



2017-2018



COURSE CATALOG

INTRODUCTION

The courses that will be offered at Desert Oasis High School for the upcoming school year are courses that have been selected by students during spring pre-registration. Generally, the courses listed in this registration guide will only be offered in the curriculum for the next school year if 25 or more students pre-register for a course. Parents have until May 2, 2017, to contact counselors regarding any course selection concerns. If during final registration too few students actually enroll in a course, it usually will be canceled and those students will be rescheduled into an alternate elective course. Students will receive a replacement credit for repeating a semester, ***not*** additional credit. Some courses such as band or chorus may be repeated for credit. **Credit Retrieval offerings may be limited based on seat availability.

Desert Oasis High School students will be computer-registered based on the spring registration process COURSES THAT STUDENTS SELECT THIS SPRING ARE THE COURSES THEY WILL BE REQUIRED TO ATTEND NEXT YEAR. NO SCHEDULE CHANGE REQUESTS WILL BE GRANTED OTHER THAN THOSE GOVERNED BY THE POLICY STATEMENTS LISTED UNDER SCHEDULE CHANGE POLICY.

Students, please read and follow these guidelines.

READ this entire course registration guide and the course descriptions before you register with your counselor. Look at your previous grades, performance and teacher recommendations and/or pretests for each course and use them as a guideline for selecting classes. Be certain that prerequisites for courses have been met.

DISCUSS your course selection with your parents, teachers, and your counselor before registration. Many courses require a teacher recommendation.

CHOOSE courses that will both challenge and give you the best preparation for your future education and employment.

COMPLETE the appropriate registration worksheet provided for you in this course registration guide as accurately as possible. List your required classes first, then list your electives. ***It is necessary*** that you list the alternative choices. In the event some of your electives are filled, you will be assigned your alternative choice(s) in the order listed. ***If you fail to do so***, then your counselor will make the selections for you. Students planning to attend summer school will be pre-registered based on the next logical course sequence according to their spring schedule. Students who successfully complete summer school may change courses upon returning to school in the fall.

UNDERSTAND you will be expected to remain in year-long courses for the entire school year. Exceptions (graduation requirements or summer school completion) will be handled through the regular schedule change procedure. Seniors must apply for a reduced class load (shortened day) during pre-registration. Students with reduced class loads will be required to take 4 classes.

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

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PRE-REGISTRATION INFORMATION

SCHEDULE CHANGE POLICY

Since much advance planning and guidance are provided for each student prior to registration, schedule changes will not be made after registration. **Class changes will not be granted to accommodate a change in a student's lunch period, if a student is failing, or to request a specific instructor. Once elective choices are made, elective changes will NOT be granted.** Due to the State of Nevada Department of Education Guidelines, no student may change a class and receive credit after the third week of the semester. Students who drop a class after the three-week period will receive an "F" in that class. Requests for schedule changes are considered only during the first three weeks of the semester and are granted only for the following specific educational reasons:

- ❖ Graduation requirement fulfillment
- ❖ Misplacement due to previous grade or lack of recommendation by teacher
- ❖ Successful completion of summer school course work

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

CHALLENGING A COURSE

Students have the right to challenge a course for which they do not meet a course's recommended achievement range. A parent conference will be held with the counselor and student regarding the agreement to challenge a class. All courses above the student's performance range may be selected with written permission on the registration form. Students must meet the prerequisite class completion before challenging a course. Students must remain in challenged courses for the entire year.

PREREQUISITES

Prerequisites are listed in the Course Catalog to help students and parents make the best educational decisions possible. Students must meet these prerequisites to enroll in a course or request permission to challenge the course. Both semesters of a prerequisite course must be successfully completed.

PLACEMENT CRITERIA

Students are assessed by teacher made tests, department pre-tests, standardized test scores and previous performance in classes to determine eligibility or recommendations for a future class. Students should consider their future goals and career path when considering placement in a particular class.

CLASS FEES

Elective class "fees" are charged for select elective classes where students complete special projects, some of which are to be taken home. These class fees cover the actual cost for these projects. A family's difficulty purchasing all of the desired/necessary items for the student and/or paying these fees will not prevent a student's enrollment in any class. If the times are such that alternatives to immediate payment of fees must be considered, the counselor or the respective elective teacher(s) should be contacted so the school and parent/guardian may work together to resolve the problem.

REQUIRED HIGH SCHOOL CLASS LOAD

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

- Ninth, tenth, and eleventh grade students must be enrolled in six classes, or the equivalent of six periods per day.
- Twelfth grade students must be enrolled in at least four classes, or the equivalent of four periods per day.
- **Seniors must take at least two classes per day on the block schedule.**

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

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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

What is cheating?

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

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

What is plagiarism?

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

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS

21st CENTURY COURSE OF STUDY CORE CURRICULUM REQUIREMENTS

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics (which will include Algebra II), and a third year of science. **Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.**

21 ST CENTURY COURSE OF STUDY CORE CURRICULUM	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Including Algebra II or higher)	4
NATURAL SCIENCE	3
SOCIAL STUDIES AND HISTORY	3
TOTAL	14

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

- Opens doors to postsecondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions Expectations
 - **3.00 GPA** (weighted or weighted with Bonus Points) *in the core curriculum*
 - Approved NSHE Core Curriculum (4 English, 3 Math, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship
 - **3.25 cumulative GPA** (weighted or weighted with Bonus Points), **or** 21 ACT Composite score, **or** 990 combined SAT (taken prior to March 2016), **or** 1070 combined SAT (taken on or after March 2016) *and the core curriculum above*
 - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II or higher, 3 Natural Science, 3 Social Science & History = 14 units)
 - Students may **not** take coursework **after graduation** to meet Millennium Eligibility

The 21st Century Course of Study Core Curriculum requirements are aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements as outlined in both the Nevada Revised Statutes (NRS) Chapter 396 and Nevada System of Higher Education (NSHE) Board of Regents Handbook Title 4 Chapter 18 Section 9.

STANDARD DIPLOMA

To receive a standard high school diploma, each student must complete twenty-two and one-half (22 ½) units of approved course work.

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

* World History or Geography is required for all Clark County School District students. World History or Geography taken in CCSD fulfills the Arts/Humanities or Career and Technical Education state requirement.

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

Testing Requirements

Cohort 2016 must **pass** four (4) Nevada High School Proficiency Examinations (HSPE) and take the College and Career Readiness Assessment (ACT). Cohorts 2017 and 2018 must **take** Nevada End-of-Course (EOC) Examinations and take the ACT. Cohorts 2019 and beyond must **pass** Nevada End-of-Course (EOC) Examinations and take the ACT.

Additional Course Requirements

Cohorts 2017 and 2018 must **pass** year-long courses aligned to the EOC Examinations. Cohorts 2019 and beyond must **take** year-long courses aligned to the EOC Examinations.

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

ADVANCED DIPLOMA

To receive an Advanced Diploma, each student must complete twenty-four (24) units of approved course work and pass or participate in the required state assessment based on cohort, and achieve a minimum of a 3.25 unweighted GPA.

ADVANCED DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
21 ST CENTURY LEARNING*	½
ARTS / HUMANITIES or CTE ELECTIVE**	1
ELECTIVES	6
TOTAL	24

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

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

Testing Requirements

Cohort 2016 must **pass** four (4) Nevada High School Proficiency Examinations (HSPE) and take the College and Career Readiness Assessment (ACT). Cohorts 2017 and 2018 must **take** Nevada End-of-Course (EOC) Examinations and take the ACT. Cohorts 2019 and beyond must **pass** Nevada End-of-Course (EOC) Examinations and take the ACT.

Additional Course Requirements

Cohorts 2017 and 2018 must **pass** year-long courses aligned to the EOC Examinations. Cohorts 2019 and beyond must **take** year-long courses aligned to the EOC Examinations.

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

ADVANCED HONORS DIPLOMA

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 GPA Weighted and 3.85 GPA Weighted with Bonus Points. GPA calculations are exact and not rounded to meet diploma requirements.

ADVANCED HONORS DIPLOMA		
Required Areas of Study	Advanced Diploma	Honors Course Units
ENGLISH	4	3
MATHEMATICS	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography U.S. History U.S. Government	3	2
PHYSICAL EDUCATION	2	
HEALTH	½	
21 ST CENTURY LEARNING*	½	
ARTS/HUMANITIES or CTE ELECTIVE**	1	
FOREIGN LANGUAGE		1***
ELECTIVES	6	2
TOTAL	24	12
Students must achieve a minimum 3.25 GPA weighted and a minimum 3.85 GPA weighted with Bonus Points.		

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

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

*** First year foreign language courses will not receive Honors credit.

Testing Requirements

Cohort 2016 must **pass** four (4) Nevada High School Proficiency Examinations (HSPE) and take the College and Career Readiness Assessment (ACT). Cohorts 2017 and 2018 must **take** Nevada End-of-Course (EOC) Examinations and take the ACT. Cohorts 2019 and beyond must **pass** Nevada End-of-Course (EOC) Examinations and take the ACT.

Additional Course Requirements

Cohorts 2017 and 2018 must **pass** year-long courses aligned to the EOC Examinations. Cohorts 2019 and beyond must **take** year-long courses aligned to the EOC Examinations.

