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### **DUAL ENROLLMENT (University of NV, Reno)**

#### **ECONOMICS – ECONOMICS 101**

NCAA Approved

**Prerequisites:** 12th grade,  
Honors Social Studies

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This course is paired with UNR Dual Enrollment PSC 101. NSHE Dual Credit Course: INTRODUCTION TO ECONOMICS: Selected microeconomic and macroeconomic principles applied in a non-technical manner to improve understanding of everyday problems and social issues. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Approved Fall 2022. This class fulfills the ECONOMICS requirement for graduation. There is a class fee of \$75.00.

### **DUAL ENROLLMENT (University of NV, Reno)**

#### **U.S. HISTORY- HISTORY 102**

NCAA Approved

**Prerequisites:** 11th grade,  
Honors Social Studies

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NSHE Dual Credit Course: A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present. This course requires the completion of a research paper and weekly independent reading of the text. Satisfies the Nevada Constitution requirement. (UNR) YEAR-LONG Dual Enrollment Course. This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022. This class fulfills the US History requirement for graduation. There is a class fee of \$75.00.

### **DUAL ENROLLMENT (University of NV, Reno)**

#### **POLITICAL SCIENCE PSC 101 (U.S. Gov't. )**

NCAA Approved

**Prerequisites:** 12th grade,  
Honors Social Studies

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This course is paired with UNR Dual Enrollment Economics 101. NSHE Dual Credit Course: INTRODUCTION TO AMERICAN POLITICS: A survey of the United States, national, state and local governments with emphasis on the cultural aspects of the governing process. This dual enrollment course is offered as part of a formal agreement between CCSD and NSHE Institution(s). Instructors must be approved by the partnering institution. Approved Fall 2022. This class fulfills the US GOV requirement for graduation. There is a class fee of \$75.00.



## Social Studies Course Descriptions Cont'd

**Prerequisites:** 12th grade

### AMERICAN GOVERNMENT

NCAA Approved

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This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the one-half American Government credit required for high school graduation. Approved Fall 2022

### AMERICAN GOVERNMENT HONORS

NCAA Approved

**Prerequisites:** 12th grade,  
Honors Social Studies

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This one-semester course is a study of United States federal, state, local, and tribal governments. Students apply constitutional principles to assess the growth and development of the United States government and political system. 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. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. This course fulfills the one-half American Government credit required for high school graduation. Approved Fall 2022.

### ECONOMICS

NCAA Approved

**Prerequisites:** 12th grade

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This one-year course is designed to provide students with an understanding of economic ideas essential in today's world. Students apply logical reasoning and analytical skills as they develop a global perspective and personal application of economics. Instructional practices incorporate integration of diversity awareness including appreciation 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.

### ECONOMICS HONORS

NCAA Approved

**Prerequisites:** 12th grade

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This one-year course is designed to develop a thorough understanding of the principles of economics. Students examine both micro and macroeconomic principles, specifically evaluating the study of the functions of individual decision-makers within a variety of markets and within an economy. In addition, students analyze concepts that relate to the overall functioning of the economy. 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 one elective credit required for high school graduation.

### U.S. HISTORY

NCAA Approved

**Prerequisites:** 11th grade

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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.

## Social Studies Course Descriptions Cont'd

### U.S. HISTORY HONORS NCAA Approved

**Prerequisites:** 11th grade,  
Honors Social Studies

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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.

### WORLD HISTORY NCAA Approved

**Prerequisites:** 10th grade

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This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

### WORLD HISTORY HONORS NCAA Approved

**Prerequisites:** 10th grade,  
Honors teacher recommendation

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This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.