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

ADVANTAGES OF THE HONORS COURSE OFFERINGS

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

GRADE POINT AVERAGE (GPA) CALCULATIONS

- The GPA will be calculated on a 4-point scale (A=4, B=3, C=2, D=1, F=0)
- A maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive Bonus Points.
- Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

Honors .025

Advanced Placement (AP) .050

International Baccalaureate (IB) .050

- The Bonus Points for Advanced Placement (AP) and International Baccalaureate (IB) courses shall be incorporated only when a student participates in a cumulative examination.
- The exception for the aforementioned cumulative examination(s) requirement only exists if the course load for a student exceeds three courses per semester. A fourth or subsequent number of Advanced Placement (AP) or International Baccalaureate (IB) courses taken by a student in a semester does not require the participation in the cumulative examination. Students may choose which three Advanced Placement (AP) or International Baccalaureate (IB) tests to take related to that semester/year-long course.
- Parents or guardians may waive the testing requirement related to Advanced Placement (AP) and International Baccalaureate (IB) by contacting the school administration. This direct waiver request by a parent or guardian will result in the student receiving a weighted grade point factor of .025 for the completion of the Advanced Placement (AP) and International Baccalaureate (IB) courses successfully completed.
- The student who does not pursue the Advanced Honors diploma may still enroll in Honors or Advanced Placement (AP) courses and receive the Bonus Points previously described if the student participates in a cumulative examination in each semester which is successfully completed for a maximum of fourteen (14) courses or twenty-eight (28) semesters of Honors classes.

ACADEMIC HONORS AND AWARDS

Graduating seniors will be given special recognition at commencement ceremonies if they achieve Honors or High Honors status. This will be based on the student's cumulative grade point average (weighted) from eighth-grade equivalent credits through the eighth semester of high school. An honors committee will determine criteria for awards. Qualifying GPAs will be announced in the spring.

AP Seal

Students who complete 6 Advanced Placement courses while also earning an Advanced Honors Diploma will have an AP Seal placed on their diploma. AP courses must consist of:

- 1 Math
- 1 Social Studies
- 1 English
- 1 Science
- 2 more of your choice

Honors Cord

Graduating seniors whose cumulative weighted grade point average after seven semesters is 3.500-3.799 will be recognized as Honor graduates. They will receive a Silver Honor cord to wear at graduation. Algebra I, Spanish I, and French I taken in eighth grade are also computed in the cumulative GPA.

High Honors Cord

Graduating seniors whose cumulative weighted grade point average after seven semesters is 3.800 or higher will be recognized as High Honor graduates. They will receive a White High Honors cord to wear at graduation. Algebra I, Spanish I, and French I taken in eighth grade are also computed in the cumulative GPA.

Diamond in the Desert Platinum Medallion

The Diamond in the Desert Platinum Medallion is awarded at graduation to seniors who complete a rigorous four-year academic program. Students who pursue the Medallion of Honor will enroll in the same classes as the Honors Diploma students; however, the number of required courses is different. To earn the Medallion of Honor, in addition to the regular graduation requirements, the student must have no F's on the transcript, maintain a minimum 3.25 weighted GPA, and meet the following course requirements:

- English H/AP.....4 credits
- Math H/AP.....3 credits
- Science H/AP.....2 credits
- Social Studies H/AP.....2 credits
- Foreign Language H/AP.....1 credit
- Elective Credit H/AP.....2 credits

The two elective credits required can be any additional Honors/AP core or elective courses from any academic discipline.

Diamondback Scholar Letter

An academic letter can be earned when a student completes a minimum of three consecutive semesters of high school with a cumulative grade point average of 3.750. At least one of those three semesters must have occurred at Desert Oasis High School. The cumulative grade point average is based on all high school courses completed, including those which carry a weight factor.

Desert Oasis Community Service Cord

Prior to starting a community service project, students will need to complete the required paperwork and receive approval from their counselor. Students who work 60 hours will receive one-half credit towards graduation. Students who complete at least 120 hours of an approved community service project will receive one full credit towards graduation and wear a Desert Oasis Community Service Cord at graduation.

Valedictorian and Salutatorian

Identification of Valedictorian(s) and Salutatorian(s)

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

Early Graduation

The administration and guidance department of Desert Oasis High School strongly discourage students from pursuing early graduation. We feel that four years of high school instruction is very beneficial to a student's post-secondary life. Students who wish to graduate early must have their request approved by their counselor and principal's designee by September of the year in which they wish to graduate. Students must have passed the math, reading, writing, and science proficiency exams and currently have 16.5 credits before consideration. See your counselor for the early graduation request form.

Matriculation of Students

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

COURSE SELECTION GUIDELINES

Four Year Academic Plan

Each ninth-grade student must have an approved four-year academic plan. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and Honors courses.

The ninth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary.

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

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

Duplicate Course Work – Repeating Courses

A student may repeat a course. A student shall not receive additional credit for the repeated course. The higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course notation. A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an "F" will only be removed once. If applicable, all other "F"s" will remain on a transcript.

Physical Education II Waiver Credit

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

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

Baseball – Varsity, Junior Varsity	Golf – Varsity
Basketball – Varsity, Junior Varsity, B-Team	Marching Band/Flags/Mascots
Bowling - Varsity, B-Team	Soccer – Varsity, Junior Varsity, B-Team
Cheerleading – Varsity, Junior Varsity, B-Team	Softball – Varsity, Junior Varsity
Cross Country – Varsity	Swimming – Varsity
Dance Group	Tennis – Varsity
Drill Team	Track – Varsity
Flag Football – Varsity, Junior Varsity, B-Team	Volleyball – Varsity, Junior Varsity, B-Team
Football – Varsity, Junior Varsity, B-Team	Wrestling – Varsity, Junior Varsity

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

Concurrent Credit Options

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

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

External Credit Options

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

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

Maximum Credit Options

Students enrolled in the Clark County School District may earn a total of six (6) external credits. **Not more than three (3)** external credits in English, mathematics, science, and social studies may be applied toward graduation. External credits from the following programs are accepted when successfully completed in accordance with the Clark County School District’s guidelines:

See your counselor for prior approval and applications for the following External Credit options:

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

PLANNING FOR COLLEGE

ADVANCED PLACEMENT PROGRAMS

The Advanced Placement (AP) Program is a cooperative educational endeavor with the College Board in Princeton, New Jersey for academically talented students. Through this program, sophomores, juniors, and seniors in high school may take courses that have been developed with college-level material and expectations. Since the curriculum is more rigorous than the regular courses, there is a greater opportunity for individual progress and achievement. The Advanced Placement examinations are given each May. All examinations consist of an essay or problem-solving section and a series of multiple-choice questions. At the completion of the course, each student is expected to take this examination at an approximate cost of \$93.00 per exam.

The College Board grades exams and scores are given on the following basis:

- Five: Extremely well qualified
- Four: Well qualified
- Three: Qualified
- Two: Possibly qualified
- One: No recommendation

In many cases, universities will award three college credits for a score of THREE, six credits for a score of FOUR, and nine credits for a score of FIVE. Students and parents should check college catalogs for the policy of the college the student plans to attend. Awarding of college credits is at the discretion of each university. **Students who enroll in AP classes are expected to take the AP exam.** See your school counselor if you have a financial hardship. **Students who enroll in AP classes will receive a .050 weighted factor.**

Governor Guinn Millennium Scholarship Program

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

CCSD Guidance & Counseling Website

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

CAREER AND TECHNICAL EDUCATION (CTE) COLLEGE CREDIT

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

To qualify for the CTE College Credit, students must:

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

Students who complete a CTE program of study according to the criteria are eligible to earn the CTE College

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

NCAA Initial Eligibility Requirements

To participate in collegiate athletics, students must register with the NCAA at www.eligibilitycenter.org. NCAA Division I and Division II require 16 core courses. See the charts below.

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

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

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

<u>Required Courses*</u>	<u>Division I</u>	<u>Division II</u>
English	4	3
Mathematics (Alg. I or higher)	3	2
Science (minimum 1 lab science)	2	2
Additional In Above	1	3
Social Studies	2	2
Additional Core Courses**	4	4

* Required courses must be taught at or above grade level, be academic and college preparatory in nature, and be taught by a qualified instructor

OR

Required courses must appear on the Approved Courses list for your high school (www.eligibilitycenter.org)

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

CLARK COUNTY SCHOOL DISTRICT ATHLETIC ELIGIBILITY

Initial Eligibility General Requirements:

1. Must be enrolled in grades 9-12.
2. Must reside in the school of enrollment’s attendance zone.
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.785 – 386.799).

6. **Secondary Magnet School** students who enroll for less than a three (3) year program or enroll in individual classes are ineligible for athletics at the Magnet School for 180 school days. Students who drop from the Magnet program will become automatically ineligible for athletics at the Magnet School for 180 school days. If a student chooses to return to his/her school of residence, he/she would be ineligible for the remainder of that school year and for 180 school days in any sport in which his/her name appeared on a NIAA roster during his/her attendance at the Magnet School.

7. **Secondary Open Enrollment/Select Minority to Majority** students who are selected to attend this type of school are eligible to participate in athletics. Students who change schools will become automatically ineligible for the remainder of the current school year and for 180 school days in any sport his/her name appeared on an NIAA roster during his/her attendance at the Open Enrollment school.

8. **Career Technical Academy/Charter School/Home-Schooled** students are eligible to participate in athletics in the school that is located in the attendance zone of the residence of the parent or legal guardian.