## Social Studies Elective Course Descriptions Cont'd

The following Social Studies courses are for **FLEX/ELECTIVE CREDIT ONLY**

### **AP AFRICAN AMERICAN STUDIES (elective)**

NCAA Approved

**Prerequisites:** 11th-12th grade

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP African American Studies examination. This college-level curriculum focuses on four thematic units that move across the course chronologically, providing students opportunities to delve into key topics that extend from medieval kingdoms of West Africa to the ongoing challenges and achievements in the contemporary moment. The students develop multidisciplinary skills, including historical, literary, visual, and data analysis skills, as they explore key concepts within African American studies. Emphasis is placed on the diversity of Black communities in the United States within the broader context of Africa and African Diaspora in the past and present. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### **AFRICAN AMERICAN EXPERIENCE (elective)**

NCAA Approved

**Prerequisites:** 11th-12th grade

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

### **CIVIL RIGHTS & LIBERTIES (elective)**

NCAA Approved

**Prerequisites:** 9th-12th grade

This one-year course is a study of the civil rights and liberties of Americans, including a practical application of civil and criminal law within the United States. This course places emphasis on the historical and contemporary relevance of the Constitution and the Bill of Rights, while exploring the specific rights of criminal, civil, and juvenile clients. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### **CONTEMPORARY PROBLEMS (elective)**

NCAA Approved

**Prerequisites:** 10th-12th grade

This one-year course examines the political, social, and economic issues and implications developed during the current year. Students evaluate current events from a variety of perspectives and analyze effects on society. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### **CRIME AND JUSTICE (elective)**

NCAA Approved

**Prerequisites:** 11th-12th grade

This one-year course is a study of crime and justice with special attention on local, state, and federal law enforcement agencies as they affect individuals within the legal system. Students analyze the historical development of law, theories of deviance, definitions of crime, as well as the criminal justice system and its processes. A special emphasis is placed on contemporary issues and dilemmas facing the current 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 one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## Social Studies Elective Course Descriptions Cont'd

The following Social Studies courses are for **FLEX/ELECTIVE CREDIT ONLY**

**GLOBAL DIPLOMACY UN III H (elective)**  
**(We The People)**  
NCAA Approved

**Prerequisites:** 10th-12th grade,  
C or higher in English

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 globalized world and is a continuation of Global Diplomacy and the United Nations II. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designated as honors level by the accelerated instructional pacing and depth of content. Through research and debate, students investigate the problems of the world. Students learn a variety of communication and critical-thinking skills. Students continue to develop skills in public speaking, research and writing, negotiation, and interpersonal communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Spring 2021

**INTRODUCTION TO GLOBAL STUDIES (elective)**  
NCAA Approved

**Prerequisites:** 9th-12th grade

This one-year, theme-based course is intended to provide students with an opportunity to explore globalization locally and internationally. Students are provided with a basic understanding of the interdependence of nations as well as the cultural and ethnic diversity of the world. Students examine the history, culture, geography, economics, and politics of each region and examine various international issues. Emphasis is placed on observation, description, and analysis. This course develops effective communication skills and promotes critical thinking through reading, reflective writing, public speaking, cooperative groups, simulations, and other modes of learning. 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 and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

**LATINOS IN LEADERSHIP (elective)**  
NCAA Approved

**Prerequisites:** 9th-12th grade

This one-year course is designed to empower Latino youth to be college and career ready through service, leadership, and culture. Students will engage in culturally relevant practices to instill a sense of leadership and community support. Students' understanding of the importance of being bilingual and bicultural will enhance their role in the community through service. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course is an elective course appropriate for grades nine through twelve. This course fulfills one of the elective credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Approved Fall 2023

**PRINCIPLES IN LEADERSHIP (elective)**

**Prerequisites:** Apply for or  
join Student Council

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

## Social Studies Elective Course Descriptions Cont'd

The following Social Studies courses are for **FLEX/ELECTIVE CREDIT ONLY**



### **PSYCHOLOGY I (elective)**

NCAA Approved

**Prerequisites:** 10th-12th grade

This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, and 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 of the Arts/Humanities/CTE credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. **Students may take either PSY I, PSY 101 or AP Psychology during their high school career.**

### **DUAL ENROLLMENT (University of NV, Reno)**

#### **PSYCHOLOGY 101 (elective)**

NCAA Approved

**Prerequisites:** 11th-12th grade

NSHE Dual Credit Course: Introduction to the principles of psychology, including sensation, perception, cognition, learning, physiological psychology, personality, development, psychopathology, social psychology, methodology, assessment, and history of psychology. The use of these courses requires participation in CCSD dual/concurrent programs. (UNR) YEAR-LONG Dual Enrollment Course: Presents psychology as a science concerned with the actions of organisms in a social and cultural context. This course is offered as part of a formal dual enrollment agreement between CCSD and UNR. Instructors must be approved by UNR. **Students may take either PSY I, PSY 101 or AP Psychology during their high school career.** There is a \$75.00 course fee.

### **SOCIOLOGY (elective)**

NCAA Approved

**Prerequisites:** 10th-12th grade

This one-year course is designed to provide students with an introduction to the study of social groups, institutions, and functions. Emphasis is on the relationship to the society between the individual and groups. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the arts and humanities credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

# Student Support Services

An Individual Education Plan (IEP) for each special education student must be developed and reviewed annually. An Individual Education Program Team, with parent(s) and student involvement, work together to establish and maintain the most appropriate IEP for each student. The student's schedule is developed from the student's needs, identified in the IEP. Special Education students at Legacy High School may earn credits in regular education classes, co-taught classes, resource room, and/or in self-contained classes, as appropriate and identified in the IEP. Additional Special Education elective class offerings are listed below. Collaborative and consultative classes will be offered in the following core areas: **Math, English, Science, and Social Studies.**

The Clark County School District and Legacy High School offer two diploma options. The IEP Team, with parent involvement, selects the appropriate course of study leading to program completion, which will result in one of the following diploma options:

**Option #1 - Standard high school diploma**

- a. Upon completion of a minimum of twenty-two and a half credits including the required course of study.
- b. Upon successful completion of the required standardized testing with accommodations in test administration as defined in student IEP and in accordance with state mandates for permissible test accommodations.

**Option #2 – Alternative\* and Adjusted high school diplomas**

- a. Upon completion of a student’s IEP, wherein a functional course of study is deemed the most appropriate for that student.
- b. \*Upon successful completion of the NAA, with accommodations in test administration as defined in student IEP and in accordance with state mandates for permissible test accommodations.

| <b>Comparison of Nevada’s Diploma Options</b> |   |  |                                    |   |  |
|---|---|--|------------------------------------|---|--|
| <b>Diploma</b>                                | <b>Who is Eligible?</b>   | <b>Terminates FAPE (Yes or No)</b>   | <b>Included in Graduation Rate</b> | <b>Coursework Requirements</b>                                    | <b>Testing Requirements</b>  |
| <b>Standard Diploma or Higher</b>             | Students with or without a disability   | Yes - terminates FAPE  | Yes                                | Students complete required course credits                         | Participate in EOC, Statewide Assessments, and College and Career Ready Assessment |
| <b>Alternative Diploma</b>                    | <i>Students with a disability assessed on the Nevada Alternate Assessment</i> | <i>No - student is still eligible for IDEA services until their 22<sup>nd</sup> birthday</i> | Yes                                | <i>Students complete required course credits aligned to NVACS</i> | <i>Participate in the Nevada Alternate Assessment</i>                              |
| <b>Adjusted Diploma</b>                       | Students with a disability unable to earn a Standard or Alternative Diploma   | No - student is still eligible for IDEA services until their 22 <sup>nd</sup> birthday       | No                                 | Meet IEP goals  | Participate in EOC and Statewide Assessments as indicated in IEP                   |

Selection of the graduation option is an important part of the IEP process, and is discussed at least annually at the annual IEP. **When the IEP Team selects an Option 1 (standard) diploma, students must meet the course of study requirements for graduation as outlined by the State of Nevada.** An Option 2 (alternate OR adjusted) diploma allows for more focus on functional and life skills throughout a student’s day, and can prepare the non-college bound, functional students for the "world of work" by allowing them to take additional vocational and/or functional classes.