Maintenance of Eligibility:

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

College Readiness Assessments

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

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

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

DESERT OASIS HIGH SCHOOL

DEPARTMENT COURSE OFFERINGS

CAREER AND TECHNICAL EDUCATION

ENGLISH

FOREIGN LANGUAGE

MATHEMATICS

PERFORMING ARTS

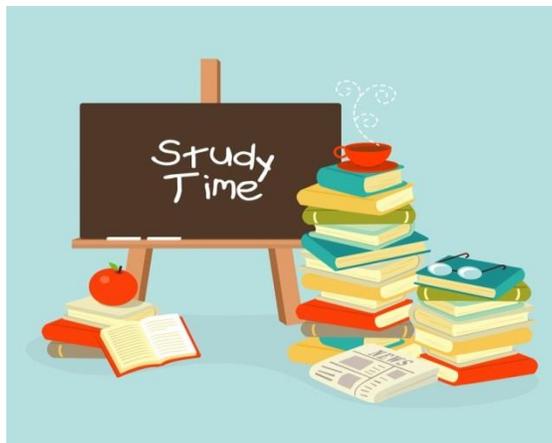
PHYSICAL EDUCATION/HEALTH

SCIENCE

SOCIAL STUDIES

VISUAL ARTS

INDIVIDUALIZED PROGRAMS



CAREER & TECHNICAL EDUCATION

Students completing a program of study (three courses), passing a State Assessment, and maintaining at least a 3.0 GPA in CTE course of study area will receive a Certificate of Skill Attainment from the Nevada Department of Education.

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

	Business & Marketing <i>*6 Free college credits available*</i>	Forensic Science	Furniture & Cabinet Making	Health Science <i>**Points Available</i>	Information Technology & Media Technology <i>*6 Free College Credits Available</i>	Work Experience
9 th Grade	Principles of Business & Marketing (*3 credits)	Forensic Science I	Furniture & Cabinet Making I	Health Science I	Photography I (*3 credits) Video Production I Web Design & Development I (*3 credits)	
10 th Grade	Principles of Business & Marketing Marketing I	Forensic Science I Forensic Science II	Furniture & Cabinet Making I/II	Health Science I Sports Medicine I	Photography I/II Video Production I/II Web Design & Development I/II	School related Work Exp.
11 th Grade	Marketing I/II (*3 credits)	Forensic Science II Forensic Science III	Furniture & Cabinet Making II/III	Sports Medicine I/II (**Point award)	Photography II/III (*3 credits) Photo AS (Photojournalism) Video Production II/III Web Design & Development I/II	Applied Office Practice Exploratory Work Exp. School related Work Exp. Student Aide
12 th Grade	Marketing II Marketing Advanced Studies	Forensic Science III	Furniture & Cabinet Making III Furniture & Cabinet Making Advanced Studies	Sports Medicine II	Photography III Photo AS (Photojournalism) Video Production III Video Production Advanced Studies	Applied Office Practice Exploratory Work Exp. School related Work Exp. Student Aide

***Up to 6 Free College Credits Available: Photography—6 credits, Business and Marketing—6 credits, Web Design—3 credits**

****Students choosing to pursue the CSN AAS Physical Therapist Program will be awarded 1 point in the program's limited entry admission application.**

Principles of Business and Marketing

Grade: 9-10

This one-year course introduces students to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **Participation in Distributive Education Clubs of America “DECA” is an integral part of the instructional program and co-curricular (required) DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. \$35 DECA fee required.**

Marketing I

Grade: 10-11

Pre-requisite: Successful completion of 1st level class with a “C” or better in both semesters.

This one-year course is designed for students who have completed Principles of Business and Marketing and have a career interest in 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 elective credits required for high school graduation. **Participation in Distributive Education Clubs of America “DECA” is an integral part of the instructional program and co-curricular (required) DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. \$35 DECA fee required.**

Marketing II

Grade: 11-12

Pre-requisite: Successful completion of 1st and 2nd level class with a “C” or better in both semesters.

This one-year course is designed for students who have successfully completed Marketing I. Advanced topics in marketing, economics, management, merchandising, and business ownership are 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. **Participation in Distributive Education Clubs of America “DECA” is an integral part of the instructional program and co-curricular (required) DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. \$35 DECA fee required.**

Marketing Advanced Studies

Grade: 12

Pre-requisite: Successful completion of 1st, 2nd, and 3rd level class with a “C” or better in both semesters.

This one-year course provides students who have achieved all content standards in Marketing Advanced 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. **Participation in Distributive Education Clubs of America “DECA” is an integral part of the instructional program and co-curricular (required) DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. \$35 DECA fee required.**

Applied Office Practice

Grade: 11-12

Pre-requisite: Principles of Business and Marketing

This one-year course is designed to provide the business student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The on-the-job training experience will be conducted only in the school office setting. It is desirable to limit enrollment to students who have successfully completed a minimum of one semester in a business education class at the high school level. Student assignment will be made and approved by the Applied Office Practice teacher-coordinator. Telephone switchboard, principal and/or assistant principal offices, registrar's office, school banker's office, attendance office, activities and/or athletic director's office, counseling office, graphic arts, student store, library, audiovisual office, and school nurse are the only areas that qualify for Applied Office Practice student assignments. The student enrolled in the Student Aide Program is excluded from these areas. This course may be repeated, but only two credits may be earned in the Applied Office Practice Program with a maximum of one credit earned in any office area. This course will fulfill one of the elective credits required for graduation. **Students are required to have a 2.5 GPA and 7 or fewer absences to be eligible.**

Forensic Science I

Grade: 9-10

This one-year course provides students an opportunity to explore criminal and civil investigations. Areas of emphasis include history of forensic science, types of evidence, legal and ethical issues, and crime scene investigation. Instructional practices incorporate integration 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 elective credits required for high school graduation.

Forensic Science II

Grade: 10-11

Prerequisite: Successful completion of Forensic Science I class with a "C" or better in both semesters.

This course is a continuation of Forensic Science I. This course allows for students interested in the forensic science field to develop their knowledge and skills in principles and procedures related to laboratory fundamentals and forensic disciplines. Areas of study include biological and chemical hazards, utilization of lab equipment, lab accreditation, examine of evidence, and fingerprinted processes. The appropriate use of technology and industry-standards equipment is an integral part of this course.

Forensic Science III

Grade: 11-12

Prerequisite: Successful completion of Forensic Science II class with a "C" or better in both semesters.

This course is a continuation of Forensic Science II. This course allows advanced forensic science students the opportunity to develop skills in courtroom proceedings and forensic specialties. Areas of study include legal proceedings, examination questioning, death investigations, anthropology, entomology and forensic psychology. Emphasis will be placed on criminal profiling, skeletal remains, pathology, and courtroom personnel. The appropriate use of technology and industry-standards equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary employment. **Participation in HOSA Future Health Science Professionals or Skills USA is an integral part of the instructional program and co-curricular (required). There is a fee of \$20 per year.**

Furniture and Cabinet Making I

Grade: 9-10

This one-year course examines the tools and machines used in the construction and woodworking industries, including the software and hardware components of computer numerical-controlled (CNC) equipment. Students learn industry specific skills through project-based activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **There is a fee of \$25 per year plus cost of materials.**

Furniture and Cabinet Making II

Grade: 10-11

Pre-requisite: Successful completion of 1st level class with a “C” or better in both semesters.

This one-year course is designed for the student who has successfully completed Furniture and Cabinetmaking I. Students create furniture and/or cabinets in the woodworking laboratory. Students model safety procedures, machine operation, and industrial 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. **There is a fee of \$25 per year plus cost of materials.**

Furniture and Cabinet Making III

Grade: 11-12

Pre-requisite: Successful completion of 1st and 2nd level class with a “C” or better in both semesters.

This one-year course is designed for the student who has successfully completed Furniture and Cabinetmaking II. Laboratory activities include advanced processes using tools and equipment currently being used by the industry including software and hardware components of computer numerical-controlled (CNC) equipment. Instructional practices incorporate integration of diversity awareness including appreciation of 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.

Furniture and Cabinet Making Advance Studies

Grade: 12

Pre-requisite: Successful completion of 1st, 2nd and 3rd level class with a “C” or better in both semesters.

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. **There is a fee of \$25 per year plus cost of materials.**

Health Science I

Grade: 9-10

This one-year course introduces students to health occupations with a clinical perspective. This course includes medical terminology, health care careers and systems, safety, legal responsibilities, wellness, and disease prevention. Instructional practices incorporate integration of diversity awareness including appreciation of 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.

Sports Medicine I

Grade: 10-11

Pre-requisite: Successful completion of 1st level class with a “C” or better in both semesters.

This one-year course is designed for students who have successfully completed Health Science I. Students are provided instruction in sports medicine terminology, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Instructional practices incorporate integration of diversity awareness including appreciation of 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. **There is a fee of \$20 per year.**

Sports Medicine II

Grade: 11-12

Pre-requisite: Successful completion of 1st and 2nd level class with a “C” or better in both semesters.

This one-year course will give students hands-on experience evaluating injuries commonly sustained by the competitive athlete. It includes all areas of sports medicine such as sports medicine terminology, musculoskeletal anatomy, evaluation, assessment, rehabilitation, and prevention of athletic injuries. Emphasis will be placed on evaluating and assessing athletic injuries. 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 elective credit required for high school graduation. **There is a fee of \$20 per year.**

Photography I

Grade: 9-10

This one-year course provides students with the fundamentals of commercial photography. Topics include photographic vision, operating cameras, image processing, output, and quality control. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. **There is a fee of \$40 per year.**

Photography II

Grade: 10-11

Pre-requisite: Successful completion of 1st level class with a “C” or better in both semesters.

This one-year course builds on the skills and knowledge acquired in Photography I. Students gain experience in the advanced principles of commercial photography as well as create and exhibit photographic work. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. **There is a fee of \$40 per year.**

Photography III

Grade: 11-12

Pre-requisite: Successful completion of 1st, 2nd and 3rd level class with a “C” or better in both semesters.

This one-year, project-based course builds on the skills and knowledge acquired in Photography II. Students gain experience with the advanced principles of commercial photography. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. **There is a fee of \$40 per year.**

Photography Advanced Studies (Photojournalism)

Grade: 11-12

Pre-requisite: Successful completion of Photo I and II.

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

Video Production I

Grade: 9-10

This one-year course introduces students to video production. Emphasis is on script writing, video recording, editing, converging media, and publication. Project-based learning, collaboration, and portfolio development are essential elements of this class. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **A project fee may be required.**

Video Production II

Grade: 10-12

Pre-requisite: Successful completion of 1st level class with a “C” or better in both semesters.

This one-year course is designed for students who have successfully completed Video Production I. Students increase skill with the elements of video production technology. Emphasis is on script writing, video recording and editing, and publication of news and entertainment through video. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **A project fee may be required.**

Video Production III

Grade: 11-12

Pre-requisite: Successful completion of 1st, 2nd and 3rd level class with a “C” or better in both semesters.

This one-year course is designed to allow students who have completed Video Production II to advance their knowledge and skills in media production. Emphasis is on the development of various media and video productions for a variety of audiences. Project-based learning, collaboration, and project management are essential elements of this course. Instructional practices incorporate the integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **A project fee may be required.**

Video Production Advanced Studies

Grade: 12

Pre-requisite: Successful completion of 1st, 2nd or 3rd level class with a “C” or better in both semesters.

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

Web Design and Development I

Grade: 9-11

This one-year course is designed to provide students with the basic principles of web-page development using industry accepted applications and coding techniques. Students design, execute, update, and modify websites. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

Web Design and Development II

Grade: 10-11

This one-year course is designed for students who have successfully completed Web Design and Development I. Students incorporate automation, animation, and interactivity in websites. Portfolio development is an essential element of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either the one-half required computer credit and one-half elective credit or one of the elective credits required for high school graduation.

Exploratory Work Experience

Grade: 11-12

This one-year course is designed to provide students with an exploratory work experience which introduces them to the world of work and bridges the gap between school and work. Students must be employed in a paying position. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester. Instructional practices incorporate integration of diversity awareness including appreciation of 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.

School Related Work Experience

Grade: 10-12

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 cafeteria. Students earn one-half credit per semester and are also paid for their services. Students are required to have a work permit, a health card (\$50.00), and a valid social security card.**

Student Aide

Grade: 11-12

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to 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. **Students are required to have a 3.0 GPA and 7 or fewer absences to be eligible. This class is NOT repeatable.**

ENGLISH LANGUAGE ARTS

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

	English	Elective Credits
9 th Grade	English 9 English 9 Honors	Journalism Foundations Publications I Speech & Debate I-Competitive Team Public Speaking & Argumentation (Non-Competitive Speech & Debate)
10 th Grade	English 10 English 10 Honors (Pre-AP)	Journalism Foundations Journalism II (repeatable) Publications I, II Speech & Debate I, II-Competitive Team Public Speaking & Argumentation (Non-competitive Speech & Debate) Imaginative Writing Mythology & Folklore Film Studies
11 th Grade	English 11 English 11 Honors AP English Language/Composition	Journalism Foundations Journalism II (repeatable) Publications I, II Speech & Debate I, II, III-Competitive Team Public Speaking & Argumentation (Non-competitive Speech & Debate) Imaginative Writing Mythology & Folklore Film Studies
12 th Grade	English 12 English 12 Honors AP English Literature/Composition AP English Language/Composition	Journalism Foundations Journalism II (repeatable) Publications I, II Speech & Debate I, II, III, Adv. Study-Competitive Team Public Speaking & Argumentation (Non-competitive Speech & Debate) Imaginative Writing Mythology & Folklore Film Studies

English 9

Grade: 9

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

English 9 Honors

Grade: 9

Pre-requisite: Successful completion of Acc. English 8 or teacher recommendation

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

English 10

Grade: 10

Pre-requisite: Successful completion of English 9

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

English 10 Honors (Pre-AP)

Grade: 10

Pre-requisite: Successful completion of English 9 H or teacher recommendation

This one-year course (*Advanced Composition, Language, and Themes in American Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors by the accelerated instructional pacing and depth of content. This rigorous honors course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of American prose styles and genres. The course is also structured chronologically based on the genres and movements of American literature. Students are expected to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

English 11

Grade: 11

Pre-requisite: Successful completion of English 10 or teacher recommendation

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

Grade: 11

Pre-requisite: Successful completion of English 10 H or teacher recommendation

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

English 12

Grade: 12

Pre-requisite: Successful completion of English 11

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

English 12 Honors

Grade: 12

Pre-requisite: Successful completion of English 11 H or teacher recommendation

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

AP English Language/Composition

Grade: 11-12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This college-level curriculum engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to the effectiveness of writing. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. **It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.**

AP English Literature/ Composition

Grade: 12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This college-level curriculum engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation. **It is expected students will take the AP exam in May. See your school counselor if you have a financial hardship.**

ENGLISH ELECTIVES

Journalism Foundations

Grade: 9-12

This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students may be required to participate in the production of a newspaper. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.

Journalism II

Grade: 10-12

Pre-requisite: Successful completion of Journalism I

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.

Publications I

Grade: 9-12

This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **This class may be repeated. Does not count for English credit**

Publications II

Grade: 10-12

Pre-requisites: Publications I and teacher approval

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. **This class may be repeated. Does not count for English credit**

Speech & Debate I (Competitive Team)

Grade: 9-12

This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students will be required 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 is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **After school commitments are expected. Does not count for English credit**

Speech & Debate II (Competitive Team)

Grade: 10-12

Pre-requisites: Successful completion of Speech and Debate I or teacher recommendation.

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.

Speech & Debate III (Competitive Team)

Grade: 11-12

Pre-requisition: Successful completion of Speech and Debate I/II or teacher recommendation.

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.

Public Speaking and Argumentation (Non-competitive Speech and Debate)

Grade: 9-12

This one-year course provides an opportunity to study speech techniques and to apply these techniques to formal debate and individual speaking situations. Students are encouraged to apply debate principles and speech techniques. Instructional practices incorporate integration of diversity awareness including appreciation of 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 (Creative Writing)

Grade: 10-12

This one-year course develops and improves both formal and informal writing skills with emphasis placed upon self-expression, creativity, and clear communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the elective credits required for high school graduation.

Mythology and Folklore

Grade: 10-12

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.

Film Studies

Grade: 10-12

In this one-semester 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 on arts/humanities credit or one of the elective credits required for graduation.

FOREIGN LANGUAGE

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

	Spanish	French	Japanese
9 th Grade	Spanish I Spanish II Honors	French I	Japanese I
10 th Grade	Spanish I Spanish II/III Honors	French I French II Honors	Japanese I Japanese II Honors
11 th Grade	Spanish I Spanish II/III Honors	French I French II/III Honors	Japanese I Japanese II/III Honors
12 th Grade	Spanish I Spanish II/III Honors AP Spanish	French I French II/III Honors AP French	Japanese I Japanese II-V Honors

Spanish I

Grade: 9-12

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

Spanish II Honors

Grade: 9-12

Pre-requisite: Spanish I or teacher recommendation

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

Spanish III Honors

Grade: 10-12

Pre-requisite: Spanish II H or native speaker

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

AP Spanish Language and Culture

Grade: 12

Pre-requisite: Spanish III H

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 counselor if you have financial hardship.**

French I

Grades: 9-12

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

French II Honors

Grade: 10-12

Pre-requisite: French I or teacher recommendation

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

French III Honors

Grade: 11-12

Pre-requisite: French II H or teacher recommendation

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

AP French Language and Culture

Grade: 12

Pre-requisite: Teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP French 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.

Japanese I

Grades: 9-12

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

Japanese II Honors

Grade: 10-12

Pre-requisites: Japanese I and teacher recommendation

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

Japanese III Honors

Grade: 11-12

Pre-requisites: Japanese II H and teacher recommendation

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

Japanese IV Honors

Grade: 12

Pre-requisites: Japanese III H and teacher recommendation

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

Japanese V Honors

Grade: 12

Pre-requisites: Japanese IV H and teacher recommendation

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

MATH DEPARTMENT

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

9th Grade	Algebra I	Geometry Honors
10th Grade	Algebra II Geometry Geometry Honors Math Essentials I & II	Algebra II Algebra II Honors
11th Grade	Algebra II Algebra II Honors College Preparatory Math Math Essentials I & II	Pre-Calculus AB Honors AP Calculus AB
12th Grade	Algebra II College Preparatory Math Pre-Calculus AB Honors AP Calculus AB Math of Personal Finance Math Essentials I & II	Pre-Calculus AB Honors AP Calculus AB/BC AP Statistics

Algebra I

Grade: 9

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 II

Grade: 10-12

Pre-requisite: Successful completion of Algebra I or teacher recommendation

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

Algebra II Honors

Grade: 10-12

Pre-requisite: Successful completion of Algebra I and Geometry Honors teacher recommendation

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.

Geometry

Grade: 10

Pre-requisite: Algebra I

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

Geometry Honors

Grade: 9-10

Pre-requisite: Algebra I H or Algebra I teacher recommendation

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

College Preparatory Mathematics

Grade: 11-12

Pre-requisite: Algebra II or teacher recommendation

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.