# Student Support Services

|   |  |
|---|--|
| <p><b>Grade 9</b></p> <p>English 1<br/>           Math 1 (SC)/Principles of Algebra (RR)<br/>           Health/Computers/Freshman Studies (RR)<br/>           or<br/>           Personal Health (SC only)<br/>           Principles of Biology<br/>           PE 1<br/>           Reading APP (elective &amp; in IEP)<br/>           Study Skills (elective &amp; in IEP)<br/>           Elective<br/>           Elective</p> | <p><b>Grade 10</b></p> <p>English 2<br/>           Math 2 (SC)/Principles of Geometry (RR)<br/>           Study of World History<br/>           Principles of Physical Science<br/>           PE 2<br/>           Reading APP (elective &amp; in IEP)<br/>           Study Skills (elective &amp; in IEP)<br/>           Elective<br/>           Elective</p>  |
| <p><b>Grade 11</b></p> <p>English 3<br/>           Principles of Algebra (SC)<br/>           Reasoning and Sense-Making:<br/>           Data Analysis (RR)<br/>           Principles of Geoscience<br/>           Study of US History<br/>           Reading APP (elective &amp; in IEP)<br/>           Study Skills (elective &amp; in IEP)<br/>           Elective<br/>           Elective<br/>           Elective</p>      | <p><b>Grade 12</b></p> <p>English 4<br/>           Principles of Geometry (SC)<br/>           Reasoning and Sense-Making:<br/>           Numeracy and Financial Literacy (RR)<br/>           The Study of American Government<br/>           The Study of Economics<br/>           Reading APP (elective &amp; in IEP)<br/>           Study Skills (elective &amp; in IEP)<br/>           Elective<br/>           Elective<br/>           Elective</p> |

\* Class placement (Self-Contained, Resource, or General Education) is determined by the IEP team.

# Student Support Services: English Course Descriptions

## **ENGLISH 1**

Resource and Self-Contained

**Prerequisite:** Included in student's IEP

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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 needs. Instructional practices incorporate integration of diversity awareness including appreciation 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 2**

Resource and Self-Contained

**Prerequisite:** English 1,  
Included in student's IEP

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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 needs. Instructional practices incorporate integration of diversity awareness including appreciation 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 3**

Resource and Self-Contained

**Prerequisite:** English 1, 2,  
Included in student's IEP

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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 needs. Instructional practices incorporate integration of diversity awareness including appreciation 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 4**

Resource and Self-Contained

**Prerequisite:** English 1, 2, 3,  
Included in student's IEP

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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 needs. Instructional practices incorporate integration of diversity awareness including appreciation 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.



## Student Support Services: English Elective Course Descriptions

The following English classes are for **ELECTIVE CREDIT ONLY**

**Reading APP (elective)**  
Resource and Self-Contained

**Prerequisite:** Included in student's IEP

This one-year intervention class is designed for students who need additional instruction and support to master grade-level reading. See the Special Education Facilitator for placement. This course fulfills one of the elective courses required credits for high school graduation, and is repeatable..

## Student Support Services: Mathematics Course Descriptions

**MATH 1**  
Self-Contained

**Prerequisite:** Included in student's IEP

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 needs. 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.

**MATH 2**  
Self-Contained

**Prerequisite:** Included in student's IEP

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 needs. 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.

**PRINCIPLES OF ALGEBRA**  
Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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 needs. 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. **Students in resource Principles of Algebra will be required to take the End of Course exam.**

## Student Support Services: Mathematics Course Descriptions Cont'd

### PRINCIPLES OF GEOMETRY

Resource & Self-Contained

**Prerequisite:** Principles of Algebra,  
Included in student's IEP

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This one-year course provides students with a rigorous study of Euclidean geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. 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 Geometry requirement and one of the required mathematics credits for high school graduation.

**Students in resource Principles of Geometry will be required to take the End Course exam.**

### REASONING AND SENSE-MAKING: DATA ANALYSIS

Resource & Self-Contained

**Prerequisite:**  
Included in student's IEP  
Principles of Algebra and Principles of Geometry

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This one-year mathematics course is designed to be an alternative to pre-calculus that prepares students for entry to and success in credit bearing post-secondary mathematics courses. It is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic analysis, consumer statistics, practical probabilities, and mathematics for citizenship. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course will fulfill one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Does not replace Algebra II.