Pre-Calculus AB Honors

Grade: 11-12

Pre-requisites: Algebra II, Algebra II Honors or teacher recommendation

This rigorous one-year course is designed for the motivated student with a strong background in advanced algebra and will prepare the student for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytic geometry, vectors, matrices, relations and functions and their graphs, probability and statistics, and the introductory concepts of calculus. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

AP Calculus AB

Grade: 11-12

Pre-requisite: Pre-Calculus Honors, Algebra II H with teacher recommendation

This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus AB examination. This course will fulfill one of the mathematics credits required for high school graduation.

AP Calculus BC

Grade: 12

Pre-requisite: AP Calculus AB with teacher recommendation

This one-year Advanced Placement course is intended for students who have a thorough knowledge of high school mathematics. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, the differentiation and integration of functions of a single variable, and sequences and series. The use of technology, including graphing calculators and computer software, is an integral part of this course. Students completing this course will be prepared and encouraged to participate in the Advanced Placement Calculus BC examination. This course will fulfill one of the mathematics credits required for high school graduation.

AP Statistics

Grade: 12

Pre-requisite: Algebra II H, Pre-Calculus H

This one-year Advanced Placement course is intended for students who are preparing for further study in disciplines requiring statistical course work. This course includes describing patterns in data and departures from patterns, planning and conducting a statistical study, exploring random phenomena using probability and simulation, estimating population parameters, and testing statistical hypotheses. The use of technology, including calculators and computer software, is an integral part of this course. This course is intended to prepare students for taking the Advanced Placement Examination in Statistics. This course will fulfill one of the mathematics credits required for high school graduation.

Math of Personal Finance

Grade: 12

This one-year course is the study of personal finance for senior-level students. Students develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The course emphasizes refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA).

Math Essentials I

This one-semester course is designed for students who have not achieved proficiency in the Math I End of Course (EOC) Exam. It provides remediation lessons to prepare students to pass the Math I EOC exam by building on the concepts of Algebra I while solidifying and extending mathematical modeling, problem solving skills, reasoning skills, and algebraic procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on 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 half of one of the mathematics credits required for high school graduation and may be repeated once. While this course meets the Governor Guinn Millennium Scholarship requirements, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA). Requested approval November 2016.

Math Essentials II

This one-semester course is designed for students who have not achieved proficiency in the Math II End of Course (EOC) Exam. It provides remediation lessons to prepare students to pass the Math II EOC exam by building on the concepts of Geometry while solidifying and extending mathematical modeling, problem solving skills, reasoning skills, and algebraic procedures. Concepts are explored through the use of manipulatives, mathematical tools, and hands-on 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 half of one of the mathematics credits required for high school graduation and may be repeated once. While this course meets the Governor Guinn Millennium Scholarship requirements, it does not meet the core requirements for the National Collegiate Athletic Association (NCAA). Requested approval November 2016.

PERFORMING ARTS DEPARTMENT

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

	Band	Orchestra	Choir	Theater	Guitar
9 th Grade	Advanced Band Marching Band Rhythmic Precision- Color Guard Jazz (Intermediate) Percussion	Intermediate Orchestra Orchestra Ensemble (Adv. Study Strings)	Beginning Chorus (Women) Beginning Chorus (Men's)	Theater I Tech Theater I	Beginning Guitar
10 th Grade	Advanced Band Marching Band Rhythmic Precision- Color Guard Jazz (Intermediate or Advanced) Percussion	Advanced Orchestra Chamber Orchestra Orchestra Ensemble (Adv. Study Strings)	Beginning Chorus (Women) Beginning Chorus (Men's) Advanced Chorus (Women) Advanced Chorus (A Capella) Chamber	Tech Theater I/II Theater I/II	Beginning/Intermediate Guitar
11 th Grade	Advanced Band Marching Band Rhythmic Precision- Color Guard Jazz (Intermediate or Advanced) Percussion	Advanced Orchestra Chamber Orchestra Orchestra Ensemble (Adv. Study Strings)	Beginning Chorus (Women) Beginning Chorus (Men's) Advanced Chorus (Women) Advanced Chorus (A Capella) Chamber	Tech Theater II/III Theater I/II/III	Beg/Inter/Adv. Guitar
12 th Grade	Advanced Band Marching Band Rhythmic Precision- Color Guard Jazz (Intermediate or Advanced) Percussion	Advanced Orchestra Chamber Orchestra Orchestra Ensemble (Adv. Study Strings)	Beginning Chorus (Women) Beginning Chorus (Men's) Advanced Chorus (Women) Advanced Chorus (A Capella)	Tech Theater II/III Theater I/II/III/IV	Beg/Inter/Adv. Guitar

*** Performing Musical Courses: Maximum \$40.00 fee per course. Students may be responsible for expenses associated with competitions/performances. Students will be responsible for additional fees which can be offset by fundraising efforts.**

Advanced Band

Grade: 9-12

Pre-requisite: Previous band experience & mandatory time commitments outside of the school day

This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

Marching Band

Grade: 9-12

Pre-requisite: Previous band experience & mandatory time commitments outside of the school day

This one semester course is designed for students already participating in the concert band program. Marching band emphasizes both musical skills and the awareness of movement within time and space. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one half of one elective credit or one half of one Arts/Humanities credit required for high school graduation and may be repeated. **Members must purchase marching band accessories including but not limited to shoes, sticks, jackets, and shirts.**

Jazz Band (Intermediate)

Grade: 9-12

This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive direction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

Jazz Band (Advanced)

Grade: 10-12

This one-year course is designed for students who have successfully demonstrated mastery of intermediate jazz skills and techniques. Areas of emphasis include jazz interpretation and exploration of advanced improvisation and composition techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated.

Percussion

Grade: 9-12

This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for providing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. This course will fulfill one art/humanities elective credit toward high school graduation.

Rhythmic Precision – Color Guard

Grade: 9-12

This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation. **This course has mandatory time commitments outside of the school day.**

Beginning Guitar

Grade: 9-12

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

Intermediate Guitar

Grade: 10-12

Pre-requisite: Successful completion of Beginning Guitar

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

Advanced Guitar

Grade: 11-12

Pre-requisite: Successful completion of Intermediate Guitar

This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an advanced level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

Intermediate Orchestra

Grade: 9

Pre-requisite: Previous orchestra experience & mandatory time commitments outside of the school

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.

Advanced Orchestra

Grade: 9-12

Pre-requisite: Previous orchestra experience & mandatory time commitments outside of the school

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.

Orchestra Ensemble (Advanced Study Strings)

This one-year course is designed for ninth through twelfth grade students to develop solo and small ensemble instrumental techniques and repertoire. Small ensemble and solo performance techniques are integral to the students' mastery of an instrument. In addition, exposure to the wide variety of literature in the solo and small ensemble repertoire encourages future study. This course may be repeated for credit. This course will fulfill one of the elective credits for graduation.

Chamber Orchestra

Grade: 10-12

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.

Beginning Chorus - (Women's Choir)

Grade: 9-12

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 credit required for high school graduation and may be repeated.

Beginning Chorus - (Men's Choir)

Grade: 9-12

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 credit required for high school graduation and may be repeated.

Advanced Chorus – (Women-Bella Voce)

Grade: 10 -12

Pre-requisite: Audition

This one-year course is designed for high school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation and may be repeated.

Advanced Chorus – (A Cappella/Jazz)

Grade: 10 -12

Pre-requisite: Audition

This one-year course is designed to offer advanced music students in-depth opportunities with rehearsal and performance practices stylistic of Contemporary A Cappella and Jazz. This course may be repeated for credit. This course will fulfill either the one Arts/Humanities credit or one of the elective credits required for graduation.

Chamber Choir (Madrigals)

Grade: 10-12

Pre-requisite: Audition

This one-year course is offered for the purpose of allowing students to perform in an ensemble which has a selected membership and 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 credit required for high school graduation and may be repeated.

Theater I

Grade: 9-12

This first-year course is designed to familiarize students with the theatre: its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills. Continuous emphasis will be made to develop awareness and self-expression, to increase general knowledge of the theatre, and to encourage social adjustment. This course will fulfill one of the elective credits required for graduation

Theater II/III

Grade: 10-12

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

Theater IV

Grade: 12

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. The appropriate use of technology is an integral part of this course. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

Tech Theater I/II

Grade: 10-12

This one-year course will allow the students to explore technical theatre production skills. Students will be instructed in the design concepts of costumes, make-up, properties, publicity, scenery construction, sound, stage lighting, and stage management. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective requirements for graduation.

Tech Theater III

Grade: 10-12

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. The prerequisite for this course is successful completion of Technical Theatre II, and teacher approval. This course will fulfill one art/humanities elective credit toward high school graduation.

PHYSICAL EDUCATION/HEALTH

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

	REQUIRED CLASSES	ELECTIVE CHOICES
9 th Grade	Health PE I	Dance I *
10 th Grade	Health PE II	Dance I * Dance II Rhythmic Precision (**Cheer or Dance)
11 th Grade	Health PE II	Lifetime Sports Physical Conditioning with Weights Rhythmic Precision (**Cheer or Dance)
12 th Grade	Health PE II	Lifetime Sports Physical Conditioning with Weights Rhythmic Precision (**Cheer or Dance)

****Counts as a PE I credit toward graduation***

*****Counts as a PE II credit toward graduation***

Health Education

Grade: 9-12

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. **Health is a graduation requirement that will not be offered within your school day. Help is available free of charge through APEX. Talk to your counselor about your plan to obtain Health credit.**

Physical Education I

Grade: 9

P.E. uniform is \$25 and lock rental fee is \$5.