### REASONING AND SENSE-MAKING: NUMERACY AND FINANCIAL LITERACY

Resource & Self-Contained

**Prerequisite:**  
Included in student's IEP  
Principles of Algebra and Principles of Geometry

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This one-year mathematics course is designed to be an alternative to pre-calculus that prepares students for entry to and success in credit bearing post-secondary mathematics courses. It is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic analysis, rates of growth, personal finance, and mathematics for citizenship. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course will fulfill one of the mathematics credits required for high school graduation and may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma. Does not replace Algebra II.

## Student Support Services: Science Course Descriptions

### PRINCIPLES OF BIOLOGY

Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to biology. Topics include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Instructional practices incorporate integration of diversity awareness including appreciation 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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

## Student Support Services: Science Course Descriptions Cont'd

### PRINCIPLES OF PHYSICAL SCIENCE

Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to physical science. Topics include Forces and Interactions, Energy, Structure and Properties of Matter, Chemical Reactions, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are mandatory for this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Instructional practices incorporate integration of diversity awareness including appreciation 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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.

### PRINCIPLES OF GEOSCIENCE

Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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This one-year course is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas related to earth and space science. Topics include Space Systems, History of Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. 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. This course may count towards the College and Career Ready Flex Credit requirements for the Standard Diploma.



## Student Support Services: Social Studies Course Descriptions

### THE STUDY OF WORLD HISTORY

Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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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 needs. Instructional practices incorporate integration of diversity awareness including appreciation 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 U. S. HISTORY

Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Instructional practices incorporate integration of diversity awareness including appreciation 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.

### THE STUDY OF U.S. GOVERNMENT AND ECONOMICS

Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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This one-year course is a study of United States federal, state, local, and tribal governments as well as an overview of Economics. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students will evaluate financial decision making, investigate how market systems work, and examine globalization. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. The appropriate use of technology is an integral part of this course. This course fulfills one-half of the U.S. Government credit and one-half of the economics credit required for high school graduation.

## Student Support Services: Elective Course Descriptions

### CAREER EXPLORATION

Self-Contained

**Prerequisite:** Included in student's IEP

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This one-year course gives students the opportunity to complete various school-to-career activities to prepare for post-secondary education and employment. Students explore various career options using self-assessment and goal setting activities. Students learn skills needed to successfully prepare for and obtain employment. Major topics include the importance of working in teams, utilizing proper communication skills, time management, and developing the characteristics needed for future employment. This course provides a variety of opportunities to assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and development. Students are provided the opportunity to build personal work ethic, short and long term career goals, job search strategies, and explore work experience. Students with Individualized Educational Program (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. Instructional practices incorporate integration of diversity awareness including appreciation 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.

## Student Support Services: Elective Course Descriptions Cont'd

### **FOODS I**

Self-Contained

**Prerequisite:** Self-Contained

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This one-year course provides an introduction to the study of basic food preparation and nutrition. Areas of emphasis include the exploration of foods and meal planning in relation to nutrition science, fitness, the life cycle, costumes, and preparation 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 one of the Arts/Humanities/CTE credits required for high school graduation.

### **PERSONAL HEALTH**

Self-Contained

**Prerequisite:** Included in student's IEP

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This one-year course examines the relationships between the structural and physiological functions required for 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. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified needs. 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 as well as one-half elective credit.

### **PRE-VOCATIONAL SKILLS**

Self-Contained

**Prerequisite:** Included in student's IEP

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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 needs. 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.

### **SOCIAL LIVING/INTERPERSONAL SKILLS**

Self-Contained

**Prerequisite:** Included in student's IEP

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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 needs. Instructional practices incorporate integration of diversity awareness including appreciation 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.