This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal-setting, and health-related fitness knowledge. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences, team sports, individual and dual sports, dance/rhythms, and lifetime recreational activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.

Physical Education II

Grade: 10-12

Pre-requisite: completion of Physical Education I

P.E. uniform is \$25 and lock rental fee is \$5.

This one-year course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in activities that apply movement principles found in team sports, individual/dual sports, fitness and wellness activities, dance/rhythms, and lifetime recreational activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.

Dance I

Grade: 9-10

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. **Costume fee may be charged.**

Dance II

Grade: 10

Pre-requisites: Dance I or teacher recommendation

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. **Costume fee may be charged.**

***Rhythmic Precision (Cheer or Dance)**

Grade: 10-12

This one-year course considers the physical, mental, social, and emotional development of the individual in a performance-oriented program. It provides students with experiences in physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. This course, which may be repeated, could include members of performing groups, such as cheerleaders, song leaders, flag twirlers, drill teams, and dance teams. This course will fulfill one of the elective credits required for graduation. **Counts as a PE credit toward graduation.**

Lifetime Sports

Grade: 10-12

Pre-requisite: Physical Education I and II or waiver

This one-year course is designed for students who have successfully completed two years of physical education. This course provides students with a comprehensive understanding of lifetime sports and recreational activities. Students focus on improving sports skills, participating in lifelong sport and recreational activities, and improving fitness levels while working at moderate to vigorous levels for a minimum of 50% of the instructional time. Instructional practices incorporate integration of diversity awareness including appreciation of 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.

Physical Conditioning with Weights (Men's & Women's)

Grade: 11-12

Pre-requisite: completion of Physical Education I and II or teacher recommendation

P.E. uniform is \$25 and lock rental fee is \$5.

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.

SCIENCE DEPARTMENT

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

(Suggested path for Science course sequencing)

9 th Grade	Biology	Biology Honors	
10 th Grade	Chemistry	Chemistry Honors	
11 th Grade	Physics	Physics Honors AP Physics I	
12 th Grade	Geoscience Geoscience Honors	Geoscience Honors AP Biology AP Physics I/II AP Environmental Science AP Chemistry	Principles of Anatomy/Physiology Honors (Counts toward elective credit only)

Biology

Grade: 9

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

Biology Honors

Grade: 9

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

AP Biology

Grade: 12

Prerequisite: Successful completion of Biology H or Chemistry H or teacher recommendation

This is a one-year course with an emphasis on meeting the requirements of the College Board Advanced Placement Biology examination. Instructors should refer to the current Advanced Placement course description for examination specifics. This course is designed for those students desiring college level experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General themes of study will be: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship of Structure to Function; Regulation; Interdependence in Nature; Science, Technology and Society. Career opportunities in the biological sciences will also be explored. It is recommended that students successfully complete a first year biology course before enrolling in AP Biology. This course will fulfill one of the two science credits required for high school graduation, and will meet college entrance requirements for a laboratory science. **There is a \$20 lab fee for this course.**

Chemistry

Grade: 10

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

Chemistry Honors

Grade: 10

Prerequisite: Successful completion of Geometry H or Geometry with math teacher recommendation

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

Grade: 12

Prerequisite: C or above for Chemistry H with teacher recommendation

This one-year course is designed to provide a comprehensive background for those students desiring an in-depth study of chemical concepts. This course will focus on meeting the requirements of the College Board Advanced Placement Chemistry exam. Instructors should refer to the current Advanced Placement course description for examination specifics. Topics included are atomic theory and structure; chemical bonding; nuclear chemistry; gases, liquids and solids; solutions; reaction types; acids and bases; stoichiometry; equilibrium; kinetics; thermodynamics; electrochemistry; oxidation- reduction; descriptive chemistry; and an introduction to carbon chemistry. Laboratory work of quantitative and qualitative nature is used to develop manipulative skills and reinforce topic areas. It is recommended that students successfully complete a first year biology and a first year chemistry course before enrolling in AP Chemistry. This course will fulfill one of the two science credits required for high school graduation and college entrance requirements for laboratory science. **There is a \$20 lab fee for this course.**

Physics

Grade: 11-12

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

Physics Honors

Grade: 11-12

Pre-requisite: Successful Completion of Algebra II and math teacher recommendation

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

AP Physics I

Grade: 11

Prerequisite: Successful completion of Algebra II H or higher with math teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 1: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. **There is a \$20 lab fee for this course.**

AP Physics II

Grade: 12

Prerequisite: Successful completion of AP Physics I and Calculus A or B

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics 2: Algebra-Based examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance. **There is a \$20 lab fee for this course.**

AP Environmental Science

Grade: 12

Prerequisite: Successful completion of Biology H and Chemistry H or teacher recommendation

This one-year advanced laboratory course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and human-made environmental problems, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving or preventing them, and to examine environmental law and global economic impacts. The appropriate use of technology is an integral part of this course. It is designed to meet the requirements of the College Board AP Environmental Science Examination. This course fulfills one of the science credits required for high school graduation and meets college entrance requirements for a laboratory science. **There is a \$20 lab fee for this course.**

Geoscience

Grade: 12

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

Geoscience Honors

Grade: 12

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.

SCIENCE ELECTIVE

Principles of Anatomy & Physiology Honors

Grade: 11-12

Prerequisite: C or higher in Biology and Chemistry

This one-year course is a survey of the fundamentals of anatomy and physiology. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Although not recognized by CCSD as a "science", colleges & universities will and look for courses like this. Highly recommended for students in the sports medicine program or those pursuing a health science profession. 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.**

SOCIAL STUDIES DEPARTMENT

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

	Courses Required for Graduation	Elective Courses
9 th Grade		Principles of Leadership (by Election Only) AP Human Geography
10 th Grade	World History AP World History	Principles of Leadership (by Election Only)
11 th Grade	U.S. History AP U.S. History	Contemporary Problems Psychology I AP Psychology Principles of Leadership (by Election Only) Sociology I
12 th Grade	U.S. Government AP U.S. Government	Contemporary Problems Psychology I AP Psychology Principles of Leadership (by Election Only) Sociology I

AP Human Geography

Grade: 9

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

World History

Grade: 10

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.

AP World History

Grade: 10

Pre-requisite: Teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Human World History examination. This college-level curriculum highlights the nature of changes in global frameworks and the causes and consequences, as well as comparisons among major societies from historical, geographical, political, economic, and cultural contexts. This course covers the scope of human history from 8,000 BCE to the present.

Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

U.S. History

Grade: 11

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. 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.

AP U.S. History

Grade: 11

Pre-requisite: Teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States History examination. This college-level curriculum provides an in-depth examination, synthesis, and evaluation of the historical themes from 1492 to present day. A careful balance of historiography, analytical skills, and factual knowledge is used throughout the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

U.S. Government

Grade:

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.

AP U.S. Government

Grade: 12

Pre-requisite: U.S. History AP or Honors

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement United States Government and Politics examination. This college-level curriculum provides students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. Students increase their knowledge of the various institutions, groups, beliefs, and ideas that constitute United States politics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one U.S. Government credit required for high school graduation.

SOCIAL STUDIES ELECTIVES

Principles of Leadership

Grade: 9-12

Pre-requisite: Election Only

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. **Course fee may be charged.**

Contemporary Problems

Grade: 11-12

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

Psychology I

Grade: 11-12

This one-year course introduces basic concepts used by psychologists in understanding human behavior. Topics include psychology as a science, human development, biological bases of behavior, motivation and learning, thinking and intelligence, normal and abnormal behavior, therapies, testing, and the effects of group membership on behavior. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation.

AP Psychology

Grade: 11-12

Pre-requisite: Preferred Psychology I

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Psychology examination. This college-level curriculum introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Sociology I

Grade: 11-12

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 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 elective credit required for high school graduation.

VISUAL ARTS DEPARTMENT

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

9 th Grade	Art I Ceramics I Drawing I Painting I Fibers I
10 th Grade	Art I Ceramics I/II Drawing I/II Painting I/II Fibers I
11 th Grade	Art I Ceramics I/II/III Drawing I/II Painting I/II Fibers I
12 th Grade	Art I Ceramics I/II/III Drawing I/II Painting I/II Fibers I AP Studio Art: 2-D AP Studio Art: 3-D AP Studio Art: Drawing Advanced Study Art

These courses require a \$40.00 Art Package to be paid by the first week of September and covers the cost for most of the supplies used in class throughout the year.

Art 1

Grade: 9-12

This one-year foundation course is designed to provide a basic understanding of the elements and principles of art as emphasized through the production of art, the study of art history, aesthetics, and art criticism. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

AP Studio Art: 2-D

Grade: 12

Pre-requisite: minimum of two art classes in 10th and 11th and teacher recommendation

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Studio Art: 2-D Design examination and portfolio submission. This college-level curriculum facilitates students in the creation of a college-level portfolio of two-dimensional art with design focus. Through any 2-D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2-D visual concerns and methods. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. **Students enrolling in AP courses are encouraged to take Advanced Study Art concurrently. It is expected students will submit the AP portfolio in May.**

AP Studio Art: 3-D

Grade: 12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement Studio Art: 3-D Design examination and portfolio submission. This college-level curriculum facilitates the creation of a college-level portfolio demonstrating mastery of three-dimensional design. Through additive, subtractive, and/or fabricated processes, students create works that demonstrate a range of understanding and fundamental mastery of 3-D visual concerns and methods. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to society. The appropriate use of technology is an integral part of this course. This course fulfills either one elective credit or one Arts/Humanities credit required for high school graduation and may be repeated. **Students enrolling in AP courses are encouraged to take Advanced Study Art concurrently. It is expected students will submit the AP portfolio in May.**

Ceramics I

Grade: 9-12

This first-year course is designed to provide experience in three-dimensional design as it applies to ceramics. This course includes an exploration of a variety of hand-building methods and an introduction to wheel techniques. Glaze techniques, tools, vocabulary development, safety factors, historical appreciation, and evaluation are a part of the course. Students are encouraged to exhibit their work.

Ceramics II

Grade 10-12

Pre-requisite: Ceramics I

This one-year advanced course is designed to build upon the experience in three-dimensional design as it applies to ceramics. Students will refine hand building methods and learn or expand wheel techniques. Surface decoration, vocabulary development, studio participation and safety, historical appreciation, aesthetics and critique are to be continued in this course. This course will fulfill one elective credit required for high school graduation.

Ceramics III

Grades 11-12

Pre-requisite: Ceramics II or teacher recommendation

This one-year advanced course is designed to follow Ceramics I and II and will build upon knowledge of three-dimensional design specific to ceramic arts. In this advanced class a student will further develop hand-building or wheel throwing skills or a combination of both. Vocabulary development, exploration of advanced surface decoration, the use of a variety of firing methods and communication of artistic ideas will be emphasized. Students will analyze and discuss their work and the work of others and will be required to exhibit their work. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill either one elective credit or one Arts/Humanities credit required for high school graduation.

Fibers I

This one-year course is designed to provide students an exploration of threads, yarns, and cords of natural and/or manufactured filaments as art making materials. Relevant vocabulary and art making skills are learned through two- and three-dimensional designs. Safe and effective use of materials, tools and equipment are stressed. Students study the historical background and regional variations in their fiber design. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Drawing I

Grade: 9-12

This one-year course provides students with a strong foundation for drawing through the study of basic techniques and the use of a variety of media and subject matter. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of drawing for communication and expression are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Drawing II

Grade: 10-12

Pre-requisite: Drawing I

This one-year course expands knowledge and skill through an in-depth study of tools, techniques, media, and subject matter, and is a continuation of Drawing I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in planning, art making, and reflection. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Painting I

Grade: 9-12

This one-year course is designed to provide students with a strong foundation of painting through the study of basic techniques and the use of a variety of media. Students participate in exercises in art appreciation and critique to learn to personally consider and judge art. Problem solving, creativity, and originality are cultivated through planning, art making, and reflection. The development and influence of painting and painters throughout the ages are integrated into learning. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Painting II

Grade: 10-12

Pre-requisite: Painting I

This one-year course is designed to expand knowledge and skill through an in-depth study of tools, techniques, and media associated with painting and is a continuation of Painting I. Students extend the study of art appreciation and participate in self and group critiques while interpreting, defending, and judging art. Problem solving, creativity, and originality are expected in study, planning, art making, and reflection. Specific painting styles and significant painters throughout history are emphasized. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

INDIVIDUALIZED PROGRAM DEPARTMENT

The Desert Oasis High School Individualized Programs Department offers required subjects in the areas of English, mathematics, science, health, and social studies. Course descriptions for most Individualized Programs classes resemble the scope of those offered in regular classes; however, the content is dictated by the IEP. Listed below are those course descriptions that are unique to the Individual Programs Department. Co-Taught courses are offered as well. Within the co-taught model, the special education teacher "is a part of the classroom teaching team." The primary goal of the co-taught teaching model, where two teachers are working in one class, is to meet the needs of students who are eligible for special education and who's Individualized Educational Program (IEP) includes placement in regular education courses.

English 1

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more mature ways such as controlling the language and structure of text; completing more complex writing assignments; reading a range of literary and informational texts, both classic and contemporary; delivering more oral presentations; and participating in a variety of conversations and collaborations with peers and adults. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation

English 2

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.

English 3

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, non-fiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.

English 4

This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. The appropriate use of technology is an integral part of this course. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.

Math 1

This one-year course is designed to focus on five critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, developing, and using expressions and linear equations; 4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 5) drawing inferences about populations based on samples. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation

Math 2

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.

Principles of Algebra

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Principles of Geometry

This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the required mathematics credits for high school graduation.

Prevocational Skills

This one-year course is designed to assist students in determining the occupational areas for which they might best prepare for post-secondary employment. Major topics include four major areas of work practice; classroom jobs, school and community work experiences, neighborhood jobs, and paid employment in the community. This course provides students the opportunity to learn about and practice work habits and skills applicable to a variety of jobs. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. The appropriate use of technology is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills one elective credit required for high school graduation and is repeatable.

Science I

This one-year course is designed to explore the basic elements of science which are functional to everyday living. This course provides an integrated, standards-based approach by connecting concepts in life science, earth and space science, and physical science. Students gain a foundation in the nature of science and develop critical thinking skills through inquiry, experimentation, collaboration, and data collection with analysis. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit required for high school graduation and qualifies as a laboratory science.

Science II

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. The topics covered in Biology include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Students with Individual Education Programs (IEP's) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science.

Social Living/Independent Living Skills

This one-year course is designed to improve personal and interpersonal skills by developing independence, self-confidence, socially acceptable behaviors, and the maintenance of relationships. The development of an adequate self-concept and a capacity to identify with others to become socially and occupationally competent are strongly emphasized. As it is crucial for students to learn how to manage a home, family, and finances, this course places special emphasis on becoming an independent citizen. This one-year course gives students the opportunity for self-improvement through exploring who they are, the values they want to have, how to set short- and long-term goals, responsibility and leadership, and how to identify and overcome obstacles. Students with Individualized Educational Program (IEP) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one elective credit required for high school graduation and may be repeated. It also includes objectives for gaining knowledge of responsibilities involved in establishing interpersonal relationships, marriage, and child-raising procedures for personal care and discipline. The course will fulfill one of the elective credits required for graduation.

The Study of U.S. Government

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Students with Individual Education Programs (IEPs) have diverse needs and course accommodations and/or modifications may be required based upon IEP identified need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.

The Study of U.S. History

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 need. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

The Study of World History

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

Name: _____
Last First MI

Student #: _____

Phone #: _____

Email Address: _____

Middle School: _____

DESERT OASIS HIGH SCHOOL REGISTRATION

9th

SELECT CLASSES: Circle **ONE** class from each of the following required classes (speak with your current teacher for help). Then add electives in priority order.

Be sure to choose alternative elective courses in case the first choice is not available.

1. **English:** English 9, English 9 Honors
2. **Math:** Algebra I, Geometry Honors
3. **Science:** Biology, Biology Honors
4. **PE:** PE I, Dance I
5. **Health and Freshman Studies**
6. Elective: _____
7. Elective: _____
8. Elective: _____
- 1st Alternate: _____
- 2nd Alternate: _____

Class Challenge: Student does not meet the prerequisite for:

but would like to challenge the course (see Course Catalog). **I understand that he/she is expected to remain in the class for the entire year.**

***Summer School** information will be available in April. You will **NOT** be deleted from any classes to be completed in summer school. It is your responsibility to notify your counselor prior to fall registration if you **have completed** the indicated classes in summer school.

I understand I will be scheduled into the above classes unless they are filled, canceled, or if any prerequisite class has not been met. **NO requests for teacher changes, elective changes, and/or a specific lunch period will be honored; counselors will only make schedule changes when a required class is needed for graduation.** Courses are year-long unless otherwise designated. Please consult the course catalog for course information at <http://schools.ccsd.net/desertoasis/counselors/counselors.html> . Questions? Contact your child's counselor at 702-799-6881, ext. 4300. **Signatures below indicate program approval.**

Parent/Guardian Signature

Date

Student Signature

Date

Name: _____
Last First MI

Student #: _____

Phone #: _____

Email Address: _____

DESERT OASIS HIGH SCHOOL REGISTRATION 10th

SELECT CLASSES: Circle **ONE** class from each of the following required classes (speak with your current teacher for help). Then add electives in priority order.

Be sure to choose alternative elective courses in case the first choice is not available.

1. **English:** English 10, English 10 Honors (Pre-AP)
2. **Math:** Geometry, Geometry H, Math Essentials I, Algebra II, Algebra II H
3. **Science:** Chemistry, Chemistry Honors
4. **Social Studies:** World History, AP World History
5. **PE:** PE II, Dance II
6. Elective: _____
7. Elective: _____
8. Elective: _____
- 1st Alternate: _____
- 2nd Alternate: _____

Class Challenge: Student does not meet the prerequisite for:

but would like to challenge the course (see Course Catalog). **I understand that he/she is expected to remain in the class for the entire year.**

***Summer School** information will be available in April. You will NOT be deleted from any classes to be completed in summer school. It is your responsibility to notify your counselor prior to fall registration if you have completed the indicated classes in summer school.

I understand I will be scheduled into the above classes unless they are filled, canceled, or if any prerequisite class has not been met. **NO requests for teacher changes, elective changes, and/or a specific lunch period will be honored; counselors will only make schedule changes when a required class is needed for graduation.** Courses are year-long unless otherwise designated. Please consult the course catalog for course information at <http://schools.ccsd.net/desertoasis/counselors/counselors.html> . Questions? Contact your child's counselor at 702-799-6881, ext. 4300. **Signatures below indicate program approval.**

Parent/Guardian Signature Date

Student Signature Date

Name: _____
Last First MI

Student #: _____

Phone #: _____

Email Address: _____

DESERT OASIS HIGH SCHOOL REGISTRATION 11th

SELECT CLASSES: Circle **ONE** class from each of the following required classes (speak with your current teacher for help). Then add electives in priority order.