### **STUDY SKILLS**

Resource & Self-Contained

**Prerequisite:** Included in student's IEP

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

# World Languages

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| <p style="text-align: center;"><b>Grade 9</b></p> <p style="text-align: center;">French I, II H<br/>Italian I<br/>Spanish I, II H<br/>Beginning Spanish Literacy<br/>Intermediate Spanish Literacy H<br/>Advanced Spanish Literacy H</p>   | <p style="text-align: center;"><b>Grade 10</b></p> <p style="text-align: center;">French I, II H, III H<br/>Italian I, II H<br/>Spanish I, II H<br/>Beginning Spanish Literacy<br/>Intermediate Spanish Literacy H<br/>Advanced Spanish Literacy H<br/>UNR Dual Enrollment French 111 (expanded)<br/>UNR Dual Enrollment Spanish 111 (expanded)</p>   |
| <p style="text-align: center;"><b>Grade 11</b></p> <p style="text-align: center;">AP French Language and Culture<br/>AP Spanish Language and Culture<br/>Beginning Spanish Literacy<br/>Intermediate Spanish Literacy H<br/>Advanced Spanish Literacy H<br/>French I, II H, III H<br/>Italian I, II H, III H<br/>Spanish I, II H, III H<br/>UNR Dual Enrollment French 111 (expanded)<br/>UNR Dual Enrollment Spanish 111 (expanded)</p> | <p style="text-align: center;"><b>Grade 12</b></p> <p style="text-align: center;">AP French Language and Culture<br/>AP Spanish Language and Culture<br/>Beginning Spanish Literacy<br/>Intermediate Spanish Literacy H<br/>Advanced Spanish Literacy H<br/>French II H, III H<br/>Italian II H, III H<br/>Spanish II H, III H<br/>UNR Dual Enrollment French 111 (expanded)<br/>UNR Dual Enrollment Spanish 111 (expanded)</p> |

## World Language Course Descriptions

### AP FRENCH LANGUAGE AND CULTURE NCAA Approved

**Prerequisites:** 10th-12th grade,  
Grade of C or better in Level III

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K–12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### AP SPANISH LANGUAGE AND CULTURE NCAA Approved

**Prerequisites:** 10th-12th grade,  
Grade of C or better in Level III

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K 12 Learners. This course engages students in an exploration of culture in both contemporary and historical contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. *It is expected students will take the AP exam in May. See your school counselor if you have financial hardship.*

### BEGINNING SPANISH LITERACY (Spanish for Native Speakers) NCAA Approved

**Prerequisites:** None

This one-year course is designed for students from a Spanish-speaking background to facilitate their acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.



## World Language Course Descriptions Cont'd

### **INTERMEDIATE SPANISH LITERACY HONORS (Spanish for Native Speakers)**

NCAA Approved

**Prerequisites:** None

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This one-year course is designed for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.

### **ADVANCED SPANISH LITERACY HONORS (Spanish for Native Speakers)**

NCAA Approved

**Prerequisites:** None

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This one-year course is designed for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-mid as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-high level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. Revised November 2017.

### **FRENCH I, ITALIAN I, SPANISH I**

All are NCAA Approved

**Prerequisites:** 9th-11th grade,  
Preferred C or better in English

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





## World Language Course Descriptions Cont'd

### **FRENCH II HONORS, ITALIAN II HONORS, SPANISH II HONORS**

All are NCAA Approved

**Prerequisites:** 9th-12th grade,  
Pass both semesters of Level I

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

### **FRENCH III HONORS, ITALIAN III HONORS, SPANISH III HONORS**

All are NCAA Approved

**Prerequisites:** 10th-12th grade,  
Pass both semesters of Level II

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

### **DUAL ENROLLMENT (University Nevada, Reno) FRENCH 111 (expanded)**

NCAA Approved

**Prerequisites:** 10th-12th grade,  
C or higher in French I & II

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(UNR) YEAR-LONG Dual Enrollment Course: Introduction to the language through the development of language skills and through structural analysis. Includes an introduction to French culture. This course is offered as part of a formal dual agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022. There is a \$75.00 course fee.

### **DUAL ENROLLMENT (University Nevada, Reno) SPANISH 111 (expanded)**

NCAA Approved

**Prerequisites:** 10th-12th grade,  
C or higher in Spanish I & II

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(UNR) YEAR-LONG Dual Enrollment Course: Introduction to basic Spanish language structures and cultural topics with a focus on development of communicative proficiency in listening, speaking, reading, and writing. This course is offered as part of a formal dual agreement between CCSD and UNR. Instructors must be approved by UNR. Approved Fall 2022. There is a \$75.00 course fee.