Be sure to choose alternative elective courses in case the first choice is not available.

1. **English:** English 11, English 11 Honors, AP Eng. Lang/Comp

2. **Math:** Algebra II, Algebra II Honors, Elementary Algebra, Math Essentials II, Pre-Calculus AB Honors, College Preparatory Math, AP Calculus AB

3. **Science:** Physics, Physics Honors, AP Physics I

4. **Social Studies:** U.S. History, AP U.S. History

5. Electives: _____

6. Electives: _____

7. Electives: _____

8. Electives: _____

1st Alternate: _____

2nd Alternate: _____

Class Challenge: Student does not meet the prerequisite for:

but would like to challenge the course (see Course Catalog). **I understand that he/she is expected to remain in the class for the entire year.**

***Summer School** information will be available in April. You will **NOT** be deleted from any classes to be completed in summer school. It is your responsibility to notify your counselor prior to fall registration if you **have completed** the indicated classes in summer school.

I understand I will be scheduled into the above classes unless they are filled, canceled, or if any prerequisite class has not been met. **NO requests for teacher changes, elective changes, and/or a specific lunch period will be honored; counselors will only make schedule changes when a required class is needed for graduation.** Courses are year-long unless otherwise designated. Please consult the course catalog for course information at <http://schools.ccsd.net/desertoasis/counselors/counselors.html> . Questions? Contact your child's counselor at 702-799-6881, ext. 4300. **Signatures below indicate program approval.**

Parent/Guardian Signature

Date

Student Signature

Date

Name: _____
Last First MI

Student #: _____

Phone #: _____

Email Address: _____

DESERT OASIS HIGH SCHOOL REGISTRATION 12th

SELECT CLASSES: Circle **ONE** class from each of the following five required classes (speak with your current teacher for help). Then add electives in priority order.

Be sure to choose alternative elective courses in case the first choice is not available.

1. **English:** Eng. 12, Eng. 12 Honors, AP English Lang./Comp., AP English Lit./Comp.
2. **Math:** Algebra II, Intermediate Algebra, College Prep Math, Topics of Modern Math, Pre-Calculus Honors, AP Calculus AB, AP Calculus BC, AP Statistics
3. **Science:** Geoscience, Geoscience Honors, Physics, AP Biology, AP Physics I, AP Physics II, AP Environmental Science, AP Chemistry
4. **Social Studies:** U.S. Government, AP US Government
5. Elective _____
6. Elective _____
7. Elective: _____
8. Elective: _____
- 1st Alternate _____
- 2nd Alternate _____

Class Challenge: Student does not meet the prerequisite for:

but would like to challenge the course (see Course Catalog). **I understand that he/she is expected to remain in the class for the entire year.**

***Summer School** information will be available in April. You will **NOT** be deleted from any classes to be completed in summer school. It is your responsibility to notify your counselor prior to fall registration if you **have completed** the indicated classes in summer school.

I understand I will be scheduled into the above classes unless they are filled, canceled, or if any prerequisite class has not been met. **NO requests for teacher changes, elective changes, and/or a specific lunch period will be honored; counselors will only make schedule changes when a required class is needed for graduation.** Courses are year-long unless otherwise designated. Please consult the course catalog for course information at <http://schools.ccsd.net/desertoasis/counselors/counselors.html> . Questions? Contact your child's counselor at 702-799-6881, ext. 4300. **Signatures below indicate program approval.**

Parent/Guardian Signature Date

Student Signature Date

9th Grade Electives

Career & Technical Education

Forensic Science I
Furniture & Cabinet Making I
Health Science I
Principles of Business & Marketing
Photography I
Video Production I
Web Design & Development I

English

Journalism Foundations
Publications I
Public Speaking & Argumentation (*Non-Competitive Speech & Debate*)
Speech & Debate I (*Competitive Team*)

Foreign Language

French I
Japanese I
Spanish I
Spanish II H

Visual Arts

Arts I
Ceramics I
Drawing I
Painting I
Fibers I

PE

Dance I

Performing Arts

Advanced Band
Marching Band
Rhythmic Precision (*Color Guard*)
Jazz Band
Percussion Ensemble
Beginning Guitar
Intermediate Orchestra
Orchestra Ensemble
Beginning Chorus (*Women's*)
Beginning Chorus (*Men's*)
Theater I
Tech Theater I

Social Studies

AP Human Geography
Principles of Leadership (*by Election Only*)

10th Grade Electives

Career & Technical Education

Forensic Science I/II
Furniture & Cabinet Making I/II
Health Science I
Sports Medicine I
Photography I/II
Principles of Business & Marketing
Marketing I
Video Production I/II
School Related Work Experience
Web Design & Development I/II

English

Journalism Foundations
Journalism II
Imaginative Writing
Mythology & Folklore
Publications I/II
Public Speaking & Argumentation (*Non-Competitive Speech & Debate*)
Speech & Debate I/II (*Competitive Team*)
Film Studies

Visual Arts

Art I
Ceramics I/II
Drawing I/II
Fibers I
Painting I/II

Foreign Language

French I
French II H
Japanese I
Japanese II H
Spanish I
Spanish II/III H

PE

Dance I/II
Rhythmic Precision (*Cheer or Dance*)

Performing Arts

Advanced Band
Marching Band
Rhythmic Precision (*Color Guard*)
Jazz Band
Percussion Ensemble
Beginning/Intermediate Guitar
Advanced Orchestra
Chamber Orchestra
Orchestra Ensemble
Beginning Chorus (*Women's*)
Beginning Chorus (*Men's*)
Advanced Chorus (*Women's*)
Advanced Chorus (*A Capella*)
Chamber Choir
Theater I/II
Tech Theater I/II

Social Studies

Principles of Leadership (*by Election Only*)

11th Grade Electives

Career & Technical Education

Applied Office Practice (*Minimum 2.75 GPA and CTE experience*)

Exploratory Work Experience (*credit outside of school day if you work a job*)

School Related Work Experience (*Cafeteria Worker*)

Forensic Science II/III

Furniture & Cabinet Making II/III

Marketing I/II

Photography II/III

Sports Medicine I/II

Student Aide (*Minimum 2.75 GPA*)

Video Production II/III

Web Design & Development I/II

English

Journalism Foundations

Journalism II

Publications I/II

Speech & Debate I/II/III (*Competitive Team*)

Public Speaking & Argumentation (*Non-Competitive Speech & Debate*)

Imaginative Writing

Mythology & Folklore

Film Studies

Foreign Language

French I

French II/III H

Japanese I

Japanese II/III H

Spanish I

Spanish II/III H

PE

Lifetime Sports

Physical Conditioning with Weights

Rhythmic Precision (*Cheer or Dance*)

Performing Arts

Advanced Band

Marching Band

Rhythmic Precision (*Color Guard*)

Jazz Band

Percussion Ensemble

Beginning/Intermediate/Advanced Guitar

Ensemble Orchestra

Advanced Orchestra

Chamber Orchestra

Beginning Chorus (*Women's*)

Beginning Chorus (*Men's*)

Advanced Chorus (*Women's*)

Advanced Chorus (*A Cappella*)

Chamber Choir

Theater I/II/III

Tech Theater II/III

Science

Principles of Anatomy/Physiology Honors

Social Studies

Contemporary Problems

Psychology I

AP Psychology

Sociology I

Principles of Leadership (*by Election only*)

Visual Arts

Art I

Ceramics I/II/III

Drawing I/II

Fibers I

Painting I/II

12th Grade Electives

Career & Technical Education

Applied Office Practice (*Minimum 2.75 GPA and CTE experience*)
Exploratory Work Experience (*credit outside of school day if you work a job*)
School Related Work Experience (*Cafeteria Worker*)
Student Aide (*Minimum 2.75 GPA*)
Forensic Science III
Furniture & Cabinet Making III
Furniture & Cabinet Advanced Studies
Photography III
Video Production III
Video Production Advanced Studies
Marketing II
Marketing Advanced Studies
Sports Medicine II

English

Journalism Foundations
Journalism II
Publications I/II
Public Speaking & Argumentation (*Non-Competitive Speech & Debate*)
Speech & Debate I/II/III (*Competitive Team*)
Imaginative Writing
Mythology & Folklore
Film Studies

Foreign Language

French II/III H
AP French
Japanese II-V H
Spanish II/III H
AP Spanish Language

Performing Arts

Advanced Band
Marching Band
Rhythmic Precision (*Color Guard*)
Jazz Band
Percussion Ensemble
Beginning/Advanced/Intermediate Guitar
Orchestra Ensemble
Advanced Orchestra
Chamber Orchestra
Beginning Chorus (*Women's*)
Beginning Chorus (*Men's*)
Advanced Chorus (*Women's*)
Advanced Chorus (*A Cappella*)
Theater I/II/III/IV
Tech Theater II/III/IV

PE

Lifetime Sports
Physical Conditioning with Weights
Rhythmic Precision (*Cheer or Dance*)

Science

Principles of Anatomy/Physiology H

Social Studies

Contemporary Problems
Psychology I
AP Psychology
Principles of Leadership (*by Election Only*)
Sociology I

Visual Arts

Advanced Study Art
Art I
Ceramics I/II/III
Drawing I/II
Fibers I
Painting I/II
AP Studio Art: Drawing
AP Studio Art: 2-D
AP Studio Art: 3-